

U.S. DEPARTMENT OF LABOR/ETA/OGCM

DIVISION OF FEDERAL ASSISTANCE
200 CONSTITUTION AVENUE NW - ROOM N-4716
WASHINGTON, D.C. 20210



September 27, 2012

Bellevue Community College
3000 Landerholm Circle SE
Bellevue, WASHINGTON 98007-6484

Dear Ray White:

Enclosed is an executed copy of your recently awarded grant or agreement with the U. S. Department of Labor (DOL), Employment and Training Administration (ETA).

The following provides information on how to access funds via the Payment Management System (PMS), and access to Grantee Reporting System for financial reporting. These systems require two separate password/pins. PMS instructions are in step one and financial reporting is in step two. Please complete both steps.

1. Payment Management System

To Create an ETA PMS Account	To establish a PMS account with DOL ETA for the first time, submit the following documents: - Complete an SF-1199a Direct Deposit Sign-up form - Provide the information contained in the ETA Accounting Contact Information document Send both documents via overnight mail to: Van Yung U. S. Department of Labor/ETA OFAM/Office of Comptroller 200 Constitution Avenue, NW N4702 Washington, D.C. 20210 Telephone (202) 693-2936 The SF-1199A Direct Deposit Sign-up Form and the ETA Accounting Contact Information document are both available at www.doleta.gov/grants under Payment Information. Allow at least 3 weeks from ETA's receipt of the SF-1199A for access. Direct any inquiries regarding the status of the SF-1199A to (202) 693-2936 or send an e-mail to etaacctg.custserv@dol.gov.
For Existing ETA PMS Users	If a PMS account is already established for other ETA grants, send an email to Lanisha White, White.Lanisha@dol.gov or Van Yung, Yung.Van@dol.gov with the following information: - Grant agreement number - Grant award amount - PMS account number Once the email is received, the funds awarded under the new grant

agreement will be available under the designated PMS Account in a separate Subaccount within 2-3 business days.

To Designate a Separate Entity as the Fiscal Agent	To designate a separate entity to act as the fiscal agent to access and disburse grant funds, submit the following: - A letter from the Authorized Representative of the grant to the ETA contact mentioned above with the Fiscal Agent's name, address and Employer Identification Number - The grantee completes sections A through C on the SF-1199A for the grantee organization. (Banking information is not needed for the grantee) - The grantee must provide the page number in their grant proposal that identifies the fiscal agent or request a grant modification to make this change (subject to Grant Officer review and approval). - The Fiscal Agent completes the entire SF-1199A separate from the grantee's SF-1199A. - The Fiscal Agent provides the information contained in the Payment Management System Access Form. Once both SF-1199A forms and the Payment Management System Access Form are received and the account has been established in PMS, the primary contact indicated will receive a certified letter from the Payments Management System with drawdown instructions, PMS pin/account number and temporary password. These documents are available at www.doleta.gov/grants under Payment Information. Allow at least three weeks from ETA's receipt of the SF-1199A for access. Direct all inquires for the SF-1199 A to (202) 693-2936 or e-mail etaacctng.custserv@dol.gov.
---	--

2. Financial Status Reporting

Access to Financial Reporting - ETA 9130	Identify two individuals in the organization responsible for financial reporting: - The Primary Contact person will certify the accuracy of the report by entering the PIN. The PIN acts as an electronic signature. - The Secondary Contact will enter the reporting data. Provide the following information to both Shantay Logan Logan.Shantay@dol.gov and Avery Malone Avery.Malone@dol.gov: - Grant agreement number - Name & phone number of both individuals - Email address for Primary contact person The Financial Reporting Access document can be found at www.doleta.gov/grants under Financial Reporting. Only the Primary Contact person will be emailed the password/PIN upon receipt of the required information. Direct inquiries regarding the Password/PIN to Shantay Logan and Avery Malone. Contact your Federal Project Officer for questions on Financial Reporting.
---	--

Lastly, the Federal Project Officer (FPO) assigned to this grant is Region 6. Region 6 will serve as your first line point of contact and can be contacted via phone (415) 625-7900 or e-mail RO6-RA-SF@dol.gov. If your FPO is not available, please call your Regional Office at 415-625-7900 for assistance.

Grant Officer

A handwritten signature in dark ink, appearing to read "Eric Luetkenhaus". The signature is written in a cursive, flowing style.

ERIC LUETKENHAUS

Enclosures

U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION

GRANT / AGREEMENT
NOTIFICATION OF
AWARD/OBLIGATION

Under the authority of the *Health Care and Education Reconciliation Act of 2010*, this grant or agreement is entered into between the above named **Grantor Agency** and the following named **Awardee**, for a project entitled - **TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING GRANTS PROGRAM**.

Name & Address of Awardee:
Bellevue Community College
3000 Landerholm Circle SE
Bellevue, WASHINGTON 98007-
6484

Agreement #: TC-23745-12-60-A-53
CFDA #: 17.282
Accounting Code: 1630-2012-0501871212BD201201870001125CC000A0000AOWI00AOWI00-A90200-410023---
Mod Amount: \$11,775,297.00
EIN: 910819265
DUNS #: 089937353

The Period of Performance shall be from **October 01, 2012 thru September 30, 2016**.
Total Government's Financial Obligation is **\$11,775,297.00** (unless other wise amended).
Payments will be made under the Payments Management System, and can be automatically drawn down by the awardee on an as needed basis covering a forty-eight (48) hour period.

In performing its responsibilities under this grant agreement, the awardee hereby certifies and assures that it will fully comply with the following regulations and cost principles, including any subsequent amendments:

Uniform Administrative Requirements:

29 CFR Part 97, for State/Local Governments and Indian Tribes; OR
29 CFR Part 95, for Institutions of Higher Education, Hospitals and other Non-Profit Organizations and Commercial Organizations.

Cost Principles:

2 CFR 225, for State/Local Governments and Indian Tribes;
2 CFR 220, for Institutions of Higher Education; OR
2 CFR 230, for Non-Profit Organizations.
48 CFR Part 31.

90-day indirect

Other Requirements (As Applicable):

29 CFR Part 96 and 99, Single Audit Act
29 CFR Part 93, Lobbying Certification
29 CFR Part 37, Nondiscrimination and Equal Opportunity Requirements
29 CFR Part 98, Debarment and Suspension; Drug Free Workplace
20 CFR Part 652 et al., Workforce Investment Act
Wagner-Peyser Act
Grant Award Document, Parts I through IV, and attachments.

The awardee's signature below certifies full compliance with all terms and conditions as well as the above stated grant regulations and certifications, and that this document has not been altered.

Signature of Approving Official - **AWARDEE**

Signature of Approving Official - **DOL / ETA**

See SF 424 for Signature

No Additional Signature Required

(Type Name and Title)



ERIC LUETKENHAUS September 27, 2012
Grant Officer

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Bellevue College

* b. Employer/Taxpayer Identification Number (EIN/TIN):

91-0819265

* c. Organizational DUNS:

0899373530000

d. Address:

* Street1:

3000 Landerholm Circle SE

Street2:

* City:

Bellevue

County/Parish:

King County

* State:

WA: Washington

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

98007-6484

e. Organizational Unit:

Department Name:

Workforce Development

Division Name:

Workforce Development

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

Prefix:

* First Name:

Paula

Middle Name:

* Last Name:

Boyum

Suffix:

Ph.D

Title: Workforce Development Vice President

Organizational Affiliation:

* Telephone Number:

(425) 564-2265

Fax Number:

(425) 564-6163

* Email:

paula.boyum@bellevuecollege.edu

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Employment and Training Administration

11. Catalog of Federal Domestic Assistance Number:

17.282

CFDA Title:

Trade Adjustment Assistance Community College and Career Training (TAACCT) Grants

*** 12. Funding Opportunity Number:**

SGA-DFA-PY-11-08

* Title:

Trade Adjustment Assistance Community College and Career Training Grants Program

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Health e-Workforce

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant b. Program/Project

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

[Add Attachment](#)[Delete Attachment](#)[View Attachment](#)**17. Proposed Project:*** a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	11,775,297.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	11,775,297.00

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

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

[Add Attachment](#)[Delete Attachment](#)[View Attachment](#)

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

☒ ** I AGREE

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

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Administrative Costs

Pursuant to 20 CFR 667.210(b), grantees are advised that there is a 10% limitation on administrative costs on funds administered under this grant. In no event, may administrative costs exceed 10% of the total award amount. The cost of administration shall include those disciplines enumerated in 20 CFR 667.220(b) and (c).

Sec. 667.220 What Workforce Investment Act title I functions and activities constitute the costs of administration subject to the administrative cost limit?

(a) The costs of administration are that allocable portion of necessary and reasonable allowable costs of State and local workforce investment boards, direct recipients, including State grant recipients under subtitle B of title I and recipients of awards under subtitle D of title I, as well as local grant recipients, local grant subrecipients, local fiscal agents and one-stop operators that are associated with those specific functions identified in paragraph (b) of this section and which are not related to the direct provision of workforce investment services, including services to participants and employers. These costs can be both personnel and non-personnel and both direct and indirect.

(b) The costs of administration are the costs associated with performing the following functions:

(1) Performing the following overall general administrative functions and coordination of those functions under WIA title I:

(i) Accounting, budgeting, financial and cash management functions;

(ii) Procurement and purchasing functions;

(iii) Property management functions;

(iv) Personnel management functions;

(v) Payroll functions;

(vi) Coordinating the resolution of findings arising from audits, reviews, investigations and incident reports;

(vii) Audit functions;

(viii) General legal services functions; and

(ix) Developing systems and procedures, including information systems, required for these administrative functions;

(2) Performing oversight and monitoring responsibilities related to WIA administrative functions;

(3) Costs of goods and services required for administrative functions of the program, including goods and services such as rental or purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space;

(4) Travel costs incurred for official business in carrying out administrative activities or the overall management of the WIA system; and

(5) Costs of information systems related to administrative functions (for example, personnel, procurement, purchasing, property management, accounting and payroll systems) including the purchase, systems development and operating costs of such systems.

(c)(1) Awards to subrecipients or vendors that are solely for the performance of administrative functions are classified as administrative costs.

(2) Personnel and related non-personnel costs of staff who perform both administrative functions specified in paragraph (b) of this section and programmatic services or activities must be allocated as administrative or program costs to the benefiting cost objectives/categories based on documented distributions of actual time worked or other equitable cost allocation methods.

(3) Specific costs charged to an overhead or indirect cost pool that can be identified directly as a program cost are to be charged as a program cost. Documentation of such charges must be maintained.

(4) Except as provided at paragraph (c)(1), all costs incurred for functions and activities of subrecipients and vendors are program costs.

(5) Costs of the following information systems including the purchase, systems development and operating (e.g., data entry) costs are charged to the program category:

(i) Tracking or monitoring of participant and performance information;

(ii) Employment statistics information, including job listing information, job skills information, and demand occupation information;

(iii) Performance and program cost information on eligible providers of training services, youth activities, and appropriate education activities;

(iv) Local area performance information; and

(v) Information relating to supportive services and unemployment insurance claims for program participants;

(6) Continuous improvement activities are charged to administration Or program category based on the purpose or nature of the activity to be improved. Documentation of such charges must be maintained.

**The Solicitation for
Grant Applications for this
competition is attached and
hereby incorporated into
this Grant Agreement.**

U.S. DEPARTMENT OF LABOR

Employment and Training Administration

Notice of Availability of Funds and Solicitation for Grant Applications for Trade Adjustment Assistance Community College and Career Training Grants Program

Announcement Type: Solicitation for Grant Applications (SGA)

Funding Opportunity Number: SGA/DFA PY 11-08

Catalog of Federal Domestic Assistance (CFDA) Number: 17.282

Key Dates: The closing date for receipt of applications under this announcement is May 24, 2012. Applications must be received no later than 4:00 p.m. Eastern Time. A pre-recorded webinar will be on-line (<http://www.workforce3one.org>) and accessible for viewing on March 9, 2012, and will be available for viewing anytime after that date. While a review of this webinar is encouraged, it is not mandatory that applicants view this recording. Frequently Asked Questions (FAQs) will be posted to the Employment and Training Administration's Trade Adjustment Assistance Community College and Career Training Grants Program (TAACCCT) website at <http://www.doleta.gov/taaccct> no later than March 2, 2012. Please check the TAACCCT website frequently for future updates.

Addresses: Mailed applications must be addressed to the U.S. Department of Labor, Employment and Training Administration, Office of Grants Management, Attention: Donna Kelly, Grant Officer, Reference SGA/DFA PY 11-08, 200 Constitution Avenue, NW, Room N4716, Washington, DC 20210. For complete application and submission information, including online application instructions, please refer to section IV.

Summary: The U.S. Department of Labor (DOL or the Department) announces the availability of up to \$500 million in grant funds to be awarded under the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program. The TAACCCT grant program provides eligible institutions of higher education, as defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002), with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, and are suited for workers who are eligible for training under the Trade Adjustment Assistance (TAA) for Workers Program ("TAA-eligible workers") of the Trade Act of 1974 (as amended) 19 U.S.C. 2271-2323, as well as other adults. Eligible institutions may be located in the 50 States, the District of Columbia, Puerto Rico or the U.S. territories; however, the competitiveness of institutions in the U.S. territories under this SGA may be impacted by their limited opportunity to serve TAA-eligible workers. Although the Department expects that a wide range of individuals will benefit from the TAACCCT program, the primary intent is to meet the educational or career training needs of workers who have lost their jobs or are threatened with job loss as a result of foreign trade.

The Department intends to fund multi-year grants to eligible institutions for either developing new education and career training program strategies or for replicating existing evidence-based design, development, and/or delivery strategies for such programs. As a result of this Solicitation for Grant Applications (SGA), the Department is helping to ensure that our nation's institutions of higher education are able to help TAA-eligible workers and other adults succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting the needs of employers for skilled workers.

In accordance with the TAACCCT requirement that each state receive at least 0.5 percent of the approximately \$500 million total amount of funds available under this SGA, the Department intends to fund grants of \$2.5 to \$3.0 million to applicants from each State, the District of Columbia, and Puerto Rico. In addition to grants of \$2.5 to \$3.0 million to individual applicants, the Department intends to fund grants of \$5 million to \$15 million to consortium applicants that propose programs that will impact TAA-eligible workers and other adults across a state, region or regions, industry sector or cluster of related industries. Eligible institutions that received individual grants or were the "lead institution" under the Solicitation for Grant Applications for TAACCCT Grants

Program Funding Opportunity Number: SGA/DFA PY 10-03, dated January 20, 2011, are not eligible to apply for grants under this SGA.

For more information and updates about the TAACCCT grant program, please visit: www.doleta.gov/TAACCCT.

ADDRESSES: Mailed applications must be addressed to the U.S. Department of Labor, Employment and Training Administration, Division of Federal Assistance, Attention: Donna Kelly, Grant Officer, Reference SGA/DFA PY 11-08, 200 Constitution Avenue, NW, Room N-4716, Washington, DC 20210. For complete "Application and Submission Information," please refer to Section IV.

CONTENTS: This solicitation consists of nine (9) sections:

Section I provides a description of this funding opportunity.

- A. Overview of the Grant Program
- B. Core Elements of TAACCCT Projects
- C. Third-Party Evaluation of Project
- D. Program Requirements
- E. Allowable Activities

Section II provides award information.

- A. Award Amount
- B. Period of Performance

Section III provides eligibility information.

- A. Eligible Institutions
- B. Consortium Applicants
- C. Eligible Participants
- D. Leveraged Expertise
- E. Other Grant Specifications

Section IV provides information on the application and submission process.

- A. How to Obtain an Application Package
- B. Content and Form of Application Submission
- C. Submission Date, Times, Process and Addresses
- D. Intergovernmental Review
- E. Funding Restrictions
- F. Other Submission Requirements

Section V describes the criteria against which applications will be reviewed and explains the proposal review process.

- A. Evaluation Criteria
- B. Review Criteria for Program Evaluation Component
- C. Review and Selection Process

Section VI describes award administration information.

- A. Award Notices
- B. Administrative and National Policy Requirements
- C. Reporting

Section VII provides agency contacts.

Section VIII provides additional resources of interest to applicants.

- A. Web-Based Resources
- B. Industry Competency Models
- C. Evaluation Resources
- D. Workforce3One Resources

Section IX provides other information.

I. Funding Opportunity Description

A. Overview of the Grant Program

In an increasingly competitive world economy, America's economic strength depends upon the education and skills of its workers. In the coming years, jobs requiring at least an Associate's degree are projected to grow twice as fast as those requiring no college experience. The nation needs workers with the education and skills to succeed in fast growing high-wage occupations, and community colleges serve as significant and rapidly growing contributors to the nation's higher education system. Community colleges work with business, labor, and government in their communities to create tailored education and training programs to meet employers' needs and give students the skills required to obtain good jobs, earn family-sustaining wages, and advance along a career pathway.

The college graduation goals recently set by President Barack Obama and the need to increase the number of workers who attain degrees, certificates, and other industry-recognized credentials are, in part, addressed by the Health Care and Education Reconciliation Act of 2010 (Reconciliation Act), Public Law No. 111-152, 19 USC 2372 – 2372a, which appropriated \$2 billion for Fiscal Years (FY) 2011 – 2014 (\$500 million annually) for the TAACCCT grant program. The TAACCCT program provides grants to eligible institutions to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for TAA-eligible workers, and prepare participants in grant-funded programs for employment in high-wage, high-skill occupations. The Department expects that successful applicants will propose projects that expand and improve their ability to deliver education and training programs and achieve improved education and employment outcomes, rather than simply offering their existing courses to more workers and other students. The Department is implementing this program in partnership with the U.S. Department of Education.

The overarching goals of this SGA are to: (1) increase attainment of certifications, certificates, diplomas, and other industry-recognized credentials to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors; (2) introduce innovative and effective methods for curriculum development and delivery that address specific industry needs and lead to improved learning outcomes and retention rates for TAA-eligible workers and other adults; and (3) demonstrate, for TAA-eligible workers in particular, improved employment outcomes as a result of the funded program.

The Department is committed to funding applications that will use data and evidence to: (1) design strategies that are likely to produce significant positive change in learning and employment outcomes; (2) continuously evaluate the effectiveness of their strategies in order to improve their programming; and (3) identify and integrate promising and proven strategies into their education and training programs. The Department expects that the TAACCCT grant program will contribute to the field of research on community college practices through the development and evaluation of innovative program models that provide workers with education and skills to succeed in high-wage, high-skill occupations.

Furthermore, the Department is interested in encouraging the development of accessible online learning strategies that can effectively serve TAA-eligible workers and other adults. Online learning strategies can allow adults who are struggling to balance the competing demands of work and family to acquire new skills at a time, place and pace that are convenient for them. For example, these strategies can improve access to quality education for TAA-eligible workers and other adults in underserved areas and have the potential to help them learn more in less time than they would with traditional classroom instruction alone. The Department strongly encourages consortium applicants to propose programs that reach large and diverse audiences across broad geographic areas and maximize resources available through this program.

All successful applicants must allow broad access for others to use and enhance project products and offerings, including authorizing for-profit derivative uses of the courses and associated learning materials by licensing newly developed materials produced with grant funds

with a Creative Commons Attribution License (CCBY). This license allows subsequent users to copy, distribute, transmit and adapt the copyrighted work and requires such users to attribute the work in the manner specified by the Grantee. The Department will ensure that deliverables developed with these funds are publicly available. See Section I.D.5 for more information on intellectual property rights and CCBY. Applicants must identify the specific intellectual property deliverables that will be developed through the project, such as books, courses, modules, seminars, tutoring systems, simulations, etc., and must specify the expected date to be delivered to the Department (as specified in Section V.A.3.i).

Applicants must conduct a community outreach process to gather information on relevant entities in at least one community where programs will be offered to determine education and training gaps, as described in Section V.A.1.iii. The outreach will ensure that the project is suited to meet the education and training needs of TAA-eligible workers; complements and/or leverages existing programs; and does not duplicate current community efforts.

Finally, all successful applicants must use grant funds to implement an appropriate third-party evaluation of the project.

B. Core Elements for TAACCCT Projects

To ensure that TAACCCT projects accomplish the goals stated above in Section I.A, the Department is committed to funding applications that incorporate the following five Core Elements:

1. Evidence-Based Design;
2. Stacked and Latticed Credentials;
3. Online and Technology-Enabled Learning;
4. Transferability and Articulation; and
5. Strategic Alignment.

Each Core Element is described below in this section, and detailed scoring criteria for each can be found in Section V.A.

1. Core Element 1: Evidence-Based Design

The TAACCCT is one of several Federal grant programs in which grantor agencies fund projects that seek to use evidence to design program strategies. These initiatives fund the development of new strategies or the replication of existing evidence-based strategies and award grants to eligible institutions that are committed to using data to continuously evaluate the effectiveness of their strategies in order to improve their programming. The Department is committed to funding programs that are likely to improve education and employment outcomes for program participants while providing grantees the flexibility to identify and integrate effective strategies in their education and training programs and adjust or improve weaker strategies. Applicants should continue to use evidence to improve their programs throughout the duration of the project.

As specified in Section V.A.2.i, applicants must base their program design on a level of evidence that is appropriate to the project proposed. Applicants who propose to replicate existing strategies should cite strong or moderate evidence from prior research to support the proposed program design. Alternatively, applicants who propose to develop new, untested strategies should cite preliminary research findings, related research findings, and/or reasonable hypotheses to support the design of the program. Please refer to the Strength of Evidence Definitions in Appendix A for more information about levels of evidence.

2. Core Element 2: Stacked and Latticed Credentials

The Department is interested in providing more opportunities for TAA-eligible workers and other adults to earn post-secondary credentials, while supporting the interoperability of programs and reducing duplication across funded programs. Successful applicants must work closely with industry associations and employers who will review programs of study and identify clusters of

courses that could be considered for valued credentials. As specified in Section V.A.2.ii, applicants must incorporate into the program design the development of certifications, certificates, and diplomas, all of which can be stacked as students progress, allowing them to build a portfolio of credentials that can serve them well regardless of whether or not they ultimately complete a full degree program. The Department also strongly encourages applicants to develop specific plans to work with industry associations and employers within industry sectors to develop standardized credentials that are widely recognized by employers and other educational institutions.

In addition to stacking certificates that lead toward a degree, programs should allow the option to "lattice" these credentials. Where stacking is linear, with each credential building on previously-learned content, latticing, as the name implies, allows for side-to-side credentialing. As students progress through a degree plan, earning certificates along the way, they may get to a point where they want to add or shift to another related field of study.

To determine the most effective and accelerated path toward credential attainment, applicants must plan to perform competency-based assessments and award credit for prior learning and experiences of TAA-eligible workers and other adults who enter their program(s), including adults who have served in the Armed Services. Many individuals will bring with them learning and experience in the form of academic credit, non-credit or professional development certificates, and/or work experience, and should be provided the opportunity to demonstrate competencies in order to earn credit or even complete certificates.

Applicants may also plan to develop and offer creative and outcomes-based approaches to enhance the entrepreneurship skills of students in a wide variety of programs. This could include programs that prepare students to:

- Engage in innovation in business processes, new technologies, or accessing the global marketplace;
- Participate in the commercialization of Federally-funded research & development; and/or
- Engage in business formation activities along a continuum of entrepreneurial behavior, from opportunity identification to business incubation to product launch.

3. Core Element 3: Online and Technology-Enabled Learning

The Department is interested in learning strategies that can effectively serve TAA-eligible workers and other adult learners. Online and hybrid (combining traditional and online) learning strategies can allow adults who are struggling to balance the competing demands of work and family to acquire new skills at a time, place, and/or pace that are convenient for them. Further, the Department encourages strategies that can improve access to quality education for students in underserved areas, and which have the potential to accelerate the time to completion for these individuals. Programs should be designed for maximum scalability in order to successfully reach large numbers of adults. In addition to developing courses and/or programs, applicants may propose technology-based infrastructure projects that aid the delivery of courses and programs and/or improve the effectiveness of the instruction they deliver.

As specified in Section V.A.2.iii, applicants must present innovative and sophisticated applications of technology, including online, hybrid and/or technology-enabled strategies. These strategies should effectively teach content to students, enable students to teach themselves and each other, and/or allow students to engage in hands-on learning. Online and technology-enabled learning strategies can support competency-based assessment models and models for accelerated learning.

Examples of innovative online or technology-enabled learning methods include interactive simulations, personalized and virtual instruction, educational gaming, and strategies for asynchronous and real-time collaboration among learners and instructors. The Department encourages applicants to leverage the Department of Energy's National Training and Education Resource (NTER), which provides open source tools to help subject matter experts create

compelling, 3D interactive content quickly and easily. See http://www1.eere.energy.gov/wip/about_system.html for more information about NTER.

4. Core Element 4: Transferability and Articulation

The Department is interested in transferability and articulation that will create career pathways for TAA-eligible workers and other adults to further their education, including through increased cooperation among institutions both within and across state lines and linkages with programs such as postsecondary career technical education, pre-apprenticeship and apprenticeship programs that lead to credit-bearing coursework and employment.

As specified in Section V.A.2.iv, applicants must incorporate credit transferability and articulation into their program design. Both individual and consortium applicants must plan to work with other two-year colleges and four-year institutions in their state to confirm transferability and develop articulation agreements for TAACCCT-funded courses and credentials, including building bridges from non-credit to credit within and between institutions. Applications that propose two-year degree programs must plan to develop an articulation agreement with at least one four-year institution that offers degrees such as a Bachelor of Applied Arts and Sciences (BAAS) or an Applied Baccalaureate (AB), or with a college that is authorized to offer a community college baccalaureate, because these four-year degrees are geared toward the adult student who is bringing experience and/or prior learning to the table, or who is transferring from a community college. If appropriate, the articulation agreement may be with a member of the applicant consortium. The articulation agreements should provide for a streamlined, guaranteed transfer process for transfer students, and list all courses and grades that will transfer from the college to the four-year institution(s).

For consortium applicants, members must agree to accept (as appropriate) all TAACCCT-funded courses and credentials (within the consortium) for transfer to their respective institutions. To expand the reach and impact of TAACCCT-funded programs, consortia that receive funding under this SGA should be prepared to reach out across state lines, and work toward accepting relevant courses and certificates from TAACCCT programs funded in fiscal year 2011 for transfer and articulation, as appropriate (see www.doleta.gov/taaccct for a list of previously-funded programs).

5. Core Element 5: Strategic Alignment

Applicants must strategically align their programs with at least three types of key stakeholders: (i) employers and industry; (ii) the public workforce system; and (iii) educational institutions and other organizations.

i. Employers and Industry

Applicants must involve at least one employer for each targeted industry in the program who must be actively engaged in identifying the necessary skills and competencies for the program(s), and who will assist with curriculum development and program design, as well as participating in one or more of the following ways: helping define the program strategies and goals, providing resources to support education/training (such as equipment, instructors, funding, internships, or other work-based learning activities), and committing to hire qualified program participants. While only one employer for each targeted industry is required, the Department is most interested in applicants that collaborate with multiple employers and/or other organizations representing an industry sector, including skills consortia, existing industry sectoral partnerships, economic development clusters, or regional innovation clusters, to ensure that program participants will be prepared with the skills needed in the applicant's region.

Applicants must provide a signed letter of commitment from employer partner(s) as described in Section IV.B.Part III.c. However, please note that employers are not eligible institutions, and therefore must not be listed as members of a consortium in a consortium agreement.

ii. Public Workforce System

Applicants must engage and collaborate with the public workforce system, including local workforce investment boards, one-stop career centers, or workforce system partners as defined under section 121(b)(1) of the Workforce Investment Act. Examples of suggested partners include adult education agencies, career technical education agencies, and other post-secondary education agencies. This engagement could include identifying, assessing, and referring appropriate candidates for education and training; connecting workers with employers; providing support services where appropriate; and tracking TAACCCT TAA program participants as they re-enter the workforce. Applicants must provide evidence that workforce system partner(s) are committed to being involved in the project. Successful applicants will be encouraged to work with their local Workforce Investment Boards to ensure that proposed programs of study are included in appropriate eligible training provider lists.

Please note that these organizations and agencies are not eligible institutions, and therefore must not be listed as members of a consortium in a consortium agreement.

iii. Educational Institutions and Other Organizations

All applicants must reach out to organizations that received funding under the FY 2011 TAACCCT SGA (as appropriate) to help decrease duplication and strengthen geographic reach, and should coordinate efforts where possible. This engagement could include sharing information, lessons learned, and program content; sharing technological innovations; developing transferability and articulation agreements; and working together to standardize credentials. In order to promote better coordination, the Department encourages applicants to share widely their intent to apply for TAACCCT funds with their state higher education associations and/or boards. By reducing duplication, applicants will be making the best use of TAACCCT funds. Please note, however, that the Department does not intend to fund the continuation or expansion of previously-funded TAACCCT projects.

In addition, the applicant must plan to leverage the work of philanthropic or non-profit organizations that support community colleges in their missions and goals.

C. Third-Party Evaluation of Project

All applications must include a budget, design, and implementation plan for an appropriate third-party evaluation of their proposed project to be funded as part of the grant. A rigorous, quantitative evaluation of impact on participants using a random-assignment experimental design is strongly encouraged; however, it is expected that the activities proposed under this SGA will result in a wide range in the numbers of participants, and that projects will vary in the combination of capacity-building activities and participant training activities offered. Because the appropriate evaluation strategy will depend on the overall design of the proposed project, other evaluation methods may be acceptable. However, the applicant must have a strong justification for using methods other than the most rigorous to which their project is best suited. Further information on methodological types and grant characteristics is available in Appendix H. Evaluation costs must not exceed ten percent of the total budget.

D. Program Requirements

In addition to the Core Elements that applicants must include in the design of their programs and the third-party evaluation of the project, TAACCCT also has the following program requirements.

1. Sustainability

Congress has provided the TAACCCT grant program with funding for four fiscal years. Because the Department does not intend to fund the continuation of projects funded in each of

these fiscal years, applicants should consider project strategies that will have a lasting impact, and must plan to sustain effective innovations developed under this program after the grant period ends. As indicated in Section V.A.3.ii, applicants must describe how they will use data to determine which strategies and activities were effective and explain how they would integrate effective practices into core programs to enact broader institutional improvements. In addition, applicants must describe how successful funded programs will be incorporated into the curriculum offerings of the institution. Finally, applicants must describe how the institution(s) will sustain its partnership with employer partners as indicated in Section V.A.3.ii. This sustainability planning may require securing funding or future funding commitments from non-Federal sources.

2. Review of Grant Deliverables

Grantees will be required to identify third-party subject matter experts to conduct reviews of the deliverables produced through the grant. Applicants should allot funds in their budgets for the independent review of their deliverables by appropriate subject matter experts. Subject matter experts are individuals with demonstrated experience in developing and/or implementing similar deliverables. These experts could include applicants' peers, such as representatives from neighboring education and training providers. The applicant must provide the Department with the results of the review and the qualifications of the reviewer(s) at the time the deliverables are provided to the Department.

3. Accessibility

All online and technology-enabled content and courses developed under this SGA must incorporate the principles of universal design (see <http://www.cast.org/udl/>) in order to ensure that they are readily accessible to qualified individuals with disabilities in full compliance with the Americans with Disabilities Act and Sections 504 and 508 of the Federal Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines (WCAG) 2.0, Level AA (<http://www.w3.org/TR/WCAG/>).

4. Technical Standards for Digital Assets

All digital assets within online and technology-enabled courses, including course components, tests, e-publications and applications used in course development under this SGA, should be produced to maximize interoperability, exchange and reuse. In addition, all assessments and/or other content that result in a student score or grade must conform to industry-leading e-learning open standards and specifications (for example, LR [Learning Registry], AICC [Aviation Industry Computer-Based Training Committee], LRMI [Learning Resource Metadata Initiative], IMS [Information Management Standard], PESC [Postsecondary Electronic Standards Council], or SCORM [Shareable Content Object Reference Model]). Applicants must identify the industry standard they will use in online course development. All digital assets must be licensed for free, attributed public use and distribution under the CCBY license (as described in Section I.D.5). Applicants are also encouraged to share, where available, anonymous data on learning and usage.

5. Intellectual Property Rights

In order to ensure that the Federal investment of these funds has as broad an impact as possible and to encourage innovation in the development of new learning materials, as a condition of the receipt of a TAACCCT grant, the grantee will be required to license to the public (not including the Federal Government) all work created with the support of the grant (Work) under a Creative Commons Attribution 3.0 (CCBY) license. Work that must be licensed under the CCBY includes both new content created with the grant funds and modifications made to pre-existing, grantee-owned content using grant funds.

This license allows subsequent users to copy, distribute, transmit and adapt the copyrighted Work and requires such users to attribute the Work in the manner specified by the grantee. Notice of the license shall be affixed to the Work. For general information on CCBY, please visit <http://creativecommons.org/licenses/by/3.0>. Questions about CCBY as it applies to specific TAACCCT grant applications should be submitted to DOL to the Grants Management Specialist specified in Section VII.

Only work that is developed by the grantee with the grant funds is required to be licensed under the CCBY license. Pre-existing copyrighted materials licensed to, or purchased by the grantee from third parties, including modifications of such materials, remain subject to the intellectual property rights the grantee receives under the terms of the particular license or purchase. In addition, works created by the grantee without grant funds do not fall under the CCBY license requirement.

The purpose of the CCBY licensing requirement is to ensure that materials developed with funds provided by these grants result in Work that can be freely reused and improved by others. When purchasing or licensing consumable or reusable materials, grantees are expected to respect all applicable Federal laws and regulations, including those pertaining to copyright and the accessibility provisions of the Federal Rehabilitation Act.

Separate from the CCBY license to the public, the government reserves a paid-up, nonexclusive and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use for Federal purposes: i) the copyright in all products developed under the grant, including products developed through a subcontract under the grant; and ii) any rights of copyright to which the grantee or a contractor purchases ownership under an award (including but not limited to curricula, training models, technical assistance products, and any related materials). Such uses include, but are not limited to, the right to modify and distribute such products worldwide by any means, electronically or otherwise. The grantee may not use Federal funds to pay any royalty or license fee for use of a copyrighted work; or the cost of acquiring by purchase a copyright in a work, where the Department has a license or rights of free use in such work.

6. Required Disclaimer for Grant Deliverables

The grantee must include the following language on all Work developed in whole or in part with grant funds, including its incorporation in the license: "This product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership."

E. Allowable Activities

The Department anticipates that the majority of applicants will include three specific types of allowable activities to support their work: a) hiring and/or training additional instructors or staff (including the costs of salaries and benefits) to assist in the development and/or delivery of new curricula, and establishing internships, Registered Apprenticeship, or clinical/cooperative education programs at employer sites; b) purchasing or upgrading classroom supplies and equipment and/or educational technologies that will contribute to the instructional purpose in education and training courses supported by the grant; and c) costs associated with implementing changes in the time or scheduling of courses.

Other allowable activities may include, but are not limited to, implementing and/or enhancing the information technology infrastructure used to provide education and training and related activities; developing staff and infrastructure capacity to acquire, organize, and/or analyze program data for continuous improvement and program evaluation; expanding and improving the

capacity of student services that directly support the goals of the grant (for example, career guidance programs); leasing space that is used for education and training and related activities; altering or renovating facilities (in accordance with the Federal Cost Principles at 2 CFR Part 220) that are used for education and training and related activities (which could include ensuring that the facilities comply with Federal architectural accessibility obligations that require facilities to be readily accessible to and usable by qualified individuals with disabilities); and other costs of program development such as using subject matter experts from industry, education, state workforce agency labor market and economic research entities, and other areas to inform and assist in curriculum design. After grant awards are made, applicants will be required to obtain specific Grant Officer approval prior to proceeding with proposed alteration of facilities. Applicants should refer to Section VI of the SGA for a list of relevant Office of Management and Budget (OMB) Circulars related to cost principles, administrative and other requirements that apply to this Solicitation.

Unallowable activities include the use of grant funds to pay the costs of a participant's tuition (including scholarships), books, fees, and other personal expenditures; incentive payments for participants such as performance-based cash bonuses; wages of participants (including the wages of students participating in co-operative education programs, Registered Apprenticeship, or internships) and stipends for wage replacement of participants; the purchase of real property; and construction (not including altering or renovating facilities, as described above). Applicants should ensure they do not propose the unallowable activities listed above. These activities may duplicate services and benefits provided to TAA-eligible workers, adults who receive Unemployment Insurance, or adults who participate in Workforce Investment Act programs. For example, TAA-eligible participants in TAACCCT-funded programs are entitled to TAA services, including tuition and related necessary and approved expenses such as books, tools, academic fees, travel or transportation expenses, and subsistence expenses.

Applicants may not use grant funds to supplant other funding sources they are currently using to fund existing activities. As with all costs charged to the grant, the costs of equipment must meet the standards in the applicable Federal cost principles, found in Part VI of this SGA, including that the costs are reasonable and necessary to achieve grant outcomes and have prior approval from the Grant Officer after a grant is received.

Applicants could include activities that expand or improve entrepreneurship training if those activities provide training that prepares participants for employment with an employer, such as with a consulting firm, start-up or other business. For example, applicants could propose activities related to either "generalized" entrepreneurship training as a complement to skills-based credentials, or "customized" entrepreneurship training designed for specific career pathways.

II. Award Information

A. Award Amount

Under this SGA, DOL intends to award up to \$500 million in grant funds to eligible institutions as described in Section III. In accordance with Section 272(b) of the Trade Act of 1974, as amended, the Department intends to fund grants of \$2.5 to \$3.0 million each to one individual applicant from each State, the District of Columbia, and Puerto Rico, for a total of approximately \$150 million. In addition, the Department intends to fund grants of \$5 million to \$15 million to consortium applicants as described in Section III.B, for a total of approximately \$350 million. The Department reserves the right to adjust these funding distributions in accordance with the review and selection process described in Section V.C. In the event additional funds become available, the Department also reserves the right to use such funds to select additional grantees from applications submitted in response to this solicitation.

The Grant Officer will ensure that at least one eligible institution from each of the 50 States, the District of Columbia, and Puerto Rico receives an individual grant of approximately \$2.5 million. To do so, the Grant Officer will select one individual (non-consortium) applicant from among the

fundable applications within each state, the District of Columbia, and Puerto Rico. If the Grant Officer finds that a State is not represented by a fundable application for an individual award, a determination will be made on whether any non-fundable individual applications can be made fundable by placing conditions on the grant. If the Grant Officer determines that no individual applications can be made fundable by placing conditions on the grant, or if there are no individual applications received from eligible institutions within a given State, DOL will contact the State agency responsible for community colleges to identify and work with an eligible institution to submit a proposal.

After the Grant Officer has selected one individual (non-consortium) applicant from among the fundable applications within each state, the District of Columbia, and Puerto Rico as described above, consortium applicants will be selected separately.

B. Period of Performance

The period of performance for these grant awards will be 48 months from the effective date of the grant. Applicants may propose a period of grant performance that is less than 48 months if it is reasonable and appropriate to the project timeline, deliverables, and proposed award amount. The performance period includes all necessary implementation and start-up activities, program development and enhancement, evaluation implementation and analysis, and pre- and post-program services.

All programs must be developed and offered within the first 36 months of the period of performance, with grant funds allocated for program development and delivery expended during that time. ETA expects that grantees will begin enrolling participants in education and training programs no later than approximately 12-18 months after the date of grant award. The final 12 months of the period of performance should be limited to gathering information and data for reporting outcome measures, as discussed in Section V.A.4, and completing the requirements for the third-party evaluation, as discussed in Section V.B.

Grantees must ensure that all expenditures are made with full transparency and accountability.

III. Eligibility Information

A. Eligible Institutions

Only "eligible institutions" may be awarded TAACCCT grants. Eligible institutions are institutions of higher education as defined in Section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002) which offer programs that can be completed in not more than two years. They include public, proprietary, or other nonprofit educational institutions. Generally, such institutions of higher education include 2-year and 4-year colleges and universities, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, Hispanic-serving Institutions, and Asian American and Native American Pacific Islander-serving Institutions. Educational institutions in the U.S. territories are eligible if they offer programs that can be completed in not more than two years and are accredited by an agency or association recognized by the U.S. Department of Education. However, applications from institutions not located in the 50 States, the District of Columbia, and Puerto Rico will not have certified TAA for Workers participants and may not be eligible for the full 10 points in Section V.A.1.i.

Eligible institutions that received a grant through TAACCCT SGA/DFA PY 10-03 as a single applicant or as the lead institution in a consortium application (called a "Grantee Institution" in this SGA) are not eligible to apply as a single institution or Grantee Institution in a consortium application under this solicitation; and, if submitted, their applications will be found non-responsive and will not be reviewed. However, eligible institutions previously funded as single applicants or lead institutions in consortium applications through TAACCCT SGA/DFA PY 10-03 are eligible to serve as member institutions in a consortium application under this SGA.

Eligible institutions may submit only one application in response to this SGA, either as a single eligible applicant or as the Grantee Institution in a consortium application. Eligible institutions that submit more than one application, either as a single eligible institution or as the Grantee Institution in a consortium, will be found non-responsive and none of their applications will be considered for funding. However, eligible institutions may submit an application as a single eligible institution, and also serve as a member of a consortium in one or more consortium applications in which they do not serve as the Grantee Institution.

Applicants must identify their institution type in Section 9 of the SF-424 Application for Federal Assistance. Eligible institutions must be accredited, as of the closing date of this SGA, by a nationally recognized accrediting agency or association that has been recognized by the U.S. Department of Education. A database of institutions that are accredited by agencies and associations recognized by the U.S. Department of Education can be found at <http://ope.ed.gov/accreditation/>. Applicants are strongly encouraged to check this website, as the Department will reference this database in determining an applicant's accreditation to ensure eligibility. If an applicant does not have active accreditation status in this database as of the closing date of this SGA, the application will be found non-responsive and will not be reviewed.

B. Consortium Applicants

The Department strongly encourages applicants to form consortia of two or more eligible institutions that will work together to develop programs that will impact individuals across a region, State, industry sector or cluster of related industries, and leverage their collective experience to expand and improve their ability to deliver education and career training programs. This may include developing and sharing courses that are available at a reasonable cost, offered during the day, at night, on weekends and virtually, and provide more workers with academic and industry-recognized credentials and meet the needs of more employers in local or regional growth industries for skilled workers in the communities represented by the consortium. DOL is particularly interested in consortium applications that include at least three eligible institutions, are state-wide and/or cross state lines, work with multiple employers within a sector, and/or reach out to and coordinate where possible with previously-funded TAACCCT projects. Applicants should note, however, that the Department does not intend to fund the continuation of projects funded under TAACCCT SGA/DFA PY 10-03.

Consortium applicants must identify in the application a lead institution in the consortium that will serve as the official grantee (the Grantee Institution) and have overall fiscal and administrative responsibility for the grant. This Grantee Institution must be the organization specified in Section 8 of the SF-424 Application Form. For the purposes of this Solicitation, the Grantee Institution specified on the SF-424 Application Form will be: 1) the point of contact with DOL to receive and respond to all inquiries or communications related to this SGA and the grant, if awarded; 2) the institution with authority to withdraw or draw down TAACCCT funds through the Department of Health and Human Services - Payment Management System (HHS-PMS); 3) the institution responsible for submitting to DOL all deliverables under the grant, including all technical and financial reports related to the project, regardless of which consortium member institution performed the work; 4) the institution that may request or agree to a revision or amendment of the grant agreement or statement of work; 5) the institution with overall responsibility for carrying out the programmatic functions of the grant, as well as for the stewardship of all expenditures under the grant; and 6) the institution responsible for working with DOL to close out the grant. Consortium members will function as co-grantees and not as sub-grantees or subcontractors. However, by signing the Consortium Agreement, all consortium members agree that the Grantee Institution will be the official grantee and will perform all of the functions specified in this paragraph.

If any institution identified in the application as a consortium member drops out of the consortium before or upon award of the grant, the Grantee Institution must, within 60 days of award, 1) provide to ETA a written explanation as to why that institution will not be participating in the

project, and 2) contact ETA to discuss next steps. The Department reserves the right to re-evaluate a consortium award in light of any such change in the consortium membership and may terminate the award if deemed appropriate. Please note, if a consortium member institution drops out, the funds and activities committed to in the application and consortium agreement may not be shifted automatically to another consortium member institution or to a new institution; the Grantee Institution must contact DOL and receive Grant Officer approval for changes to the consortium.

Applicants should note that there are specific submission instructions for consortium applications pertaining to the abstract (Section IV.B Part III) and Consortium Agreement (Section IV.B Part III). However, there is no requirement for the Consortium Agreement to take a particular form (e.g. a letter, agreement, or Memorandum of Understanding). The Consortium Agreement serves as the funding mechanism under which grant funds awarded to the Grantee Institution will be transferred to the member eligible institutions in the consortium. It is critical that no organizations other than eligible institutions are on the consortium agreement. Consortium applications that do not contain a Consortium Agreement will be deemed non-responsive to the SGA and will not be reviewed. Consortium Agreements in which one or more individual member institutions do not meet the eligibility requirements of the Solicitation will be deemed non-responsive to the SGA and will not be reviewed.

C. Eligible Participants

Eligible participants are the diverse population of workers eligible for assistance under the TAA for Workers program, as well as other individuals whom grantees determine to be eligible for training and educational opportunities under this grant. Eligibility requirements for those participants who are not eligible for training under the TAA for Workers program must be based on the admission requirements of the institutions funded. In addition, successful applicants must give priority of enrollment to workers eligible for training under the TAA for Workers program. For example, in circumstances where a grant recipient must choose between two qualified candidates for enrollment, one of whom is a worker eligible for training under the TAA for Workers program, this priority of enrollment provision requires that the grant recipient give the worker eligible for training under the TAA for Workers program priority of enrollment by first providing him or her an opportunity to receive the training or educational opportunity funded through the grant. Applicants should note that Veterans priority of service supersedes priority of service for TAA-eligible workers (refer to section III.E, Veterans Priority for Participants).

Applicants should note that the needs of TAA-eligible worker participants may vary from one TAA-impacted area to another and as such, applicants should design an approach that meets the needs of workers in the area(s) where the education and/or training programs will be delivered. Such needs may include the need to increase reading and literacy comprehension, workplace math computation, and micro-enterprise or small business development, entrepreneurship, and other skills as appropriate.

D. Leveraged Expertise

Applicants are strongly encouraged to leverage the knowledge and resources of public and private organizations that have expertise and experience in successfully developing, implementing, and evaluating projects in the core elements described in Section I.B, and are encouraged to leverage the expertise of content experts such as cognitive scientists, human-computer interaction experts, information technologists, program evaluation experts, and others as appropriate to the development and implementation of the project. Where appropriate, applicants are strongly encouraged to leverage the knowledge of authors, publishers and providers of digital and online curricular materials and course modules, including Federally-funded program providers, community colleges, open licensed content providers, not-for-profit and commercial publishers and other types of entities. These individuals, groups and organizations can help the applicant determine if and to what extent such resources already exist and whether the applicant should adopt such existing

resources rather than develop new, effectively duplicative materials, unless such adoptions would impose barriers to the free use or reuse of the materials by others. Consortium applicants are strongly encouraged to leverage expertise from content experts within the consortium in the development of online learning materials. In the implementation and adoption of materials developed under the grant, technology-based consortium projects may also connect with broad networks of education and training institutions to ensure widespread use and encourage continuous improvement of the courses and learning materials created by these projects.

Applicants may propose to procure from outside organizations or individuals goods or services that are ancillary or supportive of the applicant's project work plan. However, these activities may only be implemented through a contract, not through a sub-grant, and must follow all procurement requirements. Please refer to procurement information in Section VI.B.3 for more information. Please see Section IV.E.6 of the SGA for more information on the difference between a contract and a sub-grant.

E. Other Grant Specifications

1. Transparency

DOL is committed to conducting a transparent grant award process and publicizing information about program outcomes. Posting grant applications on public Web sites is a means of promoting and sharing innovative ideas. For this grant competition, we will publish the abstracts required by Section IV.B. Part IIIa, for all applications on the Department's public Web site or similar publicly-accessible location. Additionally, we will publish a version of the Technical Proposal required by Section IV.B. Part II, for all those applications that are awarded grants, on the Department's Web site or a similar location. No other parts of or attachments to the application will be published. The Technical Proposals and Abstracts will not be published until after the grants are announced. In addition, information about grant progress and results may also be made publicly available.

DOL recognizes that grant applications sometimes contain information that an applicant may consider proprietary or business confidential information, or may contain Personally Identifiable Information (PII). Proprietary or confidential commercial/business information is information that is not usually disclosed outside your organization and the disclosure of which is likely to cause you substantial competitive harm. PII is any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name, or biometric records, and any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.¹

Abstracts will be published in the form originally submitted, without any redactions. However, in order to ensure that PII and proprietary or confidential commercial/business information is properly protected from disclosure when DOL posts the winning Technical Proposals, applicants whose technical proposals will be posted will be asked to submit a second redacted version of their Technical Proposal, with any proprietary, confidential commercial/business, and PII redacted. All non-public information about the applicant's staff should be removed as well. The Department will contact the applicants whose technical proposals will be published by letter or email, and provide further directions about how and when to submit the redacted version of the Technical Proposal. Submission of a redacted version of the Technical Proposal will constitute permission by the applicant for DOL to make the redacted version publicly available. If an applicant fails to provide a redacted version of the Technical Proposal, DOL will publish the original Technical Proposal in full, after redacting PII. (Note that the original, un-

¹ Memorandums 07-16 and 06-19. GAO Report 08-536, *Privacy: Alternatives Exist for Enhancing Protection of Personally Identifiable Information*, May 2008, <http://www.gao.gov/new.items/d08536.pdf>.

redacted version of the Technical Proposal will remain part of the complete application package, including an applicant's proprietary and confidential information and any PII.)

Applicants are encouraged to maximize the grant application information that will be publicly disclosed, and to exercise restraint and redact only information that is clearly proprietary, confidential commercial/business information, or PII. The redaction of entire pages or sections of the Technical Proposal is not appropriate, and will not be allowed, unless the entire portion merits such protection. Should a dispute arise about whether redactions are appropriate, DOL will follow the procedures outlined in the Department's Freedom of Information Act (FOIA) regulations (29 CFR Part 70).

Redacted information in grant applications will be protected by DOL from public disclosure in accordance with Federal law, including the Trade Secrets Act (18 U.S.C. § 1905), FOIA, and the Privacy Act (5 U.S.C. § 552a). If DOL receives a FOIA request for your application, the procedures in DOL's FOIA regulations for responding to requests for commercial/business information submitted to the government will be followed, as well as all FOIA exemptions and procedures. 29 CFR § 70.26. Consequently, it is possible that application of FOIA rules may result in release of information in response to a FOIA request that an applicant redacted in its "redacted copy."

2. Grant Recipient Training

Grant recipients are required to participate in all ETA training activities related to grantee orientation, financial management and reporting, performance reporting, product dissemination, and other technical assistance training as appropriate during the period of the grant. These sessions may occur via conference calls, through virtual events such as webinars, and in-person meetings. For consortium grants, the Grantee Institution should encourage member institutions to be represented in all sessions that are not face-to-face. Applicants should budget for at least two staff members to attend two face-to-face events in Washington, D.C. during the life of the grant.

3. Veterans Priority for Participants

The Jobs for Veterans Act (Public Law 107-288) requires grantees to provide priority of service for veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service can be found at 20 CFR Part 1010. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service. To obtain priority of service, a veteran or spouse must meet the program's eligibility requirements. Grantees must comply with DOL guidance on veterans' priority. ETA's Training and Employment Guidance Letter (TEGL) No. 10-09 (issued November 10, 2009) provides guidance on implementing priority of service for veterans and eligible spouses in all qualified job training programs funded in whole or in part by DOL. TEGL No. 10-09 is available at http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2816.

IV. Application and Submission Information

A. How to Obtain an Application Package

This SGA contains all of the information and links to forms needed to apply for grant funding.

B. Content and Form of Application Submission

Proposals submitted in response to this SGA must consist of three separate and distinct parts: (I) a cost proposal; (II) a technical proposal; and (III) attachments to the technical proposal. Applications that do not contain all of the three parts or that fail to adhere to the instructions in this

section will be deemed non-responsive and will not be reviewed. It is the applicant's responsibility to ensure that the funding amount requested is consistent across all parts and sub-parts of the application.

Part I. The Cost Proposal. The Cost Proposal must include the following items:

- SF-424, "Application for Federal Assistance" (available at <http://apply07.grants.gov/apply/FormLinks?family=15>). The SF-424 must clearly identify the applicant and must be signed by an individual with authority to enter into a grant agreement. Upon confirmation of an award, the individual signing the SF-424 on behalf of the applicant shall be considered the authorized representative of the applicant. The signature of the authorized representative on the SF-424 certifies that the organization is in compliance with the Assurances and Certifications form SF-424B (available at <http://apply07.grants.gov/apply/FormLinks?family=15>). The SF-424B is not required to be submitted with the application.
- All applicants for Federal grant and funding opportunities are required to have a Data Universal Numbering System (D-U-N-S®) number, and must supply their D-U-N-S® Number on the SF-424. The D-U-N-S® Number is a nine-digit identification number that uniquely identifies business entities. If you do not have a D-U-N-S® Number, you can get one for free through the D&B Web site: <http://fedgov.dnb.com/webform/displayHomePage.do>.
- The SF-424A Budget Information Form (available at <http://apply07.grants.gov/apply/FormLinks?family=15>). In preparing the Budget Information Form, the applicant must provide a concise narrative explanation to support the budget request, explained in detail below. For consortium applications, consortium member costs must be placed on the appropriate budget lines, not on the contractual line.
- Budget Narrative: The budget narrative must provide a description of costs associated with each line item on the SF-424A. It should also include a description of leveraged resources provided (as applicable) to support grant activities. Consortium applications must include budget breakouts for each consortium member that identify the SF-424A budget line item. The budget narrative should also indicate the indirect cost rate and amount for each consortium member, if indirect costs are to be claimed. Additionally, the budget narrative should detail how the consortium will address and/or break down the 10% administrative cost limit.
- Note that the entire Federal grant amount requested (not just one year) must be included on the SF-424, SF-424A, and budget narrative. No leveraged resources should be shown on the SF-424 and SF-424A. The amount listed on the SF-424, SF-424A and budget narratives must be the same. Please note, the funding amount included on the SF-424 will be considered the official funding amount requested if any inconsistencies are found. Applications that fail to provide an SF-424 including D-U-N-S® Number, SF-424A, and a budget narrative will be considered non-responsive and will not be reviewed.
- Regardless of the method of application submission, all applicants must register with the Federal Central Contractor Registry (CCR) before submitting an application. Step-by-step instructions for registering with CCR can be found at http://www.grants.gov/applicants/org_step2.jsp. An awardee must maintain an active CCR registration with current information at all times during which it has an active Federal award or an application under consideration. To remain registered in the CCR database after the initial registration, the applicant is required to review and update on an annual basis from the date of initial registration or subsequent updates its information in the CCR database to ensure it is current, accurate and complete. For purposes of this paragraph, the applicant is the entity that meets the eligibility criteria and has the legal authority to apply and to receive the award. Failure to register with the CCR before application submission will result in your application being found non-responsive and will not be reviewed.

Part II. The Technical Proposal. The Technical Proposal must demonstrate the applicant's

capability to implement the grant project in accordance with the provisions of this Solicitation. The guidelines for the content of the Technical Proposal are provided in section V of this SGA. The Technical Proposal is limited to 30 double-spaced single-sided 8.5 x 11 inch pages with 12-point text font and 1-inch margins. For applications from consortia of eligible institutions, the Technical Proposal is limited to 45 double-spaced, single-sided, 8.5 x 11 inch pages with 12-point text font and 1 inch margins. Any materials beyond the specified page limit will not be read. Applicants should number the Technical Proposal beginning with page number 1. Applications that do not include Part II, the Technical Proposal, will be considered non-responsive and not reviewed.

Part III. Attachments to the Technical Proposal. In addition to the Technical Proposal, the applicant must submit the following attachments:

- a) An up to three-page abstract summarizing the proposed project, including but not limited to the scope of the project and proposed outcomes. The abstract will serve as a summary of the grant and will be shared publicly. The abstract must follow the format found in Appendix C, and identify the following information: (1) applicant name (Grantee Institution name for a consortium application) and a clear designation that the applicant is applying as an individual applicant or a consortium applicant; (2) applicant city/state (Grantee Institution city/state for a consortium application); (3) consortium member(s) and consortium member state(s), if applicable; (4) communities served by grant project (by city, county, and state) for each area served; (5) total funding level requested; (6) sub-total requested funding amount by consortium member (as applicable); (7) project name; (8) project description and a list of credentials to be developed and awarded; (9) populations to be served within the communities identified; (10) targeted industry(ies); (11) employer partner(s); (12) public workforce system partner(s); (13) other key partner(s); (14) public contact information; (15) percentage of program materials that will be developed as open educational resources (OER) and the percentage of program materials that will be licensed or purchased; and (16) up to 25 data tags that summarize their grant activities, which are selected from the standard data tags listed in Appendix D. If using grants.gov for submission, this document must be attached under the Mandatory Other Attachment section and labeled Abstract. Please note that applicants will be held to outcomes provided and failure to meet those outcomes may have a significant impact on future grants with ETA.
- b) All applicants must submit one or more letters of employer commitment that include signatures from the employer(s) as required in Section 1.B.5.i of the SGA, and describes their role and responsibility in the project. These letters do not eliminate the need to follow the procurement requirements specified at 29 CFR 95.40 – 48 where the parties enter into a contract for supplies or services. If using grants.gov for submission, this document must be attached under the Mandatory Other Attachment section and labeled Letter of Employer Commitment.
- c) An applicant applying as a consortium must provide as an attachment to its technical proposal a Consortium Agreement, which serves as the funding mechanism under which grant funds awarded to the named Grantee Institution will be transferred to the member eligible institutions in the consortium. The Consortium Agreement incorporated into the Grant Agreement, if awarded. The Consortium Agreement can take many forms including but not limited to a letter, agreement, or Memorandum of Understanding, but which must be signed by each consortium member institution and:
 - 1) reflect an appropriate agreement among two or more eligible institutions as defined in Section III.A, referred to as consortium members, to work together on the grant; 2) describe the roles and responsibilities of each consortium member in the design, development, and implementation of the program(s) and acknowledges their agreement

to spend funds in accordance with the rules and requirements of the grant; 3) specify the amount of funds that will be awarded to each member and deliverables for which each member will be responsible, broken out by consortium member; 4) designate one member of the consortium as the Grantee Institution that will serve as the official grantee for DOL; and 5) reflect the agreement of all consortium members to provide the Grantee Institution all information needed to meet the reporting requirements of the grant. Electronic signatures are permissible in the Consortium Agreement. Do not include any non-eligible institutions as a consortium member institution on the signed Consortium Agreement. If using grants.gov for submission, this document must be attached under the Mandatory Other Attachment section and labeled Consortium Agreement.

- d) All applicants must provide an organizational chart that identifies all relevant leadership, program, administrative, and advisory positions (including positions within partner organizations) for the project. For consortium applications, the Grantee Institution must collaborate with the member institutions to provide one or more organizational charts, as appropriate. If using grants.gov for submission, this document must be attached under the Mandatory Other Attachment section and labeled Organizational Chart.
- e) All applicants must submit a program evaluation plan and separate evaluation budget narrative for an independent third-party evaluation of the proposed project, as described in section V.B. The project evaluation plan does not count against the technical proposal page limit, but cannot exceed 10 pages. There is no page limit for the evaluation budget narrative. If using grants.gov for submission, these documents must be attached under the Mandatory Other Attachment section and labeled Program Evaluation Plan and Program Evaluation Budget Narrative.
- f) Project/Performance Site Location(s) form (available at <http://apply07.grants.gov/apply/FormLinks?family=15>). If using grants.gov for submission, this form must be attached under the required forms section. Please note that this is a standard form used for many programs and has a check box for applying as an individual person. Disregard this box on the form as individual persons are not eligible to apply for this solicitation. For programs that will be delivered completely online, the Project/Performance Site Location will be the grantee location.

Applications that do not include the required attachments will be considered non-responsive and will not be reviewed.

Only those attachments listed above as required attachments will be excluded from the page limit. Additional materials such as resumés or general letters of support or commitment will not be considered.

Applicants should not send documents separately to DOL, because documents received separately will be tracked through a different system and will not be attached to the application for review. DOL will not accept general letters of support submitted by organizations or individuals that do not directly identify the specific commitment or roles of the project partners.

C. Submission Date, Times, Process and Addresses

The closing date for receipt of applications under this announcement is May 24, 2012. Applications may be submitted electronically on <http://www.grants.gov> or in hard copy by mail or hand delivery (**including overnight delivery**). Hard copy applications must be received at the address below no later than 4:00 p.m. Eastern Time on the closing date. Applications submitted on grants.gov must also be successfully submitted (as described below) no later than 4:00 p.m. Eastern Time. Applications sent by e-mail, telegram, or facsimile (FAX) will not be accepted.

Applicants submitting proposals in hard copy must submit an original signed application (including the SF-424) and one (1) "copy-ready" version free of bindings, staples or protruding tabs to ease in the reproduction of the proposal by DOL. Applicants submitting proposals in hard copy are also required to provide an identical electronic copy of the proposal on compact disc (CD). If discrepancies between the hard copy submission and CD copy are identified, the application on the CD will be considered the official applicant submission for evaluation purposes. Failure to provide identical applications in hardcopy and CD format may have an impact on the overall evaluation.

If an application is physically submitted by both hard copy and through <http://www.grants.gov>, a letter must accompany the hard-copy application stating which application to review. If no letter accompanies the hard copy, we will review the copy submitted through <http://www.grants.gov>. For multiple submissions through www.grants.gov, we will review the latest submittal.

Applications that do not meet the conditions set forth in this notice will be considered non-responsive. No exceptions to the mailing and delivery requirements set forth in this notice will be granted. Further, documents submitted separately from the application, before or after the deadline, will not be accepted as part of the application.

Mailed applications must be addressed to the U.S. Department of Labor, Employment and Training Administration, Division of Federal Assistance, Attention: Donna Kelly, Grant Officer, Reference SGA/DFA PY 11-08, 200 Constitution Avenue, NW, Room N4716, Washington, DC 20210. Applicants are advised that mail delivery in the Washington DC area may be delayed due to mail decontamination procedures. Hand-delivered proposals will be received at the above address. All overnight mail will be considered to be hand-delivered and must be received at the designated place by the specified closing date and time.

Applications that are submitted through Grants.gov must be successfully submitted at <http://www.grants.gov> no later than 4:00 p.m. Eastern Time on the closing date and then subsequently validated by Grants.gov. The submission and validation process is described in more detail below. The process can be complicated and time-consuming. Applicants are strongly advised to initiate the process as soon as possible and to plan for time to resolve technical problems if necessary.

The Department strongly recommends that before the applicant begins to write the proposal, applicants should immediately initiate and complete the "Get Registered" registration steps at http://www.grants.gov/applicants/get_registered.jsp. Applicants should read through the registration process carefully before registering. These steps may take as much as four weeks to complete, and this time should be factored into plans for electronic submission in order to avoid unexpected delays that could result in the rejection of an application. The site also contains registration checklists to help you walk through the process. The Department strongly recommends that applicants download the "Organization Registration Checklist" at http://www.grants.gov/assets/Organization_Steps_Complete_Registration.pdf and prepare the information requested before beginning the registration process. Reviewing and assembling required information before beginning the registration process will alleviate last minute searches for required information and save time.

As described above, applicants must have a D-U-N-S® Number and must register with the Federal Central Contractor Registry (CCR).

The next step in the registration process is creating a username and password with Grants.gov to become an Authorized Organizational Representative (AOR). AORs will need to know the D-U-N-S® Number of the organization for which they will be submitting applications to complete this process. To read more detailed instructions for creating a profile on Grants.gov visit: http://www.grants.gov/applicants/org_step3.jsp.

After creating a profile on Grants.gov, the E-Biz point of Contact (E-Biz POC) - a representative from your organization who is the contact listed for CCR - will receive an email to

grant the AOR permission to submit applications on behalf of their organization. The E-Biz POC will then log in to Grants.gov and approve an applicant as the AOR, thereby giving him or her permission to submit applications. To learn more about AOR Authorization visit:

http://www.grants.gov/applicants/org_step5.jsp, or to track AOR status visit:

http://www.grants.gov/applicants/org_step6.jsp.

An application submitted through Grants.gov constitutes a submission as an electronically signed application. The registration and account creation with Grants.gov, with E-Biz POC approval; establishes an AOR. When you submit the application through Grants.gov, the name of your AOR on file will be inserted into the signature line of the application. Applicants must register the individual who is able to make legally binding commitments for the applicant organization as the AOR; this step is often missed and it is crucial for valid submissions.

When a registered applicant submits an application with Grants.gov, an electronic time stamp is generated within the system when the application is successfully received by Grants.gov. Within two business days of application submission, Grants.gov will send the applicant two email messages to provide the status of the application's progress through the system. The first email, sent almost immediately, will contain a tracking number and will confirm receipt of the application by Grants.gov. The second email will indicate the application has either been successfully validated or has been rejected due to errors. Grants.gov will reject applications if the applicant's CCR registration is expired. Only applications that have been successfully submitted by the deadline and subsequently successfully validated will be considered. It is the sole responsibility of the applicant to ensure a timely submission. While it is not required that an application be successfully validated before the deadline for submission, it is prudent to reserve time before the deadline in case it is necessary to resubmit an application that has not been successfully validated. Therefore, sufficient time should be allotted for submission (two business days) and, if applicable, additional time to address errors and receive validation upon resubmission (an additional two business days for each ensuing submission). It is important to note that if sufficient time is not allotted and a rejection notice is received after the due date and time, the application will not be considered.

To ensure consideration, the components of the application must be saved as .doc, .docx, .xls, .xlsx, .rtf or .pdf files. If submitted in any other format, the applicant bears the risk that compatibility or other issues will prevent us from considering the application. ETA will attempt to open the document but will not take any additional measures in the event of problems with opening. In such cases, the non-conforming application will not be considered for funding.

We strongly advise applicants to use the various tools and documents, including FAQs, which are available on the "Applicant Resources" page at http://www.grants.gov/applicants/app_help_reso.jsp.

ETA encourages new prospective applicants to view the online tutorial, "Grant Applications 101: A Plain English Guide to ETA Competitive Grants," available through Workforce3One at: http://www.workforce3one.org/page/grants_toolkit. Additionally, online training related to developing budgets, procurement, and other financial and administrative requirements contained in this Solicitation are available at <http://etareporting.workforce3one.org>.

To receive updated information about critical issues, new tips for users and other time sensitive updates as information is available, applicants may subscribe to "Grants.gov Updates" at http://www.grants.gov/applicants/email_subscription_signup.jsp.

If applicants encounter a problem with Grants.gov and do not find an answer in any of the other resources, call 1-800-518-4726 or 606-545-5035 to speak to a Customer Support Representative, or email "support@grants.gov". The Contact Center is open 24 hours a day, seven days a week. It is closed on Federal holidays.

Late Applications: For applications submitted on Grants.gov, only applications that have been successfully submitted no later than 4:00 p.m. Eastern Time on the closing date and then

successfully validated will be considered. Applicants take a significant risk by waiting to the last day to submit by Grants.gov.

Any hard copy application received after the exact date and time specified for receipt at the office designated in this notice will not be considered, unless it is received before awards are made, it was properly addressed, and it was: (a) sent by U.S. Postal Service mail, postmarked not later than the fifth calendar day before the date specified for receipt of applications (e.g., an application required to be received by the 20th of the month must be postmarked by the 15th of that month); or (b) sent by professional overnight delivery service to the addressee not later than one working day before the date specified for receipt of applications. "Postmarked" means a printed, stamped or otherwise placed impression (exclusive of a postage meter machine impression) that is readily identifiable, without further action, as having been supplied or affixed on the date of mailing by an employee of the U.S. Postal Service. Therefore, applicants should request the postal clerk to place a legible hand cancellation "bull's eye" postmark on both the receipt and the package. Failure to adhere to these instructions will be a basis for a determination that the application was not filed timely and will not be considered. Evidence of timely submission by a professional overnight delivery service must be demonstrated by equally reliable evidence created by the delivery service provider indicating the time and place of receipt.

D. Intergovernmental Review

This funding opportunity is not subject to Executive Order 12372, "Intergovernmental Review of Federal Programs."

E. Funding Restrictions

All proposed project costs must be necessary and reasonable and in accordance with Federal guidelines. Determinations of allowable costs will be made in accordance with the applicable Federal cost principles. Disallowed costs are those charges to a grant that the grantor agency or its representative determines not to be allowed in accordance with the applicable Federal cost principles or other conditions contained in the grant.

Applicants, whether successful or not, will not be entitled to reimbursement of pre-award costs.

1. Indirect Costs

As specified in OMB Circular Cost Principles, indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective. An indirect cost rate (ICR) is required when an organization operates under more than one grant or other activity, whether Federally-assisted or not. Organizations must use the ICR supplied by the Federal Cognizant Agency. This rate is the same as the F&A rate described in 2 CFR Part 220. If an organization requires a new ICR or has a pending ICR, the Grant Officer will award a temporary billing rate for 90 days until a provisional rate can be issued. This rate is based on the fact that an organization has not established an ICR agreement. Within this 90 day period, the organization must submit an acceptable indirect cost proposal to their Federal Cognizant Agency to obtain a provisional ICR. Each consortium member, if claiming indirect costs, will need to have an indirect cost or F&A rate.

2. Administrative Costs

Under this SGA, an entity that receives a grant to carry out a project or program may not use more than 10 percent of the amount of the grant to pay administrative costs associated with the program or project. Administrative costs could be direct or indirect costs, and are defined at 20 CFR 667.220. Administrative costs do not include costs for the purchase, development or operation of information technology systems and/or data collection systems related to the tracking and monitoring of participant and performance information, employment statistics information, or

performance and program cost information. Administrative costs do not need to be identified separately from program costs on the SF-424A Budget Information Form. However, they must be tracked through the grantee's accounting system. To claim any administrative costs that are also indirect costs, the applicant must obtain an Indirect Cost Rate Agreement from its Federal Cognizant agency, as specified above. In consortium grants, the Administrative Cost limitation applies to the total grant award amount and all consortium members. The Grantee Institution is responsible for ensuring the limitation is not exceeded and for maintaining a system for consortium members to report such costs.

3. Salary and Bonus Limitations

Under Public Law 109-234, none of the funds appropriated in Public Law 109-149 or prior Acts under the heading "Employment and Training Administration" that are available for expenditure on or after June 15, 2006, may be used by a recipient or sub-recipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II, except as provided for in section 101 of Public Law 109-149. Public Laws 111-8 and 111-117 contain the same limitation on funds appropriated under each of these Laws. This limitation applies to grants funded under this SGA. The salary and bonus limitation does not apply to vendors providing goods and services as defined in OMB Circular A-133 (codified at 29 CFR Parts 96 and 99). See Training and Employment Guidance Letter number 5-06 for further clarification: http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2262.

4. Use of Grant Funds for Participant Wages

Organizations that receive grants through this SGA may not use grant funds to pay for the wages of participants. Further, the provision of stipends to training enrollees for the purposes of wage replacement is not an allowable cost under this SGA.

5. Use of Funds for Supportive Services

Grantees, including member institutions in a consortium, may not use grant funds to provide supportive services to individuals who are served through these grants. Supportive services include services such as transportation, child-care, dependent care, housing, and needs-related payments that are necessary to enable an individual to participate in training activities funded through this grant. However, grant funds may be used to expand and improve the capacity of student services (for example, career guidance programs, campus-wide tutoring services, etc.) through activities such as hiring and/or training staff, and developing or procuring online systems (such as course management systems) as part of the project.

6. Prohibition on Use of Funds for Sub-grants

Grantees do not have authority under this program to award sub-grants; sub-grantees carry out one or more major programmatic functions to directly meet the project's goals. Therefore, there are no sub-grantees under these grants. However, grantees do have the authority to award subcontracts under this program. A grantee enters into a subcontract to procure goods and/or services that are ancillary or supportive to the grantee's operation of the project. A subcontract is defined as an agreement, purchase order, or any legal instrument issued to a 3rd party (the subcontractor) calling for the performance of a defined piece of work or production and/delivery of specified goods and services. The determination of whether a grantee has entered into a subcontract relationship or a sub-grantee relationship with another organization is determined primarily with reference to the general purpose, programmatic functions, and responsibilities that the grantee gives to the other organization along with grant funds. These three elements should be closely examined, together with the usual characteristics (terms and performance standards, scope of work, etc.). As a reference tool in determining whether an agreement is a sub-grant or a subcontract, see Appendix E. The table in Appendix E is for reference only and does not limit the

Grant Officer's right to review and disallow improper transactions. Additionally, applicants can review the definition of sub-recipient and vendor in OMB Circular A-133 Section 210.

Subcontracts must be awarded in accordance with 29 CFR 95.40-48 and are subject to audit, in accordance with the requirements of 29 CFR 95.26 (d). Grantees are responsible for ensuring that all subcontractors are eligible for participation in Federal assistance programs and all procurement requirements at 29 CFR 95.40-48 are met.

Applicants should note that consortium members will function as co-grantees, not as sub-grantees or subcontractors

F. Other Submission Requirements

Withdrawal of Applications: Applications may be withdrawn by written notice to the Grant Officer at any time before an award is made.

V. Application Review Information

A. Evaluation Criteria

This section identifies and describes the criteria that review panelists will use to evaluate and score grant proposals. To receive full points for each criterion, applicants must present responses that are clearly substantiated by a level of detail that is sufficient to provide reviewers with a strong understanding of the applicant's proposed project. The evaluation criteria are described below:

Criterion	Points
1. Statement of Need	20
2. Description of the Project: Strategic Approach and Core Elements	40
3. Work Plan and Project Management	20
4. Outcomes	20
5. Non-Participant Data Submission (Bonus)	1
TOTAL	101

1. Statement of Need (20 points)

Applicants must fully demonstrate a clear and strong need to expand and improve the ability of eligible institutions to deliver education and career training programs to TAA-eligible workers and other adults who enter their programs. Points for this section will be based on the following sub-criteria:

I. Serving the Education and Training Needs of TAA-Eligible Workers (10 points)

Applicants must provide evidence that they will serve TAA-eligible workers. Scoring under this sub-criterion will be based on the extent to which applicants address the following three factors:

- **Factor 1 – Impact of Foreign Trade:** The applicant must demonstrate that at least one community served by the proposed project is impacted by the threat to, or loss of, jobs resulting from foreign trade. In demonstrating this, applicants must:

- Identify one or more TAA Certification determinations (providing the TAA for Workers (TAW) Number, company name, and decision date) in at least one community to be served by the project, made on or after January 1, 2007. The applicant must also provide a narrative that describes the threat to, or the loss of, jobs associated with the identified Certification(s). TAA for Workers petition determinations may be accessed and searched electronically at: http://www.doleta.gov/tradeact/taa/taa_search_form.cfm; or,
- Explain how a proposal that includes a strong focus on online learning programs will be made accessible to, and will serve, TAA-eligible workers, including those in communities in states that receive relatively high levels of funding under the TAA for Workers program.
- Factor 2 – Partnerships with Applicable TAA Agencies: Applicants must describe partnerships with applicable State agencies that administer the TAA for Workers program and other entities in the public workforce system that deliver TAA benefits to TAA-eligible workers (see <http://www.doleta.gov/tradeact/contacts.cfm>), and describe how they will leverage these partnerships to ensure that the proposed project will effectively serve TAA-eligible workers.
- Factor 3 – Education and Training Needs of TAA-Eligible Workers in Community(ies) to be Served: Applicants must demonstrate a strong understanding of the education and training needs of the TAA-eligible workers in each community to be served by the project, including:
 - The industry and/or occupations in which the TAA-eligible workers are or were employed;
 - The current level of skills and educational attainment of the TAA-eligible workers; and
 - The additional barriers TAA-eligible workers may face in seeking employment.

ii. Evidence of Job Opportunities in the Targeted Industries and Occupations (5 points)

Applicants must provide substantial and detailed evidence of current and future job opportunities for TAA-eligible workers and other adults in the targeted industries and occupations. This may include employment in newly-formed businesses by entrepreneurs in that industry. Scoring under this sub-criterion will be based on the extent to which the applicant fully addresses the following three factors:

- Factor 1 – Identification of Targeted Industries and Occupations: The applicant must fully identify the industries and occupations targeted by the proposed project, and describe how employers or groups of employers are involved in the project, and what resources are being provided by those employers to support the proposed project.
- Factor 2 – Evidence of Employer Demand: The applicant must provide strong evidence, based on credible local, state, and/or national labor market information, that the targeted industries and occupations will yield opportunities for TAA-eligible workers and other adults who enter their program to obtain employment in high wage, high skill jobs or advance in their careers, and identify specific employers that are expected to hire grant participants within the period of performance. In addressing this factor, the applicant must provide data and analysis of both current and projected employment opportunities for each targeted industry and occupation. The geographic scope of the labor market information must match the geographic scope of the proposed project (such as state, regional, or national). This should include data on current and expected job openings with at least one employer in each targeted industry, and may include commitments from employers who expect to hire program participants. Applicants should include, based on credible data, short-term employment projections through

approximately July 1, 2015, as well as longer-term projections for openings in the targeted industries and occupations in the next five to ten years.

- Factor 3 – Understanding of Skills Required in the Targeted Industries and Occupations: The applicant must fully demonstrate a strong understanding of the job knowledge, skills, abilities, and credentials required to work in the targeted industries and occupations, and provide a description of how the applicant proposes to engage employers in the community to obtain their feedback on any content developed and delivered during the life of the project.

iii. Gap Analyses (5 points)

Applicants must fully identify gaps in education and training for targeted industries and occupations, and demonstrate the need to develop or expand capacity of the institution(s) to offer training and educational opportunities. The data provided in this section will serve as evidence of the need for the education and career training programs proposed by the applicant. Scoring under this sub-criterion will be based on the extent to which the applicant fully addresses the following three factors:

- Factor 1 – Analysis of Gaps in Existing Educational and Career Training Programs and Systems Infrastructure: Applicants must demonstrate a clear and full understanding of the significant gaps in existing education and career training programs and infrastructure in each community for TAA-eligible workers and other adults, based on data collected through the community outreach process (described in Section I.B.5 and Appendix B), as well as relevant data from the applicant institution's own management information systems or other data sources. The geographic scope of the gap analysis must match the geographic scope of the proposed project (such as local, state, regional, or national). In addressing this factor, applicants must provide a brief summary of the community outreach process they used to identify the organizations engaged. Applicants may also plan to develop and offer creative and outcomes-based approaches to enhance the entrepreneurship skills of students in a wide variety of programs.
- Factor 2 – Analysis of Gaps in Institutional Ability to Implement the Core Elements: Applicants must fully describe their institutions' current technology and systems infrastructure and educational activities as they relate to each of the Core Elements described in Section I.B, and identify areas for development, improvement, or expansion of these activities in order to implement the Core Elements. Examples of such areas include:
 - Collaboration with industry and industry associations to develop stackable credentials;
 - Online learning programs to enable students to accelerate completion rates;
 - Articulation agreements between applicant institutions and other institutions;
 - The capture and use of data for continuous improvement of education and training programs;
 - Relationships and coordination with public workforce system organizations; and/or,
 - Other needs related to the implementation of the Core Elements.
- Factor 3 – Impact of Gap Analysis: Applicants must fully describe how the identified gaps impact the applicant's ability to effectively serve TAA-eligible and other adults seeking education or career training. Information provided in this section may include, but is not limited to, evidence of:
 - Limitations in the number of students successfully served or enrolled, as a result of the inability of the applicant to meet demonstrated demand for education and training in the community;

- Limitations in faculty expertise and facility infrastructure that serve as barriers to providing effective education and training programs in the community;
- Limitations in the content and quality of available courses that negatively impact the ability of the applicant to meet the needs of employers and program participants;
- Limitations in their ability to offer creative and outcomes-based approaches to enhancing the entrepreneurship skills of students in a wide variety of programs;
- Factors that contribute to program attrition, particularly among low-skilled students, and the need to address those factors to improve retention and completion rates; and
- If applicable, the need for specialized equipment, including a description of why the equipment is needed and why any currently available equipment is not sufficient to provide effective training in the targeted industries and occupations.

2. Description of the Project: Strategic Approach and Core Elements (40 points)

The applicant must provide a complete and clear explanation of the proposed education and training strategies, including the research and evidence on which those strategies are based, as well as a description of how the proposed strategies incorporate the Core Elements described in Section I.B. Points for this section will be based on the following sub-criteria:

i. Evidence-Based Design (8 points)

The applicant must conduct a research review to support the proposed program design, clearly describe the evidence on which the proposed education and training strategies are based, and describe how the evidence influenced the design of the program to improve education and employment outcomes. Scoring under this sub-criterion will be based on the extent to which the applicant addresses the following two factors:

- Factor 1 – Review of Evidence for Program Design: Applicants must provide a description of their research findings, present the strongest evidence available for their particular program design, and discuss any existing evidence that is mixed or negative. In addressing this factor, applicants must cite all sources appropriately and identify each piece of evidence as strong, moderate, or preliminary (see Appendix A for a detailed description of the levels of evidence).
- Factor 2 – Use of Evidence in Program Design: Applicants must provide a description of the proposed education and training strategies and fully explain how the evidence cited in Factor 1 influenced the design of the proposed program. In addressing this factor, applicants must also describe how the evidence will be incorporated into plans for program development and delivery. In addition, applicants must indicate if the project will replicate existing evidence-based design, development, and delivery strategies (citing strong or moderate evidence) or implement innovative or new strategies (supported by preliminary research findings, related research findings, or reasonable hypotheses).

ii. Stacked and Latticed Credentials (8 points)

Applicants must incorporate the development of certifications, certificates, and/or diplomas into the program design, all of which must be industry-recognized and considered stackable by the applicant's own institution, as well as other institutions. Stackable credentials allow TAA-eligible workers and other program participants to build a portfolio that can serve them well regardless of whether or not they ultimately complete a full degree program. Scoring under this sub-criterion will be based on the extent to which the applicant addresses the following three factors:

- Factor 1 – Industry Engagement to Identify Credentials: Applicants must fully describe their plans to work with industry and industry associations (including national industry associations) to identify clusters of courses and related credentials that can be recognized

as credentials valuable to employers, including employers across a state or region, or credentials that are nationally portable.

- **Factor 2 – Plans to Stack and Lattice Credentials:** Applicants must fully describe their plans to develop a series of interconnected credentials. In addressing this factor, applicants must list specific credentials that will apply to this program (both existing and planned), how these credentials are compatible with or the same as those used more broadly within the region or industry, and their proposed process (who will be involved, who must approve, etc.) for connecting these credentials. Consortium applicants must also identify which institution(s) in the consortium will award each credential.
- **Factor 3 – Prior Learning Assessment:** Applicants must fully describe their plans to assess prior learning for adults entering the program. In addressing this factor, applicants must identify the types of assessments they will use (such as competency-based assessments, portfolio reviews, and “badges” earned for certain skills or competencies). Applicants must also fully explain how they will award credit for prior learning and determine the most effective and accelerated path toward credential attainment. This should include opportunity for military personnel to assess their current level of skills gained from education, training, and experiential learning, to determine gaps in their ability to achieve industry-recognized credentials.

iii. Online and Technology-Enabled Learning (8 points)

Applicants must present innovative and sophisticated applications of technology, including online, hybrid and/or technology-enabled strategies. Scoring under this sub-criterion will be based on the extent to which the applicant addresses the following two factors:

- **Factor 1 – Incorporation of Technology into Program Design and Delivery:** Applicants must fully describe how technology is incorporated into the design of the program and describe how technology will be used in the delivery of education and training. Online and technology-enabled strategies should effectively teach content to TAA-eligible workers and other program participants, enable them to teach themselves and each other, and/or allow them to engage in hands-on learning. Strategies related to the use of technology may include, but are not limited to:
 - Interactive simulations;
 - Personalized instruction;
 - Elements of game design;
 - Strategies for asynchronous and real-time collaboration among, as well as between TAA-eligible workers and other program participants, and instructors;
 - Providing continuous feedback to the TAA-eligible workers and other program participants and instructor in order to automatically identify and remediate individual student learning deficits;
 - Incorporating mechanisms to provide feedback to course designers and instructors so that courses may be improved as TAA-eligible workers and other program participants attend them;
 - Offering multiple delivery points to educational programs so TAA-eligible workers and other program participants are able to learn from a worksite, a Web site, or a classroom; and
 - Making improvements to the infrastructure necessary for hosting online programs.
- **Factor 2 – Expected Impact of Technology on Program Outcomes:** Applicants must fully explain how they anticipate that the use of technology will positively impact program outcomes, such as accelerated completion rates, improved learning and employment outcomes, expansion of institutional capacity, and increased scalability to reach broader audiences. Applicants that include technology-based infrastructure projects must describe how the infrastructure will support all proposed programs (if more than one program is

proposed). Technology strategies that could lead to strong positive impacts on program outcomes might include, but are not limited to:

- Delivering programs in a format that supports accelerated learning (for example, delivering and allowing students to master a semester of work in half the usual time);
- Developing courses or modules that will have national significance (such as developing best-in-class versions of one or more of the 25 courses that enroll approximately 50% of the student population at the community college level);
- Using cutting-edge scientific knowledge from fields such as cognitive science and educational psychology with the goal of showing substantial gains in mastery (such as cognitive task analysis or early results from the Defense Advanced Research Projects Agency's (DARPA) Digital Tutor project); and
- Taking advantage of the efficiencies of scale to be gained by producing and offering online materials, courses, and programs using open source technology, thereby decreasing development and implementation costs for future projects.

iv. Transferability and Articulation (8 points)

Applicants must incorporate credit transferability and articulation in the program design. Scoring under this sub-criterion will be based on the extent to which the applicant addresses the following two factors:

- Factor 1 – Transferability of Credits and Credentials: Applicants must fully describe their plans to work with other colleges and institutions to establish transferability options and strengthen programmatic transitions from non-credit to credit-bearing courses for TAACCCT-funded courses and credentials. Along with ensuring seamless transitions from programs such as career and technical education, adult education, pre-apprenticeship and Registered Apprenticeship to college coursework, this includes transferability between consortium members (as applicable), other TAACCCT-funded programs, and other institutions. Applicants must include the names of the institutions they plan to work with, explain efforts they will undertake with other institutions to standardize credentials, and describe the steps and approvals necessary for transferability to become effective, including the anticipated time these steps will take.
- Factor 2 – Articulation of Credits and Credentials: Applicants must fully describe their plans to develop articulation strategies that support career pathways to further education; applicants must include the development of at least one articulation agreement between 2-year and 4-year institutions. Articulation strategies may also include conversion from non-credit programs to academic credit, as appropriate. Applicants must include the names of the institutions they plan to work with, and describe the steps and approvals necessary for articulation to become effective, including the anticipated time these steps will take.

v. Strategic Alignment (8 points)

Applicants must provide a complete and clear description of their involvement with employers and industry, the public workforce system, and with other TAACCCT grantees as well as philanthropic and non-profit organizations. Scoring under this sub-criterion will be based on the extent to which the applicant addresses the following three factors:

- Factor 1 – Coordination with Employers and Industry: Applicants must demonstrate the substantial involvement of at least one employer or a group of employers for each targeted industry in the program. Applicants must provide a signed letter of commitment from employer partner(s) as described in Section IV.B.Part III.c. In addressing this factor, applicants must specify roles for employers and industry, which must include identifying necessary skills and competencies, and assisting with curriculum development and program design, and which may also include:

- Defining the program strategy and goals;
- Providing resources to support education/training (such as equipment, instructors, funding, internships, or other work-based learning activities);
- Developing pathways for individuals that involve both education or training curriculum and work-based experience; and
- Committing to hire qualified program participants.
- Factor 2 – Coordination with the Public Workforce System: Applicants must describe their plan to engage and collaborate with the public workforce system in the development and delivery of their programs. Applicants must provide evidence that workforce system partner(s) are committed to be involved in the project. The public workforce system includes local workforce investment boards, one-stop career centers and workforce system partners as defined under section 121(b)(1) of the Workforce Investment Act. Examples of partners include adult education, career technical education, and State agencies that administer the TAA for Workers program. Note that the required partnership with a State agency that administers the TAA for Workers program (as described in Section V.A.1.i.) can also meet the requirement for engagement with a public workforce system partner. In addressing this factor, applicants must identify specific roles of the workforce system partner(s), which could include, but are not limited to the following:
 - Identifying and referring TAA-eligible workers and other program participant candidates based on skills and other assessments to the most appropriate education and training that can lead to employment;
 - Developing programmatic connections that bridge an individual's transition into an institution's credit-bearing coursework;
 - Connecting TAA-eligible workers and other program participants with employers;
 - Providing support services where appropriate; and
 - Tracking TAA-eligible workers and other program participants as they re-enter the workforce.
- Factor 3 – Outreach and Coordination with Educational Institutions and Other Organizations: Applicants must describe how they plan to reach out to first round TAACCCT grantees to better coordinate efforts, help decrease duplication, share information, and expand the geographical reach of their program. Applicants may engage with grantees that are geographically nearby, and or with grantees across the country. In addition, applicants must describe their plans to identify and incorporate projects and tools developed by philanthropic and non-profit organizations that can have a positive impact on their proposed programs. In addressing this factor, applicants must identify planned activities for coordination with other institutions and consortia, such as:
 - Sharing information, such as lessons learned and promising practices;
 - Sharing course and program content;
 - Developing transferability and articulation agreements;
 - Working together to develop best practices in a particular area of training or education (such as a coalition effort to foster more entrepreneurs); and
 - Leveraging the work of philanthropic or non-profit organizations that support community colleges.

3. Work Plan and Project Management (20 points)

The applicant must provide a comprehensive project work plan that follows the format described in this section and demonstrates a cohesive, well-designed approach to implement the project. The applicant must also demonstrate the capacity of its institution (and if applicable, its consortium members) to manage the project. Points for this section will be based on the following sub-criteria:

i. Project Work Plan (10 points)

The applicant must present a comprehensive project work plan that follows the format described in Appendix F. Scoring under this sub-criterion will be based on the extent to which the applicant fully addresses the following three factors:

- Factor 1 – Feasible and Realistic Activities and Timeframes: The applicant must present coherent and realistic activities, timeframes, and deliverables that demonstrate a complete understanding of all responsibilities and costs required to implement the strategies described in Section V.A.2 within the grant period of performance. In addressing this factor, the applicant must include feasible and reasonable timeframes for accomplishing all procurement and other necessary grant start-up activities immediately following the grant start date.
- Factor 2 – Understanding of Costs Associated with Project Activities: The applicant must identify and describe adequate and reasonable costs associated with each major project activity in the proposed work plan, including staff costs, which must align with the proposed budget.
- Factor 3 – Identification of Project Deliverables: The applicant must identify and describe the new intellectual property (such as books, courses, modules, seminars, tutoring systems, simulations, etc.) they will develop with grant funds and/or describe which existing Open Educational Resources (OER) or other licensed intellectual property they will use grants funds to improve, and must specify the expected date to be delivered to the Department.

ii. Project Management (10 points)

The applicant must fully describe its capacity (and if applicable, the capacity of its consortium members) to effectively manage the programmatic, fiscal, and administrative aspects, as well as its plan for sustaining the proposed program(s). Scoring under this criterion will be based on the extent to which the applicant fully addresses the following five factors:

- Factor 1 – Effective Project Management and Staff: The applicant must demonstrate that the proposed project will be led by a competent full-time project manager who is on staff or hired in the early stages of the project, and will involve well-qualified fiscal and administrative management staff, as well as staff with marketing expertise who will develop a marketing plan for the program(s). In addressing this factor, the applicant must describe the professional qualifications that it will require of the full-time project manager, explain why these qualifications are sufficient to ensure that performance reporting, fiscal reporting, and procurement are conducted in accordance with grant requirements, provide a reasonable timeframe for hiring the project manager if one is not already identified, and describe plans to assign an interim project manager if required. The applicant must also explain the professional qualifications that the applicant will require of the fiscal, administrative management, and marketing staff; explain why these qualifications are sufficient to ensure proper performance reporting, fiscal reporting, procurement, and marketing; and provide a reasonable timeframe for hiring these individuals if they are not already on staff.
- Factor 2 – Effective Management Structures: The applicant must propose a management structure that enables efficient and effective communication between project staff and organizations at all levels of the project. In addressing this factor, the applicant must provide an organizational chart that identifies all relevant leadership, program, administrative, and advisory positions (including positions, if applicable, within consortium member organizations). The organizational chart must be included as an attachment as described in Section IV.B Part III.d, and does not count against the page limit for the Technical Proposal.
- Factor 3 – Effective Systems and Processes: The applicant must clearly and fully explain how the proposed project will use systems and processes that enable timely and accurate financial and performance reporting and allow for expedient procurement procedures that

comply with Federal, State (if applicable), and other relevant laws and requirements. In addressing this factor, the applicant must (1) demonstrate (if applicable) that it submitted reports (program and financial) on time for its most recent grant(s) from ETA or other sources, and (2) describe the grant management practices used to complete grant activities within the period of performance. The applicant must also clearly describe its procurement processes, systems, and procedures (and, if applicable, those of its consortium members).

- Factor 4 – Well-Defined Roles and Responsibilities for Consortium Members (if applicable): Consortium applicants must include, as an attachment to the Technical Proposal, a Consortium Agreement (as described in Section IV. Part III.c). In addition, in the body of the Technical Proposal, consortium applicants must list the consortium member's roles and responsibilities in the design, development, delivery, and eventual implementation.
- Factor 5 – Sustainability Plan: The applicant must describe how it will use data to determine which strategies and activities were effective, and explain how it would integrate these strategies and activities into program(s) for continued success. In addition, applicants must describe how the institution(s) will sustain its relationships with employer partners throughout the duration of the program and beyond.

4. Outcomes (20 points)

Applicants must provide outcome projections and fully demonstrate that the expected outcomes are appropriate for the strategic approach proposed. Applicants must also demonstrate their commitment to collect, report, and effectively use outcome data to continually improve and inform program design. This should include an effective plan to track and report all outcome measures for all program participants, and an effective plan for the use of reported data to continuously assess the effectiveness of and to improve programming. The grantee's performance in meeting outcome projections may impact the decision by the Department to award any future grants to the grantee. Scoring under this section will be based on the following sub-criteria:

i. Analysis of Outcome Projections (5 points)

Grantees will be required to report data on a number of outcome measures on an annual basis, as specified in Section VI.C.2. Applicants must provide projections in their applications for the following nine outcome measures:

1. Total unique participants served;
2. Total number of participants who have completed a TAACCCT-funded program;
3. Total number of participants still retained in their program of study or another TAACCCT-funded program;
4. Total number of participants completing credit hours;
5. Total number of participants earning credentials;
6. Total number of participants enrolled in further education after grant-funded program of study completion;
7. Total number of participants employed after grant-funded program of study completion;
8. Total number of participants retained in employment after program of study completion; and
9. Total number of those participants employed at enrollment (for purposes of this reporting, "incumbent workers") who receive a wage increase post-enrollment.

Scoring under this criterion will be based on the extent to which the applicant fully addresses the following three factors:

- Factor 1 – Complete and Accurate Projections Provided: Applicants must provide numerical outcome projections for each of the nine outcome measures that reflect the program's expected impact on participants (refer to Appendix G for the definitions of each of the outcomes and a sample of the format for providing these projections). Applicants must provide targets in raw numbers for each of the outcome measures; percentages,

percent increases, or other types of data projections are not acceptable. The targets should be provided for each year of the grant as well as for the total grant period, and be provided in aggregate for all program participants even if different educational disciplines or programs have distinct outcome projections. The outcomes must be included as a table in the Technical Proposal.

- Factor 2 – Appropriate Targets Projected: The applicant should explain how the outcome projections are appropriate numerical targets to the program design by providing an explanation of how the targets were derived and how the targets fit into the overall timeline of grant implementation.
- Factor 3 – Appropriate Balance of Deliverables and Outcomes: Applicants must provide an explanation for the mix of proposed outcomes (e.g. participants served) versus other deliverables (e.g. courses developed and technology infrastructure enhancements), including a justification of unusually high or low outcome projections for participants in the context of the entire program. The projected outcomes and deliverables should be well-balanced, in that a low number of students projected to complete programs may be offset by a large number of complex, original, and innovative planned deliverables.

ii. Process or System for Tracking and Reporting Outcome Measures (10 points)

Successful grantees will be required to report outcome measures for program participants. Applicants should refer to Section VI.C.2 for a description of the quarterly and annual reporting requirements for the grants. The specific outcomes and outcome definitions for all participants that will be reported are found in Appendix G. Scoring under this criterion will be based on the extent to which the applicant fully addresses the following two factors:

- Factor 1 – Existing Tracking Procedures: The applicant must provide specific details about the procedures it already has in place for tracking students, including which outcomes are already captured through the process it uses. In addressing this factor, the applicant should describe the staffing, technology, computer applications and other resources already available to accomplish this task.
- Factor 2 – Well-Defined Plan to Address Gaps in Tracking: The applicant must describe and explain any gaps between the information that is already collected and the specific outcomes on which reporting is required, and how it will bridge these gaps. In addressing this factor, the applicant must provide a specific plan for staffing, technology, partnerships, computer application purchases or other resources it plans to procure in order to meet this requirement. If available, the applicant should explain how it will strengthen its access to state longitudinal data systems to track students' employment outcomes after exit or completion. This may include working with the State Directory of New Hires, the State Labor Market Information units (that house the Local Employment Dynamic survey data), the State Workforce Agency that is responsible for tracking and reporting outcomes on TAA for Workers program participants using the Trade Act Participant Record (http://www.doleta.gov/Performance/pfdocs/12050392_TAPR_Revision_Track_Changes_Draft_TEGL_Change_112909.pdf), or other Federally-supported administrative record data collection efforts. This may also include working with the State Workforce Agency to access employment data available in unemployment wage records. For example, if the applicant does not have an existing relationship with its State's agency responsible for collecting wage record information to verify employment, it should describe the process that it will use to obtain employment outcome information, which may include establishing data sharing agreement(s) to access administrative records containing this information.

iii. Using Data for Continuous Improvement (5 points)

The applicant must describe its approach for using the data it collects and reports on all program participants to continuously assess the effectiveness of and improve programming. Scoring under this criterion will be based on the extent to which the applicant fully addresses the following factor:

Factor 1 – Well-Defined Plan for Formal Data Reviews: The applicant must describe the process or procedure that will be used to formally review the data within the structure of the educational institution, working with their partners as applicable. In addressing this factor, the applicant must include information on the frequency with which data reviews will occur, the staff members, including partners, who will take part in the reviews and what each adds to the review process, how decisions will be made about adjustments or improvements, and how progress or improvement in programming will be assessed.

5. Bonus Point for Commitment to Submit Non-Program Participant Data (1 point)

There are a number of factors that lead students to select a program of study at an institution, one of which is the potential to find a job once they graduate. The Department is interested in assisting TAACCCT grantees to improve the quality of their institutions' post-graduation employment outcome information, which can be useful in effective program resource allocation decisions and data-driven continuous improvement efforts for the institutions and helpful to prospective students in choosing their programs of study. The Department recognizes that institutions have varying levels of resources to track employment outcomes of their graduates and that many post-secondary institutions would like to track employment and earnings of their former students. Therefore, the Department will facilitate the tracking of employment outcomes for a broader population of students by arranging for grantees to transmit basic individual-level information (name, Social Security Number, and date of birth) annually on students enrolled in selected non-TAACCCT-funded credit and/or non-credit programs. The Department will arrange for matching the data with employment records using highly secure IT procedures, and provide grantees with a report on employment and earnings outcomes aggregated by program. Guidelines on data transmission will be provided to grantees after award. This data transmission is in addition to the individual-level data reports that all grantees are required to submit annually as described in Section V.B.1.

To encourage institutions to take advantage of this opportunity, the Department will award one bonus point to applicants that provide an affirmative statement in response to this criterion committing to provide these data on an annual basis during the grant period of performance. For consortium applicants, the Grantee Institution or one consortium member must make this commitment to be eligible for the bonus point.

B. Review Criteria for Program Evaluation Component

The applicant must submit an evaluation budget narrative and program evaluation plan for an independent third-party evaluation of the proposed project. The costs of the evaluation can be paid for with grant funds. Successful applicants must plan to submit a final report, due to the Department at the end of the grant period of performance, and at least one interim report on findings-to-date at a time determined by the applicant. Applicants must include their proposed timeline for transmitting these reports on the first page of the program evaluation plan. The materials described in this section will be evaluated by ETA separately from the main Technical Proposal, as described below in Section V.C. The evaluation proposals will be assigned a category of A, B, or C. Evaluation proposals that are of the highest quality and include appropriate rigor and design based on the proposed project will be categorized in group A. Evaluation proposals categorized in group B contain elements of an appropriate and high-quality evaluation design, but some aspects of the design are identified that will need to be addressed before evaluation implementation. Evaluation proposals categorized in group C contain evaluation designs that are insufficient and/or inappropriate, and would need significant alteration if the Grant

Officer chooses to fund the application.

The applicant must submit: (1) a Program Evaluation Plan, and (2) an Evaluation Budget Narrative. Applicants must include these materials as a separate attachment to the application.

1. Program Evaluation Plan

Program evaluations must address: 1) participant outcomes or impacts; and 2) program implementation. Applicants must transmit data from their third-party evaluators, including name, Social Security number, and date of birth of program participants and individuals in the control or comparison groups, using a secure data system specified by the Department. The program evaluation plan does not count against the page limits for the Technical Proposal, but must not exceed 10 pages. In evaluating the plan, reviewers will consider the following factors:

i. Participant Outcomes or Impacts

The applicant must provide a detailed plan for rigorously evaluating the participant outcomes or impacts, including a complete description of the study methodology and the data collection methods. The applicant must explain how the methodology proposed is the most rigorous for the participant outcomes or impacts, given the number of participants (including TAA-eligible workers) the project intends to serve. See Appendix H for a description of the appropriate methodological approaches for either a random-assignment evaluation or a comparison cohort evaluation based on various project types and characteristics. The applicant must also explain how the anticipated follow-up data will be successfully collected from participants and the control/comparison group. Applicants must identify the chosen methodology on the first page of the program evaluation plan. Depending on which methodology is chosen, the applicant must provide the following explanations in the program evaluation plan:

- For random assignment methodology, the applicant must fully explain how the recruitment plan will yield a sufficient number of qualified applicants (both program and controls) to produce valid estimates of these key outcomes: program completion, credential attainment, placement into employment, and employment retention (Outcomes # 2, 5, 7, and 8 in Appendix G), as well as average earnings for those who retain employment. , how random assignment will be performed, and what procedures will be in place to ensure the fidelity of random assignment (i.e., that all eligible individuals that apply are randomly assigned and that no one who is randomly assigned to the control group receives the services being studied). Please note that TAA-eligible individuals may not be randomly assigned.
- Applicants proposing a comparison group (non-experimental) methodology must fully explain the source of the comparison group and how individuals will be selected to become part of the comparison group, including showing that data on both the comparison group and the program participant group will be from comparable sources (e.g., based on the same questionnaire).

ii. Program Implementation

The applicant must provide a detailed plan for the program implementation analysis component of the evaluation, which includes how all of the questions listed below will be addressed. The program evaluation plan must explain how the applicant will: 1) analyze the steps taken by the institution to create and run the training program; 2) assess the operational strengths and weaknesses of the project after the implementation; and 3) suggest how it might be strengthened. Specifically, the program evaluation plan should include strategies or approaches for addressing the following questions:

1. How was the particular curriculum selected, used, or created?
2. How were programs and program design improved or expanded using grant funds? What delivery methods were offered? What was the program administrative structure? What support services and other services were offered?

3. Did the grantees conduct an in-depth assessment of participant's abilities, skills and interests to select participants into the grant program? What assessment tools and process were used? Who conducted the assessment? How were the assessment results used? Were the assessment results useful in determining the appropriate program and course sequence for participants? Was career guidance provided and if so, through what methods?
4. What contributions did each of the partners (employers, workforce system, other training providers and educators, philanthropic organizations, and others as applicable) make in terms of: 1) program design, 2) curriculum development, 3) recruitment, 4) training, 5) placement, 6) program management, 7) leveraging of resources, and 8) commitment to program sustainability? What factors contributed to partners' involvement or lack of involvement in the program? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had less of an impact?

iii. Selection of Third-Party Evaluator

The applicant must clearly describe the process for selecting and procuring the services of a third-party evaluator prior to enrolling participants in TAACCCT-funded programs, including the levels of capacity and expertise required of the selected organization(s) to conduct rigorous evaluations of the proposed strategy.

2. Program Evaluation Budget Narrative

The Evaluation Budget Narrative is a supplementary budget narrative, which is separate and apart from the budget narrative submitted in the main application. The supplementary budget narrative should provide a description of the costs associated with funding the proposed program evaluation component. All costs included in the supplementary budget narrative should be reasonable and appropriate to the project timeline and deliverables. Please note that that costs for this evaluation must be included together with the other grant activities on the main SF-424 and SF-424A forms. The cost for the program evaluation must not exceed ten percent of the total proposed budget for the grant.

C. Review and Selection Process

A technical review panel will carefully evaluate applications against the selection criteria. These criteria are based on the policy goals, core elements, and emphases set forth in this SGA. Applications for grants under this Solicitation will be accepted after the publication of this announcement and until the closing date. Up to 100 points may be awarded to an application, depending on the quality of the responses to the required information described in Section V.A. There will be a separate review of evaluation proposals conducted by individuals with expertise in evaluation.

The ranked scores on the technical proposal for each application will serve as a primary basis for selection of applications for funding, in conjunction with other factors such as evaluation proposal reviews, the estimated number of TAA-certified workers in the targeted geographic areas, the requirement that not less than 0.5 percent of funds available under this SGA will support eligible institutions in each State, and which proposals are most advantageous to the government. The panel results are advisory in nature and not binding on the Grant Officer. The Grant Officer may consider any information that comes to his/her attention. The government may elect to award the grant(s) with or without discussions with the applicant. Should a grant be awarded without discussions, the award will be based on the applicant's signature on the SF-424, including electronic signature via E-Authentication on <http://www.grants.gov>, which constitutes a binding offer by the applicant.

VI. Award Administration Information

A. Award Notices

All award notifications will be posted on the ETA Homepage (<http://www.doleta.gov>). Applicants selected for award will be contacted directly before the grant's execution. Non-selected applicants will be notified by mail or email and may request a written debriefing on the significant weaknesses of their proposal.

Selection of an organization as a grantee does not constitute approval of the grant application as submitted. Before the actual grant is awarded, ETA may enter into negotiations about such items as program components, staffing and funding levels, evaluation plans, and administrative systems in place to support grant implementation. If the negotiations do not result in a mutually acceptable submission, the Grant Officer reserves the right to terminate the negotiations and decline to fund the application. DOL reserves the right to not fund any application related to this SGA.

B. Administrative and National Policy Requirements

1. Administrative Program Requirements

All grantees will be subject to all applicable Federal laws, regulations, and the applicable OMB Circulars. The grant(s) awarded under this SGA will be subject to the following administrative standards and provisions:

i. Non-Profit Organizations – OMB Circular A-122 (Cost Principles), relocated to 2 CFR Part 230, and 29 CFR Part 95 (Administrative Requirements)

ii. Educational Institutions – OMB Circular A-21 (Cost Principles), relocated to 2 CFR Part 220, and 29 CFR Part 95 (Administrative Requirements).

iii. State, Local and Indian Tribal Governments – OMB Circular A-87 (Cost Principles), relocated to 2 CFR Part 225, and 29 CFR Part 97 (Administrative Requirements).

iv. Profit Making Commercial Firms – Federal Acquisition Regulation (FAR) – 48 CFR part 31 (Cost Principles), and 29 CFR Part 95 (Administrative Requirements).

v. All entities must comply with 29 CFR Part 93 (New Restrictions on Lobbying), 29 CFR Part 94 (Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)), 29 CFR 95.13 and Part 98 (Governmentwide Debarment and Suspension, and drug-free workplace requirements), and, where applicable, 29 CFR Part 96 (Audit Requirements for Grants, Contracts, and Other Agreements) and 29 CFR Part 99 (Audits of States, Local Governments and Non-Profit Organizations).

vi. 29 CFR Part 2, subpart D—Equal Treatment in Department of Labor Programs for Religious Organizations, Protection of Religious Liberty of Department of Labor Social Service Providers and Beneficiaries.

vii. 29 CFR Part 31—Nondiscrimination in Federally Assisted Programs of the Department of Labor—Effectuation of Title VI of the Civil Rights Act of 1964.

viii. 29 CFR Part 32—Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance.

ix. 29 CFR Part 35— Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance from the Department of Labor.

x. 29 CFR Part 36—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance.

xi. 29 CFR Part 37 – Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act of 1998.

xii. 29 CFR Parts 29 and 30—Labor Standards for the Registration of Apprenticeship Programs, and Equal Employment Opportunity in Apprenticeship and Training, as applicable.

2. Other Legal Requirements:

i. Religious Activities

The Department notes that the Religious Freedom Restoration Act (RFRA), 42 U.S.C. Section 2000bb, applies to all Federal law and its implementation. If your organization is a faith-

based organization that makes hiring decisions on the basis of religious belief, it may be entitled to receive Federal financial assistance under Title I of the Workforce Investment Act and maintain that hiring practice even though Section 188 of the Workforce Investment Act contains a general ban on religious discrimination in employment. If you are awarded a grant, you will be provided with information on how to request such an exemption.

ii. Lobbying or Fundraising the U.S. Government with Federal Funds

In accordance with Section 18 of the Lobbying Disclosure Act of 1995 (Public Law 104-65) (2 U.S.C. 1611), non-profit entities incorporated under Internal Revenue Service Code Section 501(c) (4) that engage in lobbying activities are not eligible to receive Federal funds and grants. No activity, including awareness-raising and advocacy activities, may include fundraising for, or lobbying of, U.S. Federal, State or Local Governments (see OMB Circular A-122).

iii. Transparency Act Requirements

Applicants must ensure that it has the necessary processes and systems in place to comply with the reporting requirements of the Federal Funding Accountability and Transparency Act of 2006 (Pub. Law 109-282, as amended by section 6202 of Pub. Law 110-252) (Transparency Act), as follows:

- All applicants, except for those excepted from the Transparency Act under sub-paragraphs 1, 2, and 3 below, must ensure that they have the necessary processes and systems in place to comply with the subaward and executive total compensation reporting requirements of the Transparency Act, should they receive funding.
- Upon award, applicants will receive detailed information on the reporting requirements of the Transparency Act, as described in 2 CFR Part 170, Appendix A, which can be found at the following Web site: <http://edocket.access.gpo.gov/2010/pdf/2010-22705.pdf>

The following types of awards are not subject to the Federal Funding Accountability and Transparency Act:

- (1) Federal awards to individuals who apply for or receive Federal awards as natural persons (i.e., unrelated to any business or non-profit organization he or she may own or operate in his or her name);
- (2) Federal awards to entities that had a gross income, from all sources, of less than \$300,000 in the entities' previous tax year; and
- (3) Federal awards, if the required reporting would disclose classified information.

iv. Safeguarding Data Including Personally Identifiable Information

Applicants submitting proposals in response to this SGA must recognize that confidentiality of Personally Identifiable Information (PII) and other sensitive data is of paramount importance to the Department of Labor and must be observed except where disclosure is allowed by the prior written approval of the Grant Officer or by court order. By submitting a proposal, Grantees are assuring that all data exchanges conducted through or during the course of performance of this grant will be conducted in a manner consistent with applicable Federal law. All such activity conducted by ETA and/or Grantees will be performed in a manner consistent with applicable state and Federal laws.

By submitting a grant proposal, the applicant agrees to take all necessary steps to protect such confidentiality by complying with the following provisions that are applicable in governing their handling of confidential information:

1. Grantees shall not extract information from data supplied by DOL/ETA for any purpose not stated in the SGA.
2. Grantees shall retain data received from DOL/ETA only for the period of time required to utilize it for assessment and other purposes, or to satisfy applicable Federal records retention requirements, if any. Thereafter, the Grantee agrees that all data will be destroyed, including the degaussing of magnetic tape files and permanent deletion of electronic data.

3. Grantees shall ensure that any information used during the performance of this Grant has been obtained and is being transmitted in conformity with applicable Federal and state laws governing the protection of PII and the confidentiality of information. Information transmitted to DOL/ETA containing sensitive information including personally identifiable information (PII) must be encrypted using National Institute of Standards and Technology (NIST) Federal Information Processing Standards (FIPS) 140-2 validated products. The encrypted information must be encrypted in a form that would allow the receiver of the information to decrypt the information without installing additional software or tools.
4. Access to any information created by DOL/ETA shall be restricted to only those employees of the Grant recipient who need it in their official capacity to perform duties in connection with the Scope of Work outlined in this SGA.
5. Grantee employees and other personnel who will have access to sensitive/confidential/proprietary/private data and PII shall be advised of the confidential nature of the information, the safeguards required to protect the information, and the civil and criminal sanctions for noncompliance with such safeguards that are contained in Federal and state laws.
6. Prior to being able to have access to PII and other confidential data, Grantee employees and other personnel shall execute a standard document acknowledging their understanding of the confidential nature of the data and the safeguards with which they must comply in their handling of such data as well as the fact that they may be liable to civil and criminal sanctions for improper disclosure.
7. Grantees further acknowledge that all data obtained through DOL/ETA shall be stored in an area that is physically safe from access by unauthorized persons at all times and the data will be processed using grantee issued equipment, managed information technology (IT) services, and designated locations approved by DOL/ETA. Accessing, processing, and storing of DOL/ETA data on personally owned equipment, at off-site locations e.g. employee's home, and non-Grantee managed IT services e.g. yahoo mail, is strictly prohibited unless approved by DOL/ETA.
8. All PII and other data shall be processed in a manner that will protect the confidentiality of the records/documents and is designed to prevent unauthorized persons from retrieving such records by computer, remote terminal or any other means. Data may be downloaded to, or maintained on, mobile or portable devices only if the data are encrypted using NIST FIPS 140-2 validated products. In addition, wage data may only be accessed from secure locations.
9. Data obtained by the Grantee through a request shall not be disclosed to third parties except as permitted by the Grant Officer.
10. Grantees shall permit ETA to make onsite inspections during regular business hours for the purpose of conducting audits and/or to conduct other investigations to assure that the Grantee is complying with the confidentiality requirements described above. In accordance with this responsibility, Grantees shall make records applicable to this Agreement available to authorized persons for the purpose of inspection, review, and/or audit.
11. Grantees shall take the steps necessary to ensure the privacy of all PII obtained from participants and/or other individuals and to protect such information from disclosure to unauthorized individuals. Grantees shall maintain such PII in accordance with the DOL/ETA standards for information security provided herein, including any updates to such standards provided to the Grantee by DOL/ETA. Grantees shall report immediately to the DOL ETA Information Security Officer (ISO) any suspected or confirmed breaches or compromise of PII obtained from participants and/or other individuals.

3. Other Administrative Standards and Provisions

Except as specifically provided in this SGA, DOL/ETA's acceptance of a proposal and an award of Federal funds to sponsor any programs(s) does not provide a waiver of any grant requirements and/or procedures. For example, the OMB Circulars require that an entity's procurement procedures must ensure that all procurement transactions are conducted, as much as practical, to provide open and free competition. If a proposal identifies a specific entity to provide services, the DOL's award does not provide the justification or basis to sole source the procurement, i.e., avoid competition, unless the activity is regarded as the primary work of an official partner to the application.

4. Special Program Requirements

i. Required Participation in a National Evaluation by DOL

Pending the availability of funds, the Department is interested in evaluating program results across all projects funded with this grant to assess which models are most effective at impacting workers' future labor force outcomes and may require the cooperation of the grantee in a national evaluation. By accepting grant funds, grantees must agree to participate in such a national evaluation should they be selected to participate. In anticipation of the national evaluation, grantees should maintain individual level participant data and any data collected on control or comparison group individuals included in their third party evaluation of impacts and/or outcomes (as specified in Section V.B.1.).

This requirement is separate from the third-party evaluation described in Section I.C and the third-party review of deliverables described in Section I.D.2.

C. Reporting

Grantees must agree to meet DOL reporting requirements. Quarterly financial reports, quarterly progress reports, and annual performance report data must be submitted by the grantee electronically. The grantee is required to provide the reports and documents listed below:

1. Quarterly Financial Reports

A Quarterly Financial Status Report (ETA 9130) is required until such time as all funds have been expended or the grant period has expired. Quarterly reports are due 45 days after the end of each calendar year quarter. Grantees must use DOL's Online Electronic Reporting System about which information and instructions will be provided to grantees.

2. Quarterly Progress and Annual Performance Reports

i. Quarterly Progress Report

The grantee must submit a quarterly progress report within 45 days after the end of each calendar year quarter. The report must include quarterly information regarding grant activities such as capacity building, best practices, and key challenges and issues. Every fourth quarterly progress report will also serve as an annual narrative summary.

The last quarterly progress report that grantees submit will serve as the grant's Final Progress Report. This report should provide both quarterly and cumulative information on the grant's activities. It must summarize project activities, employment outcomes and other deliverables, and related results of the project, and must thoroughly document the training or labor market information approaches used by the grantee.

ii. Annual Performance Report

Every fourth quarter, grantees must submit an annual performance report that will include data for all program participants in aggregate for the following fourteen outcome measures, several of which will be compared against the targets specified in the proposal as shown in Appendix G: unique participants served, total number who have completed a grant-funded program of study, total number still retained in their program of study or another grant-funded program, total number retained in other education programs (not grant-funded), total number of credit hours completed, total number of students completing credit hours, total number of earned degrees/certificates, total

number of students earning certificates (less than one year); total number of students earning certificates (more than one year); total number of students earning degrees; total number enrolled in further education after grant-funded program of study completion; total number employed after grant-funded program of study completion; total number retained in employment after program of study completion; and total number of those employed at enrollment (incumbent workers) who receive a wage increase post-enrollment. In addition, grantees must provide narrative information about the innovative achievements of their grant to date and services provided to TAA-eligible individuals.

The last Annual Performance Report that grantees submit will serve as the grant's Final Performance Report. This report should provide both quarterly and cumulative information on the grant's activities.

Failure to timely and accurately report during the implementation of any grant awarded may impact the decision by DOL/ETA to award any future grants to the grantee.

3. Record Retention

Applicants must be prepared to follow Federal guidelines on record retention, which require grantees to maintain all records pertaining to grant activities for a period of not less than three years from the time of final grant close-out.

VII. Agency Contacts

For further information about this SGA, please contact Melissa Abdullah, Grants Management Specialist, Division of Federal Assistance, at (202) 693-3346. Applicants should e-mail all technical questions to abdullah.melissa@dol.gov and must specifically reference SGA/DFA PY 11-08, and along with question(s), include a contact name, fax and phone number. This announcement is being made available on the ETA Web site at <http://www.doleta.gov/grants> and at <http://www.grants.gov>.

VIII. Additional Resources of Interest to Applicants

A. Federally-Funded and Other Web-Based Resources

DOL maintains a number of web-based resources that may be of assistance to applicants. For example, the CareerOneStop portal (<http://www.careeronestop.org>), which provides national and state career information on occupations; the Occupational Information Network (O*NET) Online (<http://online.onetcenter.org>) which provides occupational competency profiles; and America's Service Locator (<http://www.servicelocator.org>), which provides a directory of our nation's One-Stop Career Centers.

Applicants who are considering a focus in Health Information Technology should review the following web sites, which describe curriculum that is publicly available and was funded under the American Recovery and Reinvestment Act (ARRA):

<http://www.healthit.hhs.gov/portal/server.pt?open=512&objID=1807&mode=2> (description of program) and <http://www.onc-ntdc.org/> (curriculum materials and components)."

There are many Open Educational Resources (OER) repositories and repository initiatives that may be of assistance to applicants. A recent listing of these repositories and initiatives can be found at http://oerwiki.iiep.unesco.org/index.php/OER_useful_resources/Repositories.

B. Industry Competency Models

ETA supports an Industry Competency Model Initiative to promote an understanding of the skill sets and competencies that are essential to an educated and skilled workforce. A competency model is a collection of competencies that, taken together, define successful performance in a particular work setting. Competency models serve as a starting point for the design and implementation of workforce and talent development programs. To learn about the industry-validated models visit the Competency Model Clearinghouse (CMC) at

<http://www.careeronestop.org/CompetencyModel>. The CMC site also provides tools to build or customize industry models, as well as tools to build career ladders and career lattices for specific regional economies.

C. Workforce3One Resources

1. ETA encourages applicants to view the information gathered through the conference calls with Federal agency partners, industry stakeholders, educators, and local practitioners. The information on resources identified can be found on Workforce3One.org at:

<http://www.workforce3one.org/view/2001008333909172195/info>.

2. ETA encourages applicants to view the online tutorial, "Grant Applications 101: A Plain English Guide to ETA Competitive Grants," available through Workforce3One at:

http://www.workforce3one.org/page/grants_toolkit.

D. Evaluation Resources

ETA encourages applicants and their selected evaluators to review the following documents for guidance on planning evaluations of grant-funded programs:

- Improving the Evaluation of DOLETA Pilot and Demonstration Projects - A Guide for Practitioners (located at http://wdr.doleta.gov/research/eta_default.cfm?fuseaction=dsp_resultDetails&pub_id=2445&bas_option=Author&start=1&usrt=4&stype=basic&sv=1&criteria=bell);
- Review of Alternative Methodologies for Employment and Training Research (located at http://wdr.doleta.gov/research/eta_default.cfm?fuseaction=dsp_resultDetails&pub_id=2369&bas_option=Author&start=1&usrt=4&stype=basic&sv=1&criteria=bell).

IX. Other Information

OMB Information Collection No. 1225-0086

OMB Information Collection No 1225-0086, Expires November 30, 2012.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 20 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments about the burden estimated or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, to the attention of the Departmental Clearance Officer, 200 Constitution Avenue NW, Room N1301, Washington, DC 20210. Comments may also be emailed to DOL_PRA_PUBLIC@dol.gov. PLEASE DO NOT RETURN THE COMPLETED APPLICATION TO THIS ADDRESS. SEND IT TO THE SPONSORING AGENCY AS SPECIFIED IN THIS SOLICITATION.

This information is being collected for the purpose of awarding a grant. The information collected through this "Solicitation for Grant Applications" will be used by the Department of Labor to ensure that grants are awarded to the applicant best suited to perform the functions of the grant. Submission of this information is required in order for the applicant to be considered for award of this grant.

Signed February 24, 2012, in Washington, D.C. by:

Donna Kelly

Grant Officer, Employment and Training Administration

Appendix A: Strength of Evidence Definitions

Strength of Evidence	Strong	Moderate	Preliminary
Prior Research Studies Supporting Effectiveness or Efficacy of the Proposed Practice, Strategy, or Program	(1) More than one well-designed and well-implemented experimental study or well-designed and well-implemented quasi-experimental study; or (2) one large, well-designed and well-implemented randomized controlled, multisite trial	(1) At least one well-designed and well-implemented experimental or quasi-experimental study, with small sample sizes or other conditions of implementation or analysis that limit generalizability; (2) at least one well-designed and well-implemented experimental or quasi-experimental study that does not demonstrate equivalence between the intervention and comparison groups at	(1) Evidence that the proposed practice, strategy, or program, or one similar to it, has been attempted previously, albeit on a limited scale or in a limited setting, and yielded promising results that suggest that more formal and systematic study is warranted; and (2) a rationale for the proposed practice, strategy, or program that is based on research findings or reasonable hypotheses, including related research or theories in education

Internal Validity (The Strength of Causal Conclusions) and External Validity (Generalizability)	High internal validity and high external validity	program entry but that has no other major flaws related to internal validity; or (3) correlational research with strong statistical controls for selection bias and for discerning the influence of internal factors High internal validity and moderate external validity; or, Moderate internal validity and high external validity	and other sectors Theory and reported practice suggest the potential for efficacy for at least some participants and settings

Appendix B: Outreach Organizations

In collecting the information described above in Sections I.B.5 and V.A.1.iii, applicants must reach out to and use data from the following organizations, to the extent appropriate to the program being proposed:

- Employers and industry associations, including small- and medium-sized firms, and if applicable, representing emerging industries;
- Local, county, and/or State government agencies, including the State workforce agency that administers the TAA for Workers program;
- Local Workforce Investment Boards (WIBs) established under Section 117 of the Workforce Investment Act of 1998 (29 U.S.C. 2832);
- Labor organizations, including State and local labor federations and labor-management initiatives, representing workers in the community;
- Local educational agencies, and other relevant educational entities, such as career and technical education and adult education programs serving the community;

In addition to the organizations listed above, applicants are strongly encouraged to reach out to and use data from the following organizations:

- Community-based organizations that may provide supportive services and play a role in outreach to ensure the diversity of the targeted population;
- Sponsors of Registered Apprenticeship programs;
- State workforce agency labor market information and/or economic research entities;
- Economic development agencies;
- Small business development organizations;

- Philanthropic and non-profit organizations; and
- Existing Federally- or state-funded consortia, such as regional cluster consortia, that are organized by related sector or regional focus and that may inform the applicant's activities.

In addition, applicants should consider aligning or building upon other Federal investments such as 1) the Department of Health and Human Services Health Professions Opportunity Grants (http://www.hhs.gov/news/press/2010pres/09d/state_charts.html) and Innovative Strategies to Increasing Self Sufficiency, and 2) National Science Foundation's Advanced Technological Education grants (http://www.nsf.gov/awards/award_visualization.jsp?org=NSF&pims_id=5464&ProgEleCode=7412&RestrictActive=on&BooleanElement=true&BooleanRef=true&from=fund#showAwardDollars=true).

Finally, applicants should consider alignment with systems of higher education, workforce development, career technical education, adult education, and Registered Apprenticeship in an effort to support the development of sustainable career pathways.

Appendix C: Abstract Format

Project Abstract

- 1. Applicant Name:** Anytown USA Community College (consortium applicant)
- 2. Applicant City/State:** Anytown, Any State
- 3. Consortium Member(s) and Consortium Member State(s):**
 - Jane Doe Community College; Differenttown, Different State
 - John Doe University; Anothertown, Another State
- 4. Areas Served by Grant (by city, county, and state):**
 - **State:** Any State. **Counties:** Any County, Any Other County, and Yet Another County. **Cities:** Anytown, The Town Next Door, The Town Up the Road.
 - **State:** Different State. **Counties:** Different County, Same County. **Cities:** Differenttown, Othertown.
 - **State:** Another State. **Counties:** Another County. **Cities:** Anothertown.
- 5. Total Funding Level Requested:** \$8,999,999
- 6. Sub-Total Requested Funding Amount by Consortium Member (as applicable):**
 - Anytown USA Community College: \$4,000,000
 - Jane Doe Community College: \$2,999,999
 - John Doe University: \$2,000,000
- 7. Project Name:** Partnership for TACTical Engagement (PTE)
- 8. Project Description and List of Credentials to be Developed and Awarded:**
- 9. Populations to be Served:** TAA-eligible workers and long-term unemployed
- 10. Targeted Industry(s):** Information Technology
- 11. Employer Partner(s):** Anytown IT Solutions, Inc.; YourSpace Online; Joe's IT Shop; and National Health Centers.

- 12. Public Workforce System Partner(s):** Anytown Workforce Investment Board, Anothertown One-Stop Career Center, and Differenttown Adult Education Center.
- 13. Other Key Partner(s):** Round 1 TAACCCT Grantee
- 14. Public Contact Information:** Steven Baird, Director of Grant Programs, Anytown USA Community College, (800)555-1234, baird.steven@anytownCC.edu.
- 15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 90% of program materials will be developed as open educational resources, and the remaining 10% will be licensed or purchased.
- 16. Data Tags (up to 25):** accelerated learning, certificate attainment, game design, job placement, on-the-job training, open educational resources, stackable credentials, and web-based training.

Appendix D: Standard Keywords/Data Tags

- Accelerate Progress
- Accelerated Learning
- Achievement Rates
- Assessment Technology
- Basic Skills
- Blended Learning
- Block scheduling
- Career Pathways
- Certificate Attainment
- Civic and Community Engagement
- Cognitive Tutors
- Competency-based Training
- Contextualized Learning
- Degree Attainment
- Developmental Education
- Digital Materials
- Dual Degrees
- Earn and Learn
- Employer Partnership
- Enhanced Course Articulation
- Enhanced Student Services
- Game Design
- Industry-Driven Competencies
- Industry-Recognized Credentials
- Job Placement
- Learning Communities
- Mentoring
- Mobile Devices
- Modular Curriculum
- On-the-Job training
- Online Community of Practice
- Online Teaching/Learning
- Open Educational Resources
- Paid Internships
- Retention
- Personalized Instruction
- Real-time Online Interactions
- Registered Apprenticeships
- Retention Strategies
- SCORM
- Self-paced Learning
- Simulations
- Skill Assessments
- Stackable Credentials
- Technology Enabled Learning
- Virtual Environments
- Web-based Training

Note: In the event none of the above are a sufficiently precise descriptor applicants should include alternate keyword/tags of their own choosing, not to exceed three words per tag and 28 characters for each keyword/tag.

Appendix E: Definitions and Usual Characteristics of Sub-grants vs. Subcontracts

DEFINITIONS	Sub-grants	Subcontracts
*General Purpose	An agreement that provides for the transfer of money or property to accomplish a public purpose of support or stimulation through the grant, as authorized under statute.	Legal contract in which the purpose is to provide supplies and/or services.
* Focus	Carries out one or more major programmatic functions in support of the goals of the grant.	Does not support the goals of the grant directly; instead the subcontractor provides supplies and/or services that are ancillary or supportive to the operation of the grant.
* Recipient Responsibility	Has responsibility for programmatic decision making, adherence to applicable Federal program compliance requirements, and is able to determine which participants are eligible to receive Federal financial assistance.	Provides supplies and/or services for use by the prime grantee that are supportive to the operation of the grant. Subcontractor is subject to procurement regulations, but not programmatic compliance requirements and does not have decision-making authority pertaining to the grant.
USUAL CHARACTERISTICS	Sub-grants	Subcontracts
Terms and Performance Standards	Less rigorous to their terms and conditions than contracts. Performance is measures against whether the objectives of the Federal grant are met.	More rigorous to their terms and conditions. Performance is measures against the delivery of goods and services. The terms will define the deliverables and indicate when they are due.
Monitoring	Less regulated. If the task is not accomplished, there may be fewer legal and financial ramifications.	More heavily regulated and more likely to carry substantial legal or financial risk.
Scope of work	Scope of work, deliverables, and delivery schedule are more flexible and easier to amend when changes are necessary.	Scope of work may be less flexible and more difficult to amend. Firm delivery schedule with deliverables subject to rigorous inspection.
Payment Schedule	Fund usually drawn down by recipient or paid in lump sum. Payments are based on budgeted amounts rather than the unit cost of services.	Payment is usually made by invoice only after goods are delivered and services rendered. Advances are made under specific, limited circumstances. Payment is related to goods delivered or services rendered.

*The distinction between sub-grants vs. subcontracts should be made primarily based on these three definitions. Even if an agreement has some or many of the "usual characteristics" of a sub-grant, project managers and auditors should closely examine its purpose, focus, and recipient responsibilities (using the definitions provided above) before determining whether it meets the definition of a sub-grant or subcontract.

Appendix F: Project Work Plan Format							
Priority 1:							
Activities		Implementer(s)	Costs		Time		Deliverables
Strategy 1.1			Strategy Total:	\$	Start Date:		
			Equipment:	\$	End Date:		
			Year 1:	\$	Milestones:		
			Year 2:	\$			
			Year 3:	\$			
Strategy 1.2			Strategy Total:	\$	Start Date:		
			Equipment:	\$	End Date:		
			Year 1:	\$	Milestones:		
			Year 2:	\$			
			Year 3:	\$			

Appendix G: Sample Outcome Measures Table

Outcome Measure		Targets for TAACCCT Program (All Participants)	
		PROVIDE TARGETS IN RAW NUMBERS; PERCENTAGES OR OTHER TYPES OF DATA PROJECTIONS ARE NOT ACCEPTABLE. PROVIDE TARGETS FOR EACH YEAR OF THE GRANT (AS SHOWN BELOW) AND FOR THE TOTAL GRANT PERIOD. PROVIDE TARGETS IN AGGREGATE FOR ALL PROGRAM PARTICIPANTS, EVEN IF YOU PLAN TO HAVE MULTIPLE EDUCATIONAL PROGRAMS OF STUDY.	
1	Total Unique Participants Served Cumulative total number of individuals entering any of the grant-funded programs offered	Year 1: Year 2: Year 3:	Total:
2	Total Number of Participants Completing a TAACCCT-Funded Program of Study Number of unique participants having earned all of the credit hours (formal award units) needed for the award of a degree or certificate in any grant- funded program	Year 1: Year 2: Year 3:	Total:
3	Total Number of Participants Still Retained in Their Program of Study or Other TAACCCT- Funded Program Number of unique participants enrolled who did not complete and are still enrolled in a grant- funded program of study	Year 1: Year 2: Year 3:	Total:
4	Total Number of Participants Completing Credit Hours Total number of students enrolled that have completed any number of credit hours to date.	Year 1: Year 2: Year 3:	Total:

5	Total Number of Participants Earning Credentials Aggregate number of degrees and certificates completed by participants in grant-funded programs of study	Year 1: Year 2: Year 3:	Total:
6	Total Number of Participants Enrolled in Further Education After TAACCCT-funded Program of Study Completion Total number of students who complete a grant-funded program of study and enter another program of study	Year 1: Year 2: Year 3: Year 4 (follow-up only):	Total:
7	Total Number of Participants Employed After TAACCCT-funded Program of Study Completion Total number of students (non-incumbent workers only) who completed a grant-funded program of study entering employment in the quarter after the quarter of program exit	Year 1: Year 2: Year 3: Year 4 (follow-up only):	Total:
8	Total Number of Participants Retained in Employment After Program of Study Completion Total number of students (non-incumbent workers only) who completed a grant-funded program of study and who entered employment in the quarter after the quarter of program exit who retain employment in the second and third quarters after program exit	Year 1: Year 2: Year 3: Year 4 (follow-up only):	Total:
9	Total Number of Those Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment Total number of students who are incumbent workers and who enrolled in a grant-funded program of study who received an increase in wages after enrollment	Year 1: Year 2: Year 3: Year 4 (follow-up only):	Total:

Appendix H: Framework of Evaluation Methodologies

Please use the chart below to help determine the type of evaluation you should plan and for which you should submit a proposal and justify your selection on the basis of the characteristics below. It is not possible to compile a complete table of evaluation options and recommendations for each possible combination of circumstances that can arise, however, the chart below should be used as an outline of what DOL considers an appropriate level of evaluation given various proposed project characteristics.

<u>Evaluation Type/Method</u>	<u>Recommended or Ideal TAACCCT Project Characteristics for Method Use</u>
Outcome/Impact evaluation: Random-assignment An analysis of the labor market outcomes (levels and changes) of participants that assesses the impacts of the training once participants complete it. In random-assignment, participants are assigned randomly either to receive the grant-funded training or to receive different training or no training.	-Plans to enroll a large number of participants during the period of performance.
	-Low number of TAA eligible participants (who cannot be randomly assigned).
	-Plans to start training participants early in the grant period of performance.
	-Offers or is partnered with other institutions that offer the programs of study under both grant-funded and non-grant-funded options.
Outcome/Impact evaluation: Comparison Cohort A quasi-experimental analysis of the labor market outcomes (levels and changes) of participants that assesses the impacts of the training once participants complete it. Participants in grant-funded training are compared to participants receiving different training on the basis of one or more characteristics, but participants are not randomly-assigned.	-Plans to enroll a moderate to high number of participants
	-Moderate to high number of TAA eligible participants (making random-assignment not a viable method for selection).
	-Plans to start training participants after the first eighteen months of the grant.
	-Offers or is partnered with other institutions that offer the programs of study under both grant-funded and non-grant-funded options or has a recent valid cohort of students for the same programs of study who were not grant funded that can be compared with students who will be enrolled in grant-funded programs.

Information for this chart is derived in part from the publication *Improving the Evaluation of DOLETA Pilot and Demonstration Projects - A Guide for Practitioners* by Stephen Bell (2001, The Urban Institute).

**U.S. DEPARTMENT OF LABOR
Employment & Training Administration
Solicitation for Grant Applications (SGA)
[SGA-DFA-PY-11-08]
Amendment One**

Trade Adjustment Assistance Community College and Career Training Grants Program

AGENCY: Employment and Training Administration (ETA), Labor

ACTION: Notice: Amendment to SGA/DFA PY 11-08

SUMMARY: The Employment and Training Administration published a notice in the Federal Register on February 24, 2012, announcing the availability of funds and Solicitation for Grant Applications (SGA) for the Trade Adjustment Assistance Community College and Career Training grant program (TAACCCT) to be awarded through a competitive process. This amendment to the SGA clarifies the intent of the Department of Labor to fund projects that expand and improve the ability of eligible institutions to deliver undergraduate education and training programs, and clarifies that costs associated with the development and delivery of a graduate degree program will not be allowed under these grants. The document is hereby amended.

- In the Summary, p. 1 of the solicitation (http://www.doleta.gov/grants/pdf/taaccct_sga_dfa_py_11_08.pdf), the following text should be replaced:
 - Old Text – “The TAACCCT grant program provides eligible institutions of higher education, as defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002), with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, and are suited for workers who are eligible for training under the Trade Adjustment Assistance (TAA) for Workers Program (“TAA-eligible workers”) of the Trade Act of 1974 (as amended) 19 U.S.C. 2271-2323, as well as other adults.”
 - New Text – “The TAACCCT grant program provides eligible institutions of higher education, as defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002), with funds to expand and improve their ability to deliver undergraduate education and career training programs that can be completed in two years or less (such as associate degrees, certificates, and certifications), and are suited for workers who are eligible for training under the Trade Adjustment Assistance (TAA) for Workers Program (“TAA-eligible workers”) of the Trade Act of 1974 (as amended) 19 U.S.C. 2271-2323, as well as other adults.”
- In Section I.A, p. 3 of the solicitation, the following text should be replaced:
 - Old Text – “The TAACCCT program provides grants to eligible institutions to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for TAA-eligible workers, and prepare

participants in grant-funded programs for employment in high-wage, high-skill occupations.”

- New Text – “The TAACCCT program provides grants to eligible institutions to expand and improve their ability to deliver undergraduate education and career training programs that can be completed in two years or less (such as associate degrees, certificates, and certifications), are suited for TAA-eligible workers, and prepare participants in grant-funded programs for employment in high-wage, high-skill occupations.”
- In Section I.E, p. 10 of the solicitation, the following text should be replaced:
 - Old Text – “Unallowable activities include the use of grant funds to pay the costs of a participant’s tuition (including scholarships), books, fees, and other personal expenditures; incentive payments for participants such as performance-based cash bonuses; wages of participants (including the wages of students participating in co-operative education programs, Registered Apprenticeship, or internships) and stipends for wage replacement of participants; the purchase of real property; and construction (not including altering or renovating facilities, as described above).”
 - New Text – “Unallowable activities include the development and delivery of graduate-level degree programs (such as master’s degrees). Unallowable activities also include the use of grant funds to pay the costs of a participant’s tuition (including scholarships), books, fees, and other personal expenditures; incentive payments for participants such as performance-based cash bonuses; wages of participants (including the wages of students participating in co-operative education programs, Registered Apprenticeship, or internships) and stipends for wage replacement of participants; the purchase of real property; and construction (not including altering or renovating facilities, as described above).”

FOR FURTHER INFORMATION CONTACT: Melissa Abdullah, Grants Management Specialist, Division of Federal Assistance at (202) 693-3346 or abdullah.melissa@dol.gov.

Signed April 18, 2012 in Washington, D.C. by:

Donna Kelly
Grant Officer, Employment & Training Administration

PART I

STATEMENT OF WORK

(The awardee's technical proposal is incorporated as the Statement of Work.

If there is a discrepancy between this technical proposal and any DOL guidance or cost principle, the DOL guidance or cost principle will prevail.

The grantee must confirm that all costs are allowable before expenditure.)

CONDITION OF AWARD

In accordance with the Solicitation, ETA has reviewed all Grantees' evaluation proposals, and in some cases, has identified aspects of the evaluation design that the Grantee must improve or alter before implementing the evaluation component of the project. In addition to the review of evaluation plans, ETA is performing a general compliance review to ensure that grant projects are in compliance with the Solicitation and other Federal requirements.

ETA will transmit the results of the two reviews described above to the Grantee in a separate document after receipt of this grant award. As a condition of its grant award, the Grantee must respond to the actions cited in the review document. Instructions for response will be outlined in the document.

SECTION 1. STATEMENT OF NEED

The *Health e-Workforce Consortium*, composed of nine community colleges, workforce, industry and labor partners, proposes to expand and improve the ability of community colleges in Washington, Virginia and throughout the United States to deliver education and career training programs in Health Information Technology (Health IT). In addition to TAA-eligible workers, a special focus is assisting U.S. military veterans and their eligible spouses to enter this high-demand field. The project opens wide the opportunity to enter a high-demand, well-paying field to the 300,000 veterans returning from Iraq and Afghanistan,¹ their eligible spouses, TAA-qualified workers, and others.

Distinct from medical records and coding, Health IT is a discrete program of study characterized by comprehensive management of health information across computerized systems and its secure exchange between consumers, healthcare providers, government and quality entities, and insurers. Differing from IT in other sectors, applications and systems share a unique set of parameters within healthcare. They are very much tied to patient safety and confidentiality, as well as continuous feedback for medical research, quality of care and operational efficiencies. Government regulations now drive implementation of information technology in healthcare, and create an ever growing need for Health IT workforce.

Health information technology is increasingly viewed as the most promising tool for improving the overall quality, safety and efficiency of the health delivery system.² IT is found in every healthcare setting and extends well beyond the implementation of electronic medical records. In addition to healthcare providers, medical device manufacturers, clinical software vendors and

¹ Major Brian Ketz, Military Fellow, Department of Labor. ONC Community College Consortium, conference call, March 22, 2012.

² Chaudhry, B., Wang, J., & Wu, S. et al., (2006). Systematic review: Impact of health information technology on quality, efficiency, and costs of medical care, *Annals of Internal Medicine*, 144(10), 742-752.

insurance companies all must achieve interoperability with clinical systems to meet new federal expectations. To prepare the workforce, community colleges must offer certificates and degrees which support the broad base of IT in healthcare. The Washington Industry-Education Council reported that currently only two Health IT programs are available for learners out of 34 community and technical colleges.³ Northern Virginia Technical College (NOVA) is one of only two Virginia community colleges, out of 23, with a Health IT program.

High quality, engaging curriculum is needed to create healthcare concentrations in both IT and Allied Health programs. Faculty must have the opportunity to understand Health IT. Led by Bellevue College, the nine-college *Health e-Workforce Consortium* will leverage two significant recent federal investments in community college Health IT, amplifying and extending both, and will provide a technology-intensive infrastructure for community college Health IT program development across the nation. Specifically, the *Health e-Workforce Consortium* will:

1. Develop and pilot a Federally Registered **Veterans Health IT Apprenticeship**.
2. **Develop and pilot 10 new Health IT certificate programs** and infuse Health IT into six existing healthcare programs to address employer-identified gaps. These efforts will leverage the \$82M federal investment (\$6.4M to Bellevue College) by the Office of the National Coordinator for Health Information Technology in the Community College Consortia to Educate Health IT Professionals by building on newly developed curricular resources.
3. **Train 2,093 veterans, TAA-eligible individuals, and others in high-demand, high-wage Health IT and Allied Health professions.**

³ Washington Health Information Industry-Education Council. (2012). Health IT education resource inventory. Retrieved from <http://www.healthit.wa.gov/documents/inventory.pdf>.

4. **Leverage a current National Science Foundation award** to Bellevue College by implementing a **national, entry level Health IT certification**, as an element of the Veterans Health IT Apprenticeship and other certificates created by the Consortium.
5. Create dynamic, multi-faceted **faculty development** for IT, Allied Health, and Nursing instructors who are charged with educating new professionals for careers that increasingly require knowledge of Health IT.
6. Develop **cloud-based academic access to electronic medical record (EMR)** software for student use, to overcome the most significant single challenge in preparing workforce in Health IT today, and scale for use nationally and sustainably.
7. Implement a **National Veterans Health IT Career Services Initiative** in partnership with the largest Health IT professional association, the Health Information Management and Systems Society (HIMSS).
8. Implement a model for **State Community College Health IT Collaboratives**, and **State Health IT Industry–Education Councils** and provide consultation to states interested in adoption.
9. Create and implement a **Prior Learning Assessment model** for Health Information Technology, including a subset of considerations for veterans.
10. Provide robust and **innovative student services** through personalized academic coaching, technology-enabled feedback mechanisms, and digital prior learning assessment tools.
11. Actively **disseminate nationally**, all curricula, online course materials, tools, and best practices.

The impetus for this undertaking is to provide career-building opportunities for veterans, TAA-eligible workers, and others in this extremely fast-growing industry, and equip community

college faculty to make meaningful connections with curriculum and sustainable tools for content delivery.

i. Serving the Education and Training Needs of Veterans and TAA-Eligible Workers

Factor 1: Impact of Foreign Trade - The *Health e-Workforce Consortium* is made up of representation from Washington and Virginia. Both regions have significant military installations and veterans' communities. In 2010, the Bureau of Labor Statistics reported over one million unemployed veterans in the nation, 27,869 in Washington and 25,731 in Virginia.⁴ The 300,000 military personnel returning from Iraq and Afghanistan will increase the ranks of those who have served the country and are now in need of a career entry point into civilian life.

Since 2007, and as of 2011, 167 Virginia companies with 23,468 workers have been certified for TAA assistance. In Washington during the same period, 396 companies were certified, resulting in 10,746 eligible workers. Veterans constitute approximately 15% of Washington's 8,000 TAA enrollments.

All *Health e-Workforce Consortium* courses will be developed to support these constituencies.

The strong focus on accessible, online learning programs is evidenced by commitment to web-based delivery, and courseware developed to Online Learning Initiative (OLI) and Center for Applied Special Technology (CAST) standards.

Company	TAW #	Type of workers	Decision Date
<i>Washington</i>			
AT&T Services	73986	IT professionals	8/4/2010
Hewlett-Packard Company	72867	IT professionals	1/25/2010
Continental Graphics Corp.	74745	IT professionals	2/17/2011
DP-DHL	74236	IT professionals	7/14/2010
Serena Software Inc.	74113	IT professionals	7/6/2010
Weyerhaeuser Corp. Hdqtrs.	73303	Corporate, admin, IT	6/2/2010
St. Joseph's Hospital	81246	Med transcriptionists	2/3/2012

⁴ Bureau of Labor Statistics. (20 May 2012). Employment situation of veterans [Press release]. Retrieved from <http://www.bls.gov/spotlight/2010/veterans>.

Lynx Medical Systems	75176	Medical coders	2/16/2011
<i>Virginia</i>			
EMC Corporation	74473	Software engineering	8/27/2010
Health Net, Inc.	70166Q	IT professionals	8/25/2009
DataDirect Technologies	74409	IT professionals	8/4/2010

Factor 2: Partnerships with Applicable TAA Agencies - Each of the nine colleges comprising the *Health e-Workforce Consortium* has partnered with and executed a Memorandum of Understanding with their local Workforce Investment Board (WIB). Examples of commitment include assisting with student tracking, identifying eligible students, contributing to Consortium Advisory Board, advising how best to serve students across agencies, and, especially, connecting workers with employers. The Seattle-King County Workforce Development Council has agreed to facilitate a process to extract Employment Security Division student data for these projects. Organized labor is another important workforce partner instrumental to the success of the project. The Washington State Labor Council will provide marketing and outreach services to promote Consortium awareness. Activities will include meeting with statewide Rapid Response Teams from One-Stop WorkSource Center staff. They will also provide training for Consortium Student Navigators regarding TAA funding procedures. Northern Virginia Community College (NOVA) will collaborate with the Dept. of Workforce Development Rapid Response Team. NOVA will ensure the Rapid Response Team staff is aware of Consortium Health IT programs, and provide them with marketing materials to facilitate referral of affected employees to Health IT program opportunities.

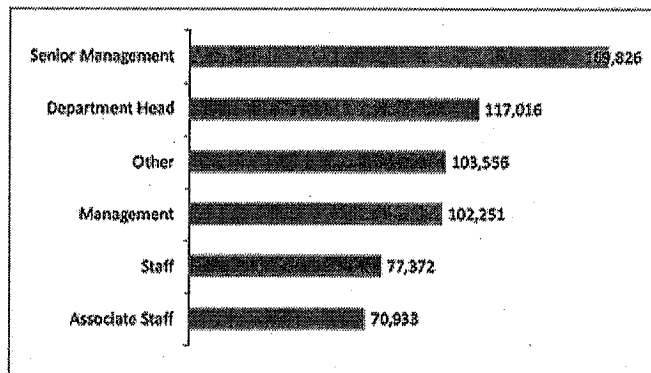
Factor 3: Education and Training Needs of Veterans and TAA-Eligible Workers in the

Communities to Be Served – Data from the Washington State Employment Securities

Department reveals the typical Washington TAA-eligible worker is 39+ years of age, and half of the eligible TAA population has some college experience—good indicators of suitability for

repositioning to Health IT employment. The TAA-eligible population in Washington includes dislocated IT professionals from companies such as AT&T, Hewlett-Packard, DP-DHL, NYK Business Systems America, Inc., Serena Software, and Weyerhaeuser. The mean age of trade-impacted workers in Virginia is 45. Of these workers, over 40% have attended college. In the past four years, 10 Northern Virginia-based employers have experienced TAA-certified layoffs. Eight of these 10 companies are STEM employers such as Hewlett Packard, Avaya, and Verizon. The need for job-focused training is apparent for the one million out-of-work and/or returning veterans and their eligible spouses. Veterans of conflicts are often uniquely suited to transition into Health IT employment. Most are technology natives trained and immersed in the digital tools of war. Many have assimilated the skills and experience to effectively intersect with digital systems, interoperability issues, mobile devices, and telemedicine technologies.

**Average Salary by Professional Level
HIMMS 2010 Compensation Survey⁵**



A National Science Foundation report characterizes the Gulf War II era veteran: “Many of the new veterans will have an interest in and talent for technical fields. Of enlisted members, 35% serve in electronics, communications, medical, or other technical fields.”⁶

Young veterans are generally better educated than their civilian peers, indicating capacity to succeed in Health IT programs. “In 2009 nearly half of Gulf War Era II veterans had some

⁵Healthcare Information Management & Systems Society. (2010). Compensation Survey Results. Retrieved from <http://www.himss.org/surveys/compensation/asp/index.asp>.

⁶ Report of the National Science Foundation Workshop on Enhancing the Post 9/11 Veterans Educational Benefit (2009). *Veterans' Education for Engineering and Science*. McLean, VA: National Science Foundation. Retrieved from http://www.stem2veterans.org/sites/pdf/National_Science_Foundation_Workshop-Veterans_Education_for_Engineering_and_Science.pdf.

college or an associate degree, compared with 30% of nonveterans. Fewer than 2% of recent veterans had not completed high school, compared with about 14% of nonveterans.”⁷ The proposed Federally Registered Veterans Health IT Apprenticeship specifically addresses this demographic. Especially suitable for disabled veterans and a significant number of TAA-eligible IT workers, the apprenticeship is calibrated towards technologically-adept former service members who can benefit from online and on-the-job training.

Bellevue College’s experience directing the federally funded ONC Community College Consortium to Educate Health IT Professionals in the 10 northwestern states (2010-2012) informed proposal design. With over two years of experience developing and implementing Health IT programs for dislocated IT workers, and assisting them into related employment, lessons learned for optimization of effort and effect can be deployed across the Consortium. TAA-eligible workers have been among ONC student cohorts. Average participant age was 46, and often had decades-long tenure at companies such as AT&T. This segment of TAA-eligible workers has proven to be successful in a Health IT program of study, and employable upon completion. This evidence supports expansion of these training efforts to the TAA population across the nation.

TAA-eligible medical transcriptionists and medical coders also have an ideal skill base upon which to build and progress in Health IT. Others, including Allied Health professionals, are challenged by technology at the point of care. A lack of these skills can endanger patient safety and impede progress in health care transformation. The *Health e-Workforce Consortium* will devote resources to developing 1) curricula elements for infusion into existing Nursing and Allied Health programs, and 2) a Nursing and Allied Health program self-study process for

⁷Bureau of Labor Statistics. (20 May 2012). Employment situation of veterans [Press release]. Retrieved from <http://www.bls.gov/spotlight/2010/veterans>.

faculty. This online self-study tool will result in specific recommendations for elimination of dated curricula, addition of relevant, Consortium-developed Health IT modules, and faculty development resources.

Additional Employment Barriers: Veterans and TAA-Eligible Workers - Veterans and TAA-eligible workers are in transition and have deep work experience. Both need to reframe employment and all related aspects of life. The director of the Ohio nonprofit AMVETS Center notes a barrier for many veterans is lack of understanding about how military skills translate into civilian work, as well as the challenge of adjustment to civilian culture.⁸ Adjustment frequently includes acknowledgement that emotional support is required to ensure academic and employment success. *Health e-Workforce Consortium* member NOVA will provide leadership in training Consortium student success staff to support veterans. Bellevue College will leverage expertise gained from a current Microsoft grant aimed at community college veterans' services. Proposers have formalized a relationship with the dominant Health IT professional association, HIMSS, to welcome military veterans and their eligible spouses into the Health IT sector. TAACCCT support will underwrite a HIMSS National Veterans Career Services Initiative. "A HIMSS Hero's Welcome to Health IT" will provide a framework for veterans and employers to actively participate in the industry-driven initiative described in the sidebar adjacent to this section. TAA-eligible workers most suited to Health IT

A HIMSS Hero's Welcome to Health IT

- Convene employers
- Web job site: JobMine.himss.org
- Veterans Special Interest Group - conferences
- Veterans Academic Program Connector
- State Chapter Roll Out
- Monthly webinars by veterans, for veterans
- Vet to vet e-Mentoring
- Veterans Initiative Task Force/ Emerging Professionals Community

⁸ AMVETS Career Center. (2011). Career center for veterans to launch new initiative [Press release]. Retrieved from <http://www.thisweeknews.com/content/stories/delaware/news/2011/11/04/career-center-for-veterans-to-launch-new-initiative.html>.

will have a preexisting skill set in information technology--as do numerous TAA workers in Washington. Typical barriers noted within the Washington Health IT Community College Collaborative include: industry-recognized credentials, opportunities to acquire experience in a healthcare setting and a well-defined sense of purpose tied to a specific career goal.⁹ Proposed strategies are structured to address all of those barriers, and to continuously evaluate the efficacy of each intervention.

ii. Evidence of Job Opportunities in Health IT

As digitally-enabled healthcare grows, so grows demand for Health IT professionals. The U.S. Bureau of Labor Statistics forecasts a 20% gain in Health IT jobs, through 2020, and healthcare support occupations to grow by 34.5%.¹⁰ Job titles appropriate to Consortium graduates include Health IT Analyst, Clinical Informatics Specialist, Health IT Network Analyst, Database Administrator, Implementation Support Specialist, and Trainer. These positions are found in hospitals, clinics, physician practice groups, public health, insurance providers, long-term care facilities, clinical software vendors, and medical device manufacturers. The increased use of patient portals, digitized medical imaging, electronic health records, mobile devices for patient monitoring, and digital communication among geographically dispersed health care providers are all indications of the massive migration to computer-based systems occurring in the U.S. health care system. Not as well-recognized are the significant and ever-increasing data needs of health insurers, public health, pharmacies, and individual practitioners. Indisputably, healthcare is becoming a series of information-driven encounters structured around an emerging IT infrastructure alight with opportunity.

⁹ American Council on Education. (2010). Report on Veteran Success Jam Conference: *Ensuring Success for Returning Veterans*. Online.

¹⁰ Bureau of Labor Statistics. (2012). Occupational outlook handbook. Retrieved from <http://www.bls.gov/ooh/healthcare>.

Because Health IT is an emerging profession, limited state-level jobs data are available via the traditional routes. However, Health IT employers in Washington have affirmed workforce need most recently at two 2012 industry focus groups. Frustration with the lack of trained Health IT workers is well documented by the Washington Health IT Industry–Education Council. And in a 2011 survey of Washington Health IT employers conducted by Bellevue College, 96% of respondents indicated that current IT programs are not sufficient to fill workforce need in Health IT. Nationally, extensive evidence of workforce need in Health IT was assembled in 2009, to support an investment of over \$80M dollars of American Recovery and Reinvestment Act (ARRA) funding for this purpose. The ONC estimated at least 50,000 Health IT jobs would be created, due to regulations enacted to speed adoption of electronic medical records.¹¹ Results of a February 2012 survey of HIMSS members also point to the increasing need for new Health IT workers. Lack of staffing resources was cited as the most significant barrier to implementing Health IT. Nearly two-thirds of the 302 IT executive-level respondents expect to add staff in the next year to successfully implement IT initiatives.¹²

The e-Health Initiative, a nonprofit organization in the Health IT sector, warns there are more Health IT job opportunities than qualified individuals.¹³ Based on a 2012 national survey of 5,105 physicians, 35% of Washington physicians, and 34% of Virginia physicians have adopted electronic medical records¹⁴-- a meaningful barometer of the need for Health IT workers. The

¹¹ Hersh, W. (2010). The health information technology workforce: Estimations of demands and a framework for requirements. *Applied Clinical Informatics*, 1, 197–212. Retrieved from <http://skynet.ohsu.edu/~hersh/aci-10-workforce.pdf>.

¹² Healthcare Information Management Systems Society. (2012). HIMSS leadership survey: IT staffing shortage key barrier to meeting IT priorities. *Healthcare IT News*. Retrieved from <http://www.healthcareitnews.com/news/2012-himss-leadership-survey-it-staffing-shortage-key-barrier-meeting-it-priorities>.

¹³ eHealth Initiative. (2012). Issue brief: How the HITECH Act is helping generate jobs in Health Information Technology. Retrieved from <http://www.ehealthinitiative.org/resources/view.download/54/210.html>.

¹⁴ The Doctors Company Market Research. (2012). The future of health care: A national survey of physicians. Retrieved from http://www.thedoctors.com/ecm/groups/public/@tdc/@web/documents/web_content/con_id_004676.pdf.

Health e-Workforce Consortium will have national impact on this shortage by 1) developing and disseminating relevant curricula and innovative online courseware, 2) implementing faculty development, 3) creating efficient career pathways with stackable credentials, 4) providing training for industry-recognized entry-level Health IT credentials, 5) establishing cloud-based resources for student access to electronic medical records systems, and 6) enacting a national Veterans Health IT Career Services Initiative. The U.S. Department of Veterans Affairs is actively exploring a commitment to hire Consortium graduates, through the Veterans Health IT Apprenticeship (a Consortium project).

Factor 3: Understanding of Skills Required in the Targeted Industries & Occupations - The *Health e-Workforce Consortium* leaders are embedded in the Health IT sector through service on national and state boards, attending frequent addresses to national audiences regarding workforce development in the sector, and administration of national and state support for Health IT educational programs. Employers are engaged, and already participating in the important work the Consortium will advance and expand. The project's Executive Director is the current Chair of the HIMSS National Career Services Taskforce. HIMSS, the largest Health IT professional association in the world and the Washington Health IT Industry–Education Council have committed to active participation in the Consortium effort, including comment and review on curricula development.

iii. Gap Analyses

Factor 1: Gaps in Existing Educational and Career Training Programs - *Summary of community outreach process used to identify the organizations engaged.*

State Level: In preparation for this proposal Bellevue College founded the Washington Health IT Industry–Education Council in 2011. It is convened by the Washington Health Care Authority, a state entity providing policy recommendations to elected officials and administering health

benefits for over a million people. Council members represent the full spectrum of state healthcare employers, as well as all K-12 to graduate-level Health IT education programs. Input from two Council-hosted focus groups shaped Consortium goals. Council membership devoted attention to proposal design and committed to ongoing collaboration.

National Level: HIMSS, a principal partner, has supplied industry access, data, and expert guidance. The Department of Veterans Affairs provided access to its National Health Informatics Initiative work group, who are instrumental in defining the Federally Registered Health IT Apprenticeship. Also, assembled by Bellevue College for the new NSF-funded Health IT certification, a national Body of Knowledge Experts has defined entry-level competencies, which will inform Consortium curricula.

Gap 1: Faculty Development Needed in Health IT - Through ARRA funding, the Office of the National Coordinator for Health IT (ONC) invested in the development of Health IT curricula resources for educators and implementation of short-term training for students with either IT or healthcare experience. ONC funding disallowed faculty professional development, consistent with the aggressive timeline specified by ARRA. Now, a widespread need for IT and Allied Health faculty development is apparent and pressing. ONC Community College Consortia regional directors identified lack of faculty development as one of two principal limiting factors to workforce development in Health IT.¹⁵ The American Medical Informatics Association notes, "The use of electronic medical records is rapidly increasing. However, the integration of this technology into the education of health professionals has largely remained to be explored."¹⁶

¹⁵ Health Information and Management Systems Society's 2012 Annual Conference, Las Vegas. ONC Workforce Development Listening session - personal participation. February 21, 2012.

¹⁶ Borycki, E., Armstrong, B., Kushniruk, A. (2009). Proceedings of AMIA Annual Symposium: *From Prototype to Production: Lessons Learned from the Evolution of an EHR Educational Portal*. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2815372/>

When recently graduated nurses were surveyed about preparation during their nursing program, respondents showed unfamiliarity with using appropriate technology.¹⁷

In a 2012 survey of Washington community college faculty conducted by the Washington IT Center of Excellence, the majority of respondents strongly agreed that Health IT development is a priority. Two faculty constituencies are in need of professional development

to adequately prepare learners for employment. IT faculty require training and exposure to specific healthcare applications and systems, and direction regarding how IT is uniquely applied in healthcare. Allied Health faculty need understanding of how students interface with clinical IT systems, electronic medical records, and technology at the point of care. Hospitals and clinics are unwilling to continue to bear the cost of this training once students are onsite for their clinical rotations.

Gap 2: Health IT Curriculum Void - Curricular elements created with ONC funding are specific to one aspect of Health IT. A rich resource, they were intended to serve a short-term workforce need and are limited to a narrow range of specific workforce roles. It is time now to bridge the gap between ONC curricula and the implementation of evidence-based online courses. As workforce need rises rapidly in this sector, severe budget cuts prevent many community colleges from composing and implementing Health IT programs. Outside the narrow range of the ONC resources, little in the way of program building material is available. To meet workforce need,

Leveraging the ONC Investment

The ONC Community College Consortia has sparked health IT programs in over 100 community colleges

The *Health e-Workforce Consortium* will fan the flame by greatly broadening:

Faculty Development in Health IT

Evidence-Based Online Health IT Courseware for National Dissemination

¹⁷ Kovner, C. T., Brewer, C. S., Siritom, Y., Fairchild, S. (2010). New nurses view of quality improvement education. *The Joint Commission Journal on Quality and Patient Safety*, 36(1).

community colleges in Washington, Virginia and across the country require current, durable curricula and online courseware developed to the highest research-based standards.

Gap 3: Evidence-Based Materials and Student Support for Online Programs - A recent Columbia Teachers College study of 51,000 students in Washington State Community and Technical Colleges found strong evidence that “students were more likely to fail or withdraw from online courses than from face-to-face courses.” They also found that “students in online courses often complain of technical difficulties, a sense of isolation, a relative lack of structure, and a general lack of support, all of which may contribute to low completion rates.” They noted that colleges had “expended a substantial amount of resources to provide supports for online students and faculty. However, most of these supports are provided on a passive basis, rather than being proactively pushed to students and faculty.”¹⁸ The Consortium will apply and disseminate best practices in online course design and student support to promote persistence.

Gap 4: Inadequate Prior Learning Assessment Processes - Inadequate Prior Learning Assessment (PLA) processes impede student progress. In a six-year Center for Adult Education and Learning (CAEL) study of 62,475 students at 48 postsecondary institutions, data showed PLA students had higher persistence and graduation rates than other adult students.¹⁹ These results call for robust PLA options for adult learners. However, the CEO of CAEL, notes, “Lots of institutions have a PLA policy on the books but don't do much with it. An amazingly small number of people actually get credit for prior learning.”²⁰ Obstacles such as burdened faculty

¹⁸ Xu, D.X., Smith-Jaggars, S. (2011). *Online and Hybrid Course Enrollment and Performance in Washington State Community and Technical Colleges*. New York, NY: Community College Research Center, Teachers College, Columbia University.

¹⁹ Klein-Collins, R. (2010). Fueling the race to postsecondary success: A 48-Institution study of prior learning assessment and adult student outcomes. *The Council for Adult & Experiential Learning*. Retrieved from http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf.

²⁰ Kamenetz, A. (2011). The transformation of higher education through prior learning. *Change*. Retrieved from <http://www.changemag.org/Archives/Back%20Issues/2011/September-October%202011/transformation-full.html>.

and administrators, and labor-intensive portfolio reviews will be removed by a dedicated Consortium Prior Learning Assessment Specialist to guide member colleges.

Gap 5: Academic Electronic Medical Record Access Resource - In 2012, all five regional directors of the national Community College Consortia for the Education of Healthcare Professionals agreed the single greatest barrier to workforce development in Health IT is lack of student hands-on experience with electronic medical record (EMR) software systems. Health IT software vendors are unwilling to provide affordable academic access—a sign of an emerging industry. To ensure that graduates are work-ready, the mission-critical curriculum development project described above (Gap 2) must be augmented with opportunities intended to give students hands-on experience with EMR systems. Currently, the cost is prohibitive for budget-strapped community colleges. Employers such as the New York Hospital of Queens and Children's Hospital of Seattle have asked for a student resource to break this central barrier to workforce development efforts.

With TAACCCT support, a vendor-neutral, scalable resource under HIMSS' respected auspices can provide nationwide EMR access to students, to equip them for employment. Though grant funding will support initial development, we anticipate this sustainable resource will be available to students through HIMSS on a subscription basis after the grant period.

Gap 6: Health IT Training Aligned with a Respected Industry Certification - HIMSS and Bellevue College are currently funded by NSF to create a national, entry-level technician certification in Health IT (CSHIMS), as well as preparatory curriculum. This long-established and productive academic-industry partnership now seeks TAACCCT support to open academic and career pathways in Health IT for veterans, TAA-eligible workers, and others, through the implementation of training programs aligned with the certification.

Veteran employment is a national priority. Health IT is a viable career option for technology-adept veterans and TAA workers. The CSHIMS credential is a productive first step toward well-paid Health IT careers for both groups. Apprenticeship, a well-established, productive path in the veterans' community, emphasizes practical experience and progressive mastery with clear supervision; apprenticeship mirrors military training.

With TAACCCT support, HIMSS can serve as a crossroads and neutral broker to connect Health IT employers and veterans. The HIMSS National Veterans Career Services Initiative will establish inroads, encouragement, and opportunity for veteran employment in the full spectrum of Health IT employment settings. Following the example of the Dept. of Veterans Affairs, they will also likely implement the Federally Registered Veterans Health IT Apprenticeship. As HIMSS raises awareness, and incites action, an entire industry can focus on this worthy national goal. Additionally, community colleges across the country will have a focal point for Health IT career resources and connection to the veteran community.

Gap 7: Continuous Industry Feedback Mechanism - U.S. higher education budget contraction began in 2009. Since then, efficiency in education has become an intense focus. Health IT education quickly obsolesces without targeted information from industry. To create and sustain a permanent employer commitment and connection, Bellevue College founded the Washington Health IT Industry-Education Council. Piloted in 2012, the Council has system-level members from all state K-12 through graduate Health IT related programs. They join high-level representatives from employer associations, such as the Washington chapters of HIMSS, the American Medical Association, and the Hospital Association. The Washington Health IT Industry Education Council is unique in the nation. Immediate value has been derived from the Washington pilot, noted by educators from other states, including Virginia, California, Ohio, and

Oregon, who are interested in replication. This fledgling organization has more to do in Washington, and, importantly, in other interested states. Proposed deliverables include: 1) Continuous employer/educator feedback loop to encourage program growth and workforce reception for graduates; 2) ‘Key Industry Expert’ series for educators; 3) State Health IT program inventory for prospective learners and advisors; 4) Dissemination of Council information to stakeholders via web and business social media; 5) Consultation with Virginia and other interested states, regarding Council development and implementation; and 6) Documentation of best practices.

Strategic Alignment - Collaboration with industry and industry associations to develop stackable credentials: The *Health e-Workforce Consortium* is structured around alignment with the largest, most prominent and dynamic national and state industry associations in the sector.

Concentration on employer driven associations, rather than individual employers was a strategic decision, supporting the project’s goal of broad national impact. HIMSS collaboration provides the greatest access to data, policy insight, industry principals and employers available. HIMSS depth and reach matches the Consortium’s ambitions. Regional alignment with industry is accomplished through state Health IT Industry–Education Councils, and state chapters of HIMSS. Each of these strong affiliations brings Consortium member colleges closer to workforce partners and representatives from public health, tribal health organizations and rural health providers, all of whom are active in HIMSS and Industry–Education Councils.

Additionally, interaction with members of the Department of Veterans Affairs National Health Informatics leadership has and will continue to strengthen the Consortium’s understanding of how best to serve military veterans, eligible spouses, TAA workers, and others.

Analysis of Gaps in Institutional Ability to Implement Core Elements				
Collaboration with industry to develop stackable credentials	Online learning programs to accelerate completion rates	Articulation agreements between applicant institutions	Capture & use of data for continuous improvement	Coordination with public workforce system organizations
Evidence -Based Design				
<i>Gap: Lack of hardwired connection to industry, for educational program review.</i> Proposed Actions: 1) Incorporate CSHIMS certification into stackable certificates; 2) Vet courses & certificates with state Health IT Industry–Education Council; 3) Define Apprenticeship by industry	<i>Gap: Lack of resources & expert contribution to courseware development & implementation.</i> Proposed Action: All Consortium courses will be developed for online delivery, incorporating OLI & CAST standards for uniform delivery	<i>Gap: Lack of resources to advocate & execute durable agreements based on best practices.</i> Proposed Actions: 1) Member College Presidents' commitment to synthesis of an all-college Common IT Core Curriculum; 2) intention to articulate Health IT programs to the Bellevue College baccalaureate degree	<i>Gap: Lack of central procedures in alignment with DoL ETA reporting requirements & program continuous improvement expectations.</i> Proposed Actions: 1) Using proven design, the Consortium Data, Compliance & Reporting Mngr. will establish data tools & procedures	<i>Gap: Need for well documented avenues of information exchange & interaction.</i> Proposed Action: Activate proposal stage agreements with WIBS to assist Consortium with information gathering, employing best practices from TAACCCT Round 1 interactions
Stacked & Latticed Credentials				
<i>Gap: Lack of enduring, focused industry commitment to education program formation & sustainability.</i> Proposed Actions: 1) Apprenticeship & CSHIMS certification constructed using industry expert input supported by NSF.	<i>Gaps: Lack of state-wide coordination in the development of certificates & courses dead-ends students.</i> Proposed Action: Curriculum will be developed to rigorous Consortium standards, including inter-institution transferability	<i>Gap: Lack of resources to develop & execute articulation agreements.</i> Proposed Action: Consortium articulation agreements support attainment of stacked & latticed credentials, apprenticeship & industry recognized certification	<i>Gap: Need for standardized data exchange between colleges & state agencies, & among institutions.</i> Proposed Action: 1) Credential attainment & student progress will be part of student profile info. analyzed at Consortium level;	<i>Gap: Lack of information exchange regarding credential development & availability.</i> Proposed Action: Workforce partners in WA & VA are committed to connecting learners to training opportunities, across service areas,

2) WA Industry-ED Council vets 10 new Health IT certificates			2) Activate model for WIB-to-college data conveyance model	administered by various agencies
Online & Technology-Enabled Learning				
<i>Gap: Lack of current inflow of industry expectations for customized training for incumbent workers.</i> Proposed Action: Leverage recent industry partner (WA AMA; MultiCare Health System; Microsoft) participation in course development for ONC Region A; document & disseminate	<i>Gap: Lack of evidence based standards & professional development.</i> Proposed Actions: 1) Develop & implement online curriculum development & instructional design standards; 2) OLI & CAST best practices	<i>Gap: Articulation agreements between colleges at significant distance from one another, rendering them ineffective for many students.</i> Proposed Action: Prioritize geographic distribution of agreements, to serve place bound students	<i>Gap: Analysis of student & faculty data re: online learning is typically isolated & often archived without action.</i> Proposed Actions: 1) Student interaction & success data captured & analyzed via learning management system; 2) Academic coaches & faculty add context to analysis & improvement	<i>Gap: College faculty & staff lack connectivity to other perspectives from entities serving students in a variety of ways.</i> Proposed Actions: 1) Workforce system representatives serve on program/advisory boards; 2) Input to online education will strengthen continuous improvement
Transferability & Articulation				
<i>Gap: Program design can lack a business perspective that could impede student recruitment efforts.</i> Proposed Action: Leverage business perspective & guidance when planning credentials, such as messaging/ market position	<i>Gap: Lack of resources to make essential state infrastructure changes to online learning.</i> Proposed Actions: 1) Common IT Core Curriculum; 2) PLA; 3) All college articulation agreement to Health IT BA	<i>Gap: Lack of resources & collaboration facilitation necessary to advance this complex process.</i> Proposed Actions: 1) Incubate processes for articulation agreements; 2) Document & replicate	<i>Gap: No information base from which to draw conclusions regarding effectiveness of transfer & articulation agreements.</i> Proposed Action: Capture articulation & transfer data to track student persistence and academic path.	<i>Gap: Absence of the voice of workforce partners in the transfer & articulation process.</i> Proposed Actions: 1) Activate proposal stage MOU's; 2) Ask workforce partners for surveillance on best regional articulation & transferability practice & institutions positioned for agreement

Factor 2: Impact of Gap Analysis – The impact of identified gaps is discussed in the Needs section and throughout this document. In aggregate, gaps detailed above describe educators and institutions without resources, poised and capable of making sizable gains for veterans, TAA-eligible individuals, and others, in a dramatically expanding industry sector. Employment opportunity is demonstrable. However, TAACCCT students are hindered in their ability to attain it through lack of job-targeted curricula, ill-equipped faculty, web-based access to electronic medical record systems, stackable credentials, and employer connections.

SECTION 2. PROJECT DESCRIPTION

The opportunity to welcome, accompany and support military veterans, those dislocated due to overseas job migration, and others into the new and rapidly growing field of Health Information Technology motivates this proposal. Health IT is a bright light for employment. This Consortium will be a beacon to aspiring workers, especially unemployed veterans and TAA-eligible workers. *Health e-Workforce Consortium* project elements are derived from formative interaction with national and regional Health IT employers, and Health Information Management Systems Society (HIMSS). Significant direction was received from the sector's largest industry association, HIMSS. Guidance has been received from industry expert interviews; Health IT Industry-Education Council focus groups; and, as the by-product of Bellevue College's current funded Health IT projects, through the Office of the National Coordinator for Health IT (ONC) and the National Science Foundation (NSF).

Deliverables
1. Veteran's Health IT Federally Registered Apprenticeship
2. Curriculum development, piloting and meaningful national dissemination
-IT Common Core Curriculum
-Health IT Common Core Curriculum
-10 Certificates
-Curricular elements for infusion into Nursing & 6 Allied Health programs of study

3. Prior Learning Assessment model for Health IT, including a subset for veterans
4. Cloud-based national academic access to electronic medical record software applications
5. Faculty development, with virtual, live and recorded sessions for national dissemination
6. Recruitment, retention (example: individualized academic coaching), and employment services for Veterans, TAA-eligible and others
7. HIMSS National Veterans Health IT Career Services Initiative
8. Expansion and replication of Washington Health IT Industry-Education Council, and Community College Health IT Collaborative
9. Training 2,093 students, including TAA-eligible individuals, veterans and their spouses

i. Evidence-Based Design

Implementation Strategies - Eight institutions in Washington State will collaborate to identify common core courses in IT (aligned with the new Microsoft Technology Associate certificate) and Health IT (aligned with the new CSHIMS certification), solving credit transfer challenges for students. This much needed, cost-saving step for higher education aligns common core curriculum with industry certifications, and better serves students, saving time and money. Consortium online programs will be developed to evidence-based standards, derived from organizations such as Carnegie Mellon's Open Learning Initiative (OLI) group (the gold standard in online course design). Critical elements in OLI courses include interactive learning environments that provide opportunities for students to apply and synthesize skills and knowledge, feedback mechanisms for learners, and the use of technology to track students' progress and provide feedback loops. OLI's research results are compelling. In comparison studies, OLI students often completed courses in half the time of peers in traditional courses. In one study comparing retention rates in a course at a large public university with that of OLI

students in a similar course, the OLI course had a 99% completion rate vs. 41% in the traditional course.²¹

Additional evidence-based online learning features include formative assessment and the incorporation of effective visuals. Reports from the National Science Research Council and other studies show that learning improves with timely and targeted feedback regarding student work.²² According to OLI, “results from a recent study show that students not only perform better from this continual feedback approach, but they can learn the materials more quickly.”²³ Applying sound multimedia principles is another research-supported method of promoting learner absorption of online content. Many studies have shown that learning is significantly enhanced when instruction includes both visual aids and verbal descriptions.^{24,25} The Consortium plans to incorporate all of these elements in online course design to promote student engagement, achievement, and persistence.

Research points to the increasingly important role of non-academic supports in student retention. Significant evidence suggests that early intervention through counseling and other student support services can improve student persistence and academic performance.²⁶ An extensive literature review in 2011 “identified the following mechanisms as instrumental to a student’s

²¹ Thille, C. (2010). Educational technology as a transformational innovation. *The White House Summit on Community Colleges Conference Paper*. Retrieved from <https://oli.web.cmu.edu/openlearning/files/theinitiative/publications/education-technology-as-a-transformational-innovation.pdf>.

²² Hattie, J., and Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

²³ Lovett, M., Meyer, O., & Thille, C. (2008). The Open Learning Initiative: Measuring the effectiveness of the OLI statistics course in accelerating student learning. *Journal of Interactive Media in Education*. Retrieved from <http://jime.open.ac.uk/2008/14>.

²⁴ Davenport, J. L., Yaron, D., Klahr, D., & Koedinger, K. (2008). Proceedings of the 8th international conference on International conference for the learning sciences - Volume 1: *When do diagrams enhance learning? A framework for designing relevant representations*. Utrecht, The Netherlands. Retrieved from <https://oli.web.cmu.edu/openlearning/files/theinitiative/publications/davenporticls08final.pdf>.

²⁵ Clark, R. C., & Mayer, R. E. (2011). *E-Learning and the Science of Instruction. Proven Guidelines for Consumers and Designers of Multimedia Learning*. (3rd ed.). San Francisco, CA: Pfeiffer.

²⁶ Bailey, T. R., and Alfonso, M. (2005). *Paths to Persistence: An Analysis of Research on Program Effectiveness at Community Colleges*. New Agenda Series, 6(1). Indianapolis, IN: Lumina Foundation for Education. Retrieved from <http://www.luminafoundation.org/publications/PathstoPersistence.pdf>. [strong]

persistence in college: creating social relationships, clarifying aspirations and enhancing commitment; developing college know-how; and making college life feasible.”^{27,28}

Student coaching has been shown to be especially effective in improving student persistence in training programs. A Stanford University study tracked 13,500 undergraduates at eight colleges and universities. They found that students who received coaching had a 10-15% higher retention rate than their peers. The coaches checked in with students regularly, and provided guidance on goal-setting and tips on time management. The lead researcher added, “not only does coaching improve the likelihood students will remain in college, but expenditures on coaching are much smaller than the costs of other methods to encourage persistence in college.”²⁹

ii. Stacked and Latticed Credentials

Consortium Formation - The *Health e-Workforce Consortium* is composed of nine community colleges in Washington and Northern Virginia. Each member will develop and award industry recognized credentials.

<i>Health e-Workforce Consortium</i> Credential Development					
Institution	Area of Concentration	Certificate	Infuse Into Existing	Degree	Pilot
Bellevue	Associate Degree-Nursing		X		X
	Certificate-Radiologist Technician	X			X
	Certificate-Analytics	X			X
	Certificate-Health IT	X			X
	Certificate: Certified Specialist in	X			X

²⁷ Karp, M. M. (2011). Toward a new understanding of non-academic student support: Four mechanisms encouraging positive student outcomes in the community college. (CCRC Working Paper No. 28, Assessment of Evidence Series). New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from <http://ccrc.tc.columbia.edu/Publication.asp?UID=860>. [strong]

²⁸ Jaggars, S. S., & Xu, D. (2011). Online and hybrid course enrollment and performance in Washington State community and technical colleges. (CCRC Working Paper No. 31). New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from <http://ccrc.tc.columbia.edu/Publication.asp?uid=872>. [strong]

²⁹ Bettinger, E. & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. (National Bureau of Economic Research Working Paper No. 16881). retrieved from http://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf. [strong]

	<i>Healthcare Information & Mgt Sys</i>				
Bellingham	Associate Degree-Nursing		X		X
	Certificate-Radiologic Technician		X		
	Certificate-Health IT				X
Clark	Certificate-Pharmacy Technician	X	X		X
	Associate Degree-Nursing		X		X
Clover	Certificate-Hemodialysis		X		X
NOVA	Associate Degree-Nursing		X		X
	Certificate-Medical Assistant		X		X
	Associate Degree-Health IT			X	X
	Certificate-Health IT				X
Pierce	Certificate-Medical Assistant				X
	Certificate-Healthcare Database Admin	X			X
Renton	Certificate-Medical Assistant	X			X
Spokane	Certificate-Health IT				X
	Certificate-Mobile Health Applications	X			X
Whatcom	Associate Degree-Nursing				X
	Certificate-Medical Assistant				X
	Certificate-Physical Therapist Assistant		X		X
	Certificate-Health IT Security	X			X
All	Certificate – Core IT	X			X

All Washington colleges are previously affiliated through the Washington Health IT Community College Collaborative. Each member has identified an area of particular program strength in IT, Nursing, and/or Allied Health for curriculum development, piloting and national dissemination to Consortium standards. Final concentration decisions were based on suitability for veterans and TAA-eligible workers, in conjunction with a strong employment outlook. Northern Virginia Community College (NOVA) joined the Consortium to implement new curricula and leverage expertise in veterans outreach and academic service, increasing overall impact. Consortium collaborators were challenged with commitment to rapid program deployment, adopting leading edge instructional innovation, and fidelity to veterans and TAA-eligible learners.

The *Health e-Workforce Consortium* will sustain continuous guidance from national and state industry partners. These strong affiliations result in identification of high-value, high-demand

Health IT courses and credentials. Member college areas of concentration within Health IT build on an institutional strength. They include: information security for healthcare, data analytics for healthcare, and database administration in healthcare. These certificates in high demand areas will serve learners by providing stand alone or strategic learning, or as stepping stones towards a bachelor's degree. Consortium member college presidents have committed to work toward program articulation to the Bachelors Degree Health IT at Bellevue College. The proposed Veterans Health IT Apprenticeship is a landmark in the sector, and includes preparation for the HIMSS Certified Specialist in Health Information & Management Systems certification (now under development by Bellevue College, funded by the NSF).

To advance Health IT education nationally, the Consortium will actively disseminate project deliverables and best practices in prior learning assessment and veteran support through our extensive national Health IT network. All curricula and online course elements (SCORM-compliant and open source, Creative Commons licensed) will be available electronically through a web-based portal. Outreach and professional development for educators will include online live web meetings, modular demonstrations and overviews of programs and materials, and the EMR-STAR resource. The Consortium also plans to leverage the new DoL Health IT Virtual Career Network site to promote national uptake.

Prior Learning Assessment (PLA), although recognized as an important accelerator to student attainment, is a casualty of reduced funding in many states planning to implement *Health e-Workforce Consortium* curriculum and initiatives. The Consortium will provide leadership and resources for member colleges in this area. A Prior Learning Assessment Specialist will work with member colleges to facilitate credit for prior learning and provide standards of service and continuous improvement oversight. The Specialist will build on evidence based PLA foundations

established by groups such as the Council for Adult and Experiential Learning (CAEL)³⁰, the American Council on Education (ACE)³¹, and the Virtual Career Network (VCN)³² to garner credit for prior learning, including military training and experience. Veterans constitute a unique subset of students seeking PLA and require specialized evaluation services. A Health IT prior learning assessment model, and one for veterans, will be published and disseminated by the Consortium. Institutionalizing these practices will create sustainable impact, as colleges incorporate these methods and tools into standard operations.

iii. Online and Technology-Enabled Learning

In March 2012, Bellevue College completed an ONC project resulting in 4,720 Health IT students enrolled in 23 colleges in 10 states. Bellevue College alone customized online curriculum for more than 1,000 geographically dispersed VA medical facility staff. A high degree of experience and innovation resulted from these two years of successful technology-enabled learning development and implementation. All Consortium programs will be developed to the evidenced based standards in Section 2i. The Consortium will support and encourage transformative feedback on both content and user experience from learners, faculty and academic coaches, and will have mechanisms in place to act on this important input.

Health e-Workforce Consortium Online and Technology-Enabled Learning Standards -

To systematically increase the rate of completion for all learners, lead institution Bellevue College will establish evidence-based instructional design standards and consult with member college staff and faculty, drawing on documented best practices used by benchmark organizations such as Carnegie Mellon. The courses will also feature common navigational structures to create a consistent user experience for learners progressing through stackable

³⁰ <http://www.cael.org/Whom-We-Serve/Adult-Students/Earn-College-Credit>

³¹ <http://www.acenet.edu>

³² <http://www.vcn.org/healthcare/pla>

credentials across institutions. A full featured, uniform user experience will mitigate frustration with technology—a significant attrition factor for online learners.³³ Experts at the lead institution will review online course materials to ensure evidence-based design. Standards include:

Interactivity, formative assessment and multimedia elements: Online courses will include a high degree of interactivity, formative assessment and feedback. Scenario-based learning activities and online discussion boards will offer pervasive opportunities throughout the learning experience for student-student, student-faculty, and student-technology interactions. Social media will augment coursework, initiated by Consortium staff to assist in online community building.

Learners will receive regular targeted feedback to promote learning, engagement and persistence. Academic Coaches will monitor progress using learning platform metrics and check ins with students regularly. Graphics and other multimedia elements will be incorporated to enhance learning and engage students. Strong research indicates these elements will promote better learning outcomes and student engagement.³⁴

Programs will leverage technology to build community and engage learners. Examples include real-time interactive webinars; “just-in-time” video postings by instructors on timely relevant topics; live (recorded for later access) web meetings with industry experts; industry bloggers in online courses; LinkedIn forums; an online “student lounge” in course sites to facilitate student-student connections; online spaces for student affinity groups, such as veterans; and announcements about industry-related events. Through an online Consortium “faculty lounge”

³³ Jaggars, S. S. (2011). *Online learning: Does it help low-income and under prepared students?* (CCRC Working Paper No. 26, Assessment of Evidence Series). New York, NY: Columbia University, Teachers College, Community College Research Center.

³⁴ Bettinger, E. & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. (National Bureau of Economic Research Working Paper No. 16881). retrieved from http://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf.

instructors can connect, as pilot classes get underway, for informal meetings with colleagues across campus and across the country. These best of breed online course elements will be disseminated statewide and nationally to create efficiencies.

Simulation and game-based activities: The EMR-STAR

web-based access to multiple electronic medical record (EMR) systems will be constructed to scale up to a much-needed national resource, curated by HIMSS. This innovative cloud-based resource will provide interactive simulation of the clinical information

EMR-STAR

- Multiple Electronic Medical Record Systems for student use
- Cloud-based
- Online case-based learning scenarios and real interactions with the applications and anonymized patient data

systems used in Health IT jobs. The EMR experience will also include scenarios and game-based learning activities to help learners become familiar with EMR functions and features.

Technology-based continuous improvement mechanisms: Academic Coaches will monitor student performance in Health IT programs through technology-enabled tracking tools. They will check in with students if they see signs of impeded progress and determine appropriate timely interventions. At the end of each course, Coaches will review assessment data to identify course elements in need of revision. Next, Curriculum Development Specialists will revise learning activities to promote improved learning outcomes.

Personalized Instruction: *Health e-Workforce Consortium* outreach to veterans, TAA-eligible workers and others will begin an uninterrupted continuum of early intervention, encouragement and support, as learners prepare for employment. In traditional settings, by the time instruction is underway, some learners typically are already disengaged, and may abandon their training goal. This is especially true for older students, veterans and TAA-eligible workers who may be engulfed in a variety of transition issues. Anchoring each member college's student services are

a Program Manager, Academic Coach, and Student Navigator, as well as Consortium leadership, evaluation and quality control. Academic Coaches will help students develop personal learning plans and goals, assist in identifying cognitive strengths and weaknesses and areas of interest, and map a path to a successful academic experience. In addition to helping students navigate college life and systems, Student Navigators will assist them to employment. Veteran support will stem from NSF recommendations for optimizing teaching and learning for veterans.³⁵

Continuous Improvement: Consortium member college presidents have formally committed to full participation in integrated program assessment, reflection and improvement. Extracting timely information regarding learner experience, performance, progress, comprehension, and instructor feedback is critical. Learning platform metrics will be mined; surveys of students and faculty will provide context. These sources and other input from regular Consortium stakeholder meetings will be used for real time improvement of instruction and support services, throughout the pilot period. The *Health e-Workforce Consortium* is designed to maximize benefit from this data, extract meaning and implement rapid improvements.

Access: Programs will be developed and implemented to centralized standards, and reviewed continuously. Consortium members will use Center for Applied Special Technology (CAST) guidelines as a reference for universal design to recruit and sustain disabled veterans in Health IT programs. Curricula will be developed for flexible delivery.

iv. Transferability and Articulation

Washington Consortium colleges will agree on a common credit bearing curriculum for IT and Health IT foundation courses, enabling student transfer. They will be embedded in associate

³⁵ Veterans' Education for Engineering and Science. *Report of the National Science Foundation Workshop on Enhancing the Post 9/11 Veterans Educational Benefit*. April 2009. Page 4. Retrieved from http://www.stem2veterans.org/sites/pdf/National_Science_Foundation_Workshop-Veterans_Education_for_Engineering_and_Science.pdf [preliminary]

degree and certificate programs in IT and/or Health IT-related areas. Students completing certificates with TAACCCT support will have new opportunity for degree attainment. In Washington, college approval is followed by that of the State Board for Community and Technical Colleges. Curriculum advisory committees at each college must approve credit certificate formation, and are predisposed to do so, as a result of the proposal-stage president's agreement required for Consortium membership. Implementing a strong Prior Learning Assessment process will facilitate the transfer of non-traditional experience and skills to accelerate time to, and increase the likelihood of completion, and reduce overall student costs. Northern Virginia Community College (NOVA) will develop an associate degree in Health IT with TAACCCT support, and articulate to Bellevue College's Bachelors Degree in Health IT. NOVA's degree approval process includes stakeholder support, Curriculum Committee and Administrative Council and College Board internal approval, followed by that of the state accreditation body.

The Bellevue College BA in Health IT is designed as a pathway for graduates of two-year degrees in IT or a healthcare field. Consortium colleges are pledged to articulating their IT, healthcare, and Health IT programs to the BA to provide an option that is rarely available to community college two-year professional/technical degree graduates. By reviewing alignment between course content and learning outcomes, migration paths will be identified for graduates of the candidate programs. In a survey of students from these programs, 68% expressed interest in transferring into the new BA degree program.

v. Strategic Alignment

Coordination with Employers and Industry - All *Health e-Workforce Consortium* proposed activity is derived from industry; all enterprise will flow from it. HIMSS, the world's largest Health IT professional society, is a prominent partner in this funding request. The U.S. Dept. of

Veterans Affairs, MultiCare, Dell Computers, and the Port Gamble S'Klallam Tribe have all agreed to explore hosting apprenticeships. The Washington Health IT Industry–Education Council (and, with TAACCCT funding, its Virginia counterpart), was founded to guarantee coordination. Extensive current and recent Health IT projects by Bellevue College with the Office of the National Coordinator for Health IT and the National Science Foundation is the basis of Consortium industry alignment.

Coordination with the Public Workforce System - Each Consortium member college has already executed a Memorandum of Understanding with its Workforce Investment Board (WIB) partner, to support this proposal. WIBs have committed to assisting learners through Consortium advisory board membership, and ongoing strategic guidance regarding employer connections and student access to federal and state agencies. Bellevue College and the Seattle-King County Workforce Development Council (WDC) have agreed to pioneer a TAACCCT data collection collaboration. The WDC will act as a conduit for student and comparison cohort employment measure tracking for all member colleges, extracting critical state employment metrics.

Outreach and Coordination with Educational Institutions and Other Organizations - The *Health e-Workforce Consortium* has significantly engaged TAACCCT Round 1 recipients and laid groundwork for extensive collaboration. Formative guidance has been received from awardees of the National STEM Consortium; The National Information, Security, and Geospatial Technology Consortium; and Air Washington. This proposal was informed by their advice on partnership, staffing, reporting design, budget and outreach. If funded, the *Health e-Workforce Consortium* has pledged to maintain exchange with these and other grantees.

Section 3: Work Plan and Project Management

i. Project Work Plan - Health e-Workforce Consortium					
Activities		Implementer(s)	Costs	Time	Deliverables
Priority 1: Federally Registered Veterans Health IT Apprenticeship					
Strategies	Develop & pilot	Lead: BC Contractor: Lynn Wilson Workgroup	Total: <u>\$108,182</u> Year 1: \$54,061 Year 2: \$27,757 Year 3: \$26,364 Year 4: \$0	Start Date: Month 1 End Date: Month 36 Milestones: *Curriculum Completed *Pilot sites Identified *Students Enrolled	*Curriculum *Employers Guide
Priority 2: Health IT Curricula to Address Employer-Identified Gaps					
Strategies	Develop, review, implement, & disseminate	Lead: BC; Curric. Lead; College & Consortium Curric. Dev. Specialists; Assoc. Dir; Faculty SMEs; Ed. Technologist; Faculty; College PMs; e-learning assistants	Total: <u>\$2,026,813</u> Year 1: \$856,061 Year 2: \$651,906 Year 3: \$518,846 Year 4: \$0	Start Date: Month 3 End Date: Month 36 Milestones: *Hire staff across colleges: Month 3 *Curriculum Complete: Month 24 *Pilot Completion: Month 36 *Dissemination Month 13-36	*10 certificates *IT and Health IT core *Curricular elements for infusion *Courseware for all of the above *Dissemination of modular elements
Priority 3: Faculty Development in Health IT					
Strategies	Develop, implement, & disseminate	Faculty Dev. Specialist; College PMs; Faculty	Total: <u>\$1,311,619</u> Year 1: \$445,446 Year 2: \$436,688 Year 3: \$429,485 Year 4: \$0	Start Date: Month 6 End Date: Month 36 Milestones: *Hire Staff: Month 3 *Elements Completion: Month 18 *Dissemination: Ongoing	*Synchronous, online & recorded faculty development opportunities
Priority 4: Cloud-Based Electronic Medical Record Academic Access (EMR-STAR)					
Strategies	Develop, implement, pilot, & create sustainability path	Lead: BC Contractors: Center for Healthcare Information Research and Policy & HIMSS	Total: <u>\$1,374,507</u> Year 1: \$458,169 Year 2: \$458,169 Year 3: \$458,169 Year 4: \$0	Start Date: Month 1 End Date: Month 36 Milestones: *Hire Staff: Month 1 *Onboard Vendors: Month 3-36 *Curriculum: Months 3-12 *Pilot: Month 12	*5-9 EMR software applications access *Curriculum *Student Access Guide *Faculty Orientation Resource

Priority 5: National Veterans Career Service Initiative					
Strategies	Develop & Implement "A HIMSS Heroes' Welcome to Health IT"	Lead: BC Contractor: HIMSS	Total: <u>\$226,014</u> Year 1: \$75,338 Year 2: \$75,338 Year 3: \$75,338 Year 4: \$0	Start Date: Month 1 End Date: Month 36 Milestones: *Hire Staff *Initiative Plan Completed *Implementation	*Employer outreach *Employment resources *Annual & Virtual Conference events *Monthly webinars *e-Mentoring *Industry Advocacy *Special Interest Group *Career Services Task Force Outreach
Priority 6: State Community College Health IT Industry-Education Councils					
Strategies	Expand/ implement model, & consult	Lead: BC Contractor: Washington Health IT Industry-Education Council	Total: <u>\$229,476</u> Year 1: \$76,492 Year 2: \$76,492 Year 3: \$76,492 Year 4: \$0	Start Date: Month 1 End Date: Month 36 Milestones: *Hire Staff: Month 3 *Program Inventory: Month 8 *Key Expert Series Start Month 12 *National Outreach: Months 24	*State program inventory online resource *Key Expert Series *Model Documentation *Consultation
Priority 7: Prior Learning Assessment					
Strategies	Develop, implement, pilot, & document PLA strategies for vets & others	Navigators, Instructional Support Staff, & PLA Specialist	Total: <u>\$915,406</u> Year 1: \$235,321 Year 2: \$340,768 Year 3: \$339,317 Year 4: \$0	Start Date: Month 3 End Date: Month 36 Milestones: *PLA Plan Completion: Month 6 *PLA Member College Mtg. Month 7 *PLA Implementation: Months 7-36	*PLA Plan *PLA Veterans Plan *College implementation guide and training to facilitate dissemination *Implementation

Priority 8: Student Services					
Strategies	Recruitment & Retention, Employment Services	Navigators, Employment Specialist, PLA Specialist, Veteran PM	Total: <u>\$545,281</u> Year 1: \$158,578 Year 2: \$182,098 Year 3: \$204,605 Year 4: \$0	Start Date: Month 3 End Date: Month 36 Milestones: *Student Services Plan, month 3; *Marketing plan, month 1-3 *Recruit cohorts, months 7-24; *Consortium staff training, months 4-6	*Marketing plan *Student services plan *Staff training resources *Link to Priority 5 *One-on-one employment advising *Employment links through social media
Priority 9: Evaluation & Continuous Improvement					
Strategies	Program & fiscal data capture, analysis, & reporting; implement & oversight of continuous improvement & evaluation; admin. resources	Data Compliance & Reporting Mgr.; Fiscal Compliance Mgr.; Exec. Dir; Assoc. Dir.; College PMs; External Evaluator	Total: <u>\$1,481,016</u> Year 1: \$378,514 Year 2: \$387,957 Year 3: \$383,730 Year 4: \$330,815	Start Date: Month 1 End Date: Month 48 Milestones: *Staff Hired: Month 3 *Evaluation Plan: Month 2 *Consortium Cont. Improvement Cabinet formed & activated: Month 6 *Advisory Board formed: Month 6 *Survey instrument activated: Month 4 *Consortium Procedures Manual: Month 6	*Continuous Improvement plan *Consortium Procedures Manual *Consortium Data and Fiscal Reporting Instruments *Monthly Consortium Meetings & Notes
Please note: 1) Expenditures for Fringe Benefits (\$2,058,916), Indirect (\$575,368), and third-party Evaluation (\$727,070) are not reflected in the dollar amounts shown in the project plan. 2) Equipment will not be purchased for this grant.					

The *Health e-Workforce Consortium* lead institution, Bellevue College, is the current recipient of two federal investments in community college Health IT workforce development. An NSF award (\$500k, through August, 2013) and funding from the ONC (\$6.4M, through October, 2012) have resulted in a high performing team, with notable experience in Health IT. This proposal leverages and expands that work to the benefit of veterans, TAA-eligible workers and others. Leading a 23-college, 10-state Health IT Consortium from 2010-2012 to exceed program goals within budget and ahead of schedule has resulted in a well-functioning, industry-focused management and implementation group—ideally suited to administer a TAACCCT Consortium

Factor 1: Effective Project Management and Staff

<i>Health e-Workforce Consortium Management Team</i>	
Executive Director (1 FTE Years 1-4)	Patricia Dombrowski
Director, Northwestern States, ONC <i>Community College Consortium to Educate Health IT Professionals</i> ; Principal Investigator, NSF ATE award <i>Health IT Certification, Curriculum & Dissemination</i> ; Director, Bellevue College Life Science Informatics Center; Director, DoL CBJT award (health programs expansion); Director, DoL President's High Growth Jobs Initiative award (life science informatics); Principal Investigator, NSF Computer Pathways award (STEM student community building through contextual web based gaming); Founder, Washington Health IT Industry- Education Council; Chair, HIMSS National Career Task Force (2012-13)	
Associate Director (1 FTE Years 1-3.5)	Margaret Murphy
Associate Director, Northwestern States, ONC <i>Community College Consortium to Educate Health IT Professionals</i>	
Data, Compliance and Reporting Manager (1 FTE Years 1-4)	Anne Turner
Data, Compliance & Reporting Manager, Northwestern States, ONC <i>Community College Consortium to Educate Health IT Professionals</i> ; Interim Director, DoL CBJT (expanding health programs); Program Manager, NSF ATE <i>Health IT Certification, Curriculum & Dissemination</i>	
Fiscal Compliance Manager (1 FTE Years 1-4)	Diane Heriot
Fiscal Compliance Manager, Northwestern States, ONC <i>Community College Consortium to Educate Health IT Professionals</i> ;	

Program Manager, DoL CBJT (expanding health programs)	
Curriculum Lead (.20 FTE Years 1-2)	Michele Royer, PhD
Curriculum Lead, Northwestern States, ONC <i>Community College Consortium to Educate Health IT Professionals</i> ; Curriculum Lead, Bellevue College Health IT Baccalaureate and certificate program development; Curriculum Lead, NSF Curriculum and Standards Development Lead, DoL Presidents High Growth Jobs Initiative;	
Instructional Designer (1 FTE Years 1-3)	Nicole Bunselmeyer
Instructional Designer, Northwestern States, ONC <i>Community College Consortium to Educate Health IT Professionals</i>	

Organizationally, the project will be administered through lead institution, Bellevue College. Vice President of Workforce Development, Paula Boyum, Ph.D. will exercise overarching responsibility for the *Health e-Workforce Consortium*. Project support will be provided by Bellevue College administrative departments. Fiscal oversight will be provided by Bellevue College's grants and contracts manager, and an accountant from the college's finance department. All eight Washington member colleges are members of the Washington Community College Health IT Collaborative, led by Bellevue College. Member colleges are recipients of prior grants, and proficient in their administration. A requirement of Consortium membership is adequate staffing, to underwrite success. All are pledged to rapid hire of a dedicated Program Manager, half time Curriculum Development Specialist and half time Student Navigator. Four Washington Member Colleges are round 1 TAACCCT awardees. These colleges will begin *Health e-Workforce Consortium* work with a prior institutional investment in TAACCCT compliance. NOVA will function as a member college, in implementation and staffing structure. The *Health e-Workforce Consortium* will benefit greatly from the combined powerhouse of experience and synergistic project management, exceptional in the area of Health IT in the community college arena today. Consortium Executive Director Patricia Dombrowski,

recognized in March, 2012, as one of 12 industry leaders out of 30,000 members (Spirit of HIMSS Award) has successfully directed two prior DoL grants, two National Science Foundation awards, an ONC ten-state consortium and founded the Washington Health IT Industry–Education Council. The superlative professionals working with her are a group of industry experts, each personally dedicated to the community college mission.

Factor 2: Effective Management Structures - *Please see attached organizational chart.*

Resilient leadership, data-driven resource allocation and continuous internal evaluation will characterize management. Member colleges are committed to procedures, goals, and the flexibility required in an innovation-focused collaboration dedicated to quality improvement. Staffing is calculated to allow for both focus and a high return on investment. The Consortium Continuous Improvement Cabinet, composed of representative member college and central Consortium staff, will be charged with quality control, and ensuring deliverables exceed expectations. Through Consortium Advisory Board participation, industry, workforce and labor will act as catalysts for evaluation and improvement.

Factor 3: Effective Systems & Processes - Presidents from all *Health e-Workforce Consortium* colleges signed participation agreements, as a condition of membership. Separate from the Consortium Agreement, this pledged their institution to rapid hiring, timely responsiveness and reporting. The *Health e-Workforce Consortium* proposal rests on bedrock of commitment to the highest standard of performance in fiscal, compliance, programs and evaluation. Bellevue College has recently and historically demonstrated this uncompromising focus on data collection and reporting integrity. Two recent DoL grants, and an ONC consortium award (now in no cost extension) were monitored with commendation and no findings. In the latter, data collection processes developed by Bellevue College staff were used as models for grantees nationwide.

Bellevue College's accounting systems and processes are fully operational, meet regulatory requirements as outlined in OMB Circulars A-21 and 29 CFR part 95, and include procurement procedures compliant with Federal, state, and Washington State Board for Technical and Community College system rules and regulations for timely and accurate financial and performance reporting. Bellevue College Procurement Office follows guidelines and procedures in accordance with the Washington State Office of Financial Management when planning, soliciting, awarding and administering contracts. Grant funds will be recorded and tracked separately, and fiscal procedures will follow generally accepted accounting principles. Bellevue College understands and agrees that the project will be subject to evaluation by the U.S. Secretary of Labor to measure its effectiveness and will support all evaluations.

Factor 4: Well Defined Roles and Responsibilities for Consortium Members - The Health e-Workforce Consortium Agreement is attached to this document. Consortium membership includes these requisite responsibilities:

Consortium Membership Responsibilities	
Design	1. Prioritizing veterans and TAA-eligible workers 2. Identification of an area of Health IT curriculum development and piloting, creating stackable certificates (WA) 3. Implementation of Consortium curriculum and instructional design standards 4. Post proposal pre-hiring actions, for a rapid start, if funded 5. Uniform staffing structure 6. President's commitment to continuous process improvement in all grant activity 7. Articulation to Bellevue College Bachelors of Applied Science in Health IT 8. Use of centralized Consortium development resources 9. Identify faculty for subject matter experts and professional development participation; plan for release and substitution 10. Timely reporting, accurate data, responsive communication

Development	1. Participation in the synthesis of a Common IT Core Curriculum, as the basis for all Health IT certificates (WA) 2. Adherence to Consortium review and approval process for curriculum development, prior to pilot 3. Piloting of new certificates within one year of award 4. Support of Veterans Health IT Federally Registered Apprentice pilot sites 5. Regular participation in Consortium meetings and peer member mentoring 6. Deliverables production schedule, and Progress Against Goals meeting schedule 7. Locally appropriate Veterans and TAA-eligible outreach strategy determination 8. Training on Consortium data collection and reporting procedures and expectations 9. Contribution to Consortium Policy and Procedures Manual 10. Continuous process evaluation, communication and improvement
Delivery	1. Marketing of programs to Veterans, TAA-eligible workers and others 2. Learner 'early and often' support and navigation services 3. Workforce and Labor partner guidance in student-employer connection 4. Agile adjustments to student and employer apprenticeship structure 5. Facilitation of web-based support communities for both learners and faculty 6. Timely reporting and deliverables 7. Process for internalization of state Industry-Education Council guidance 8. Leadership and participation in state Community College Health IT Collaborative 9. Continuous process evaluation, communication and improvement
Implementation	1. Develop Member and Consortium academic and career pathway documentation 2. Present ongoing pilot results to state Community College Collaborative & Industry-Education Council, for k-12 through graduate program alignment 3. Dissemination of student and faculty tested curricula, incorporating transformative feedback 4. Advising protocol for students interested in Health IT certifications and trajectory to Bellevue College Bachelors of Applied Science in Health IT

Factor 5: Sustainability Plan - The *Health e-Workforce Consortium* is designed for sophisticated data inflow, analysis, reporting and improvement. Actionable metrics are the foundation for creative innovation in this landmark undertaking. The Data, Compliance and Reporting Manager's central Consortium role is critical to the translation of this valuable information into life changing activity for veterans, TAA-eligible workers and others. To ensure ready access and transparency, the Manager will provide dashboard representation and a repository of project data such as veterans' and other learners' feedback and progress, progress

against goals, and transformative feedback. These data are the basis for regular individual member college and Consortium check-ins, on both program and fiscal elements. They define adjustments required for short term goal setting and reinforce the continuous improvement process. Just as importantly, this information defines the path forward at each step of grant and post-grant activity. The repository will be an invaluable resource to determine which deliverables are most suitable for colleges nationwide wishing to deploy them.

On a Consortium level, data provide snapshots to members and contractors to generate transformative feedback and course improvements. Ongoing review of data and progress against goals is the basis of Consortium transaction and innovation. Data will, for instance, influence intensity of outreach to target populations, and drive the support services offered. Fiscal management will be data driven and transparent, providing the lead and members with a clear and practical basis for continuous improvement and exemplary stewardship.

Employer engagement is not a discrete element in this organization plan; it is implicit in every component. The largest Health IT industry association in the world, HIMSS, is committed to changing employers' perspective on veterans' employment forever. Industry-Education Councils will be created or expanded and offered as a model, along with mentoring to all states in the nation. Community College Health IT Collaboratives in two states will turn industry guidance into action. Hardwiring employers to educators in a vast new sector, to provide opportunities for veterans, TAA workers and others is the reason for Consortium formation.

SECTION 4. OUTCOMES

i. Analysis of Outcome Projections

Factor 1: Complete and Accurate Projections

Outcome Projections Table			
Outcome Measures		Targets for TAACCCT Program	
1	Total Unique Participants Served	Year 1: 407 Year 2: 878 Year 3: 808	Total: 2,093
2	Total Number of Participants Completing a TAACCCT-Funded Program of Study	Year 1: 127 Year 2: 614 Year 3: 674	Total: 1,415
3	Total Number of Participants Still Retained in Their Program of Study or Other TAACCCT-Funded Program	Year 1: 212 Year 2: 435 Year 3: 453	Total: 1,100
4	Total Number of Participants Completing Credit Hours	Year 1: 388 Year 2: 842 Year 3: 805	Total: 2,035
5	Total Number of Participants Earning Credentials	Year 1: 159 Year 2: 607 Year 3: 657	Total: 1,423
6	Total Number of Participants Enrolled in Further Education After TAACCCT-funded Program of Study Completion	Year 1: 40 Year 2: 143 Year 3: 169 Year 4 (follow up): 185	Total: 537
7	Total Number of Participants Employed After TAACCCT-funded Program of Study Completion	Year 1: 35 Year 2: 365 Year 3: 437 Year 4 (follow up): 245	Total: 1,082
8	Total Number of Participants Retained in Employment After Program of Study Completion	Year 1: 31 Year 2: 323 Year 3: 441 Year 4 (follow up): 278	Total: 1,073
9	Total Number of Those Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment	Year 1: 14 Year 2: 145 Year 3: 161 Year 4 (follow up): 108	Total: 428

Factor 2: Appropriate Targets Projected - Each Consortium member will develop and launch a new Health IT certificate program and/or infuse existing Nursing and Allied Health programs with Health IT curriculum. The data detailed in the Outcomes Projections Table were developed

through a structured process whereby each Consortium member analyzed and submitted program-specific data on student performance and outcomes for their planned grant programs. All projection outcomes data were reviewed by the lead Consortium data analyst for accuracy and appropriateness, and referenced against DoL's TAACCCT-specific measure definitions. Data were then compiled in aggregate to produce Consortium outcome projections. Each member college president has committed to timely achievement of these goals.

Factor 3: Appropriate Balance of Deliverables and Outcomes - Proposed *Health e-Workforce Consortium* activity focuses on rapid national dissemination of tested resources. Deliverables are data driven, complex, original and innovative, designed to help cash-strapped community colleges initiate or expand Health IT programs, at a time when they are needed. 2,093 veterans, TAA-eligible workers and others will be served directly. Cutting edge programs will immerse learners in a full spectrum of support and employment services. The Consortium will improve and expand the capacity of media rich, online Health IT programs in Washington, Virginia and across the country, and forge new state Health IT Industry-Education Councils and Community College Health IT Collaboratives. It will change forever the face of opportunity in a well-paying industry for military veterans and dislocated workers.

ii. Process or System for Tracking and Reporting Outcome Measures

Factor 1: Existing Tracking Procedures - The *Health e-Workforce Consortium* will gather and report data from two states, necessitating a high level of strategic planning and coordination. Below are the existing tracking procedures in place within Consortium states.

Washington - The current system for collecting and reporting student metrics in the Washington community college system is called the Student Management System (SMS). This proprietary system was created in the 1980s to fulfill Washington's extensive reporting requirements. The SMS tracks varied student metrics pertaining to demographics, enrollment, performance, and

completion. Given the capability of the SMS to deliver critical information outlined in 11 of the 14 annual reporting performance measures, Washington colleges are primed to deliver critical information with minimal start-up effort. Washington's Employment Securities Department (ESD) tracks the common employment measures required for annual reporting on participants and comparison cohort members. *Health e-Workforce's* lead institution, Bellevue College, is working closely with ESD, the WIBs, and other TAA Round 1 recipients in Washington to ensure proposed reporting processes for this project leverage existing procedures developed to achieve reporting outcomes for TAA Round 1 participants.

Virginia - The Virginia Community College System has established data sharing agreements with the Virginia Employment Commission (VEC) and is establishing additional agreements with federal and other state wage data systems. VEC data are regularly merged with student completion data to provide colleges with data on employment and graduate earnings. Through a \$17.5 million federal grant to the Virginia Department of Education (VDOE) and a \$1 million DoL grant to the VCCS, Virginia is developing a state longitudinal database system (VLDS) to link pre-school, secondary, and postsecondary systems, workforce development programs, and employment data to assess the long-term impact of workforce training programs, compare outcomes of programs, spur continuous improvement, and improve the data used for economic and community development. In January, 2013, the VLDS will be available for education and wage records and will serve as a primary data source for many of the proposed outcome metrics requiring participant-level data, including credential attainment, persistence in postsecondary education, wage earnings, and employment retention outcomes.

Factor 2: Well-Defined Plan to Address Gaps in Tracking - All necessary information items needed to fulfill DoL reporting requirements have been identified and are available to the project

team. Gaps pertain to data access and delivery of employment information. To close those gaps, *Health e-Workforce* is collaborating with Air Washington, Washington's Round 1 TAA awardee and the Seattle-King County Workforce Development Council to ensure that both projects are utilizing the same reporting mechanisms. This will not only strengthen the efforts and data integrity of both projects, but also will reduce impacts to the state's Employment Securities Department. Virginia's VLDS system will provide education and wage record data for project reporting purposes with data access available many months prior to the Year 1 annual reporting deadline. The *Health e-Workforce Consortium* is committed to leveraging all resources to provide meaningful data for analysis and continuous project improvement.

iii. Using Data for Continuous Improvement

Factor 1: Well-Defined Plan for Formal Data Reviews - The Consortium will utilize data captured during the course of quarterly and annual reporting as part of a cycle of continuous improvement, overseen by the Consortium Continuous Improvement Cabinet. To successfully apply the lessons learned through data, a series of access points and procedures will ensure full transparency to all stakeholders. The Data, Compliance and Reporting Manager will lead the Consortium using a Data Review Plan that supports overarching goals of continuous improvement and innovation. Maintaining and disseminating a real-time dashboard representation of program, fiscal and outcome measures, the Data, Compliance and Reporting Manager will work directly with all members to capture and analyze metrics not only for DoL's 14 annual outcome measures, but also towards progress against goals, and the capture of transformative feedback from learners, faculty, industry and others.

Data Review Plan		
Monthly	Quarterly	Annually
-Individual meetings with each Consortium member -Review of program and fiscal measures against forecasts -Monthly review ensures early identification of barriers, and immediate opportunity for improvement	-Continuous Improvement Cabinet review of all data measures against goals -Planning for next steps and improvement -Development and execution of mitigation strategies, if data indicates barriers to progress	-All project participants, including external evaluation team, will review results of Annual Outcome Measures reporting

The Project Director and the Compliance and Reporting Manager will also collaborate actively with the Evaluation Team to ensure their expertise contributes to the cycle of continuous improvement.

Program Evaluation Plan - The *Health e-Workforce Consortium* Evaluation Plan, designed by Social Policy Research Associates (SPR), details a rigorous ongoing assessment, well aligned with the magnitude of the proposed undertaking. Selection and procurement of a third party evaluator for the *Health e-Workforce Consortium* project will be initiated within two weeks of notice of funding. The Bellevue College Procurement Office will oversee the procedure, adhering to guidelines and procedures for sole source contracting, in accordance with the Washington State Office of Financial Management, to facilitate SPR's evaluation contract.

Section 5: Commitment to Submit Non-Program Participant Data

The *Health e-Workforce Consortium* affirms that either the lead institution or a Consortium institution will transmit information annually on students enrolled in selected non-TAACCT-funded credit and/or non-credit programs during the grant period of performance.

Attachment A: Health e-Workforce Consortium Abstract

1. **Applicant Name:** Bellevue College
2. **Applicant City/State:** Bellevue, Washington
3. **Consortium Members and State**

Consortium Member Colleges	Location
Bellevue College (Lead)	Bellevue, WA
Bellingham Technical College	Bellingham, WA
Clark College	Vancouver, WA
Clover Park Technical College	Tacoma, WA
Pierce College	Tacoma, WA
Renton Technical College	Renton, WA
Spokane Community College	Spokane, WA
Whatcom Community College	Bellingham, WA
Northern Virginia Community College	Annandale, VA

4. Areas Served by Grant

Cities	Counties Served	State
Online course delivery to all cities in Washington and Virginia	Clark, King, Pierce, Spokane, Whatcom	Washington
	Fairfax, Prince William, Alexandria, Arlington, Fauquier, Spotsylvania, Loudon.	Virginia

5. **Total Funding Request:** \$11,775,297
6. **Subtotal Requested Funding Amount by Consortium Members:**

Consortium Member Colleges	Location	Funding Request
Bellevue College (Lead & Member)	Bellevue, WA	\$6,365,057
Bellingham Technical College	Bellingham, WA	\$643,796
Clark College	Vancouver, WA	\$542,266
Clover Park Technical College	Tacoma, WA	\$602,142
Pierce College	Tacoma, WA	\$571,459
Renton Technical College	Renton, WA	\$751,429
Spokane Community College	Spokane, WA	\$754,109
Whatcom Community College	Bellingham, WA	\$531,281
Northern Virginia Community College	Annandale, VA	\$1,013,758

7. **Project Name:** Health e-Workforce Consortium
8. **Project Description:** The Health e-Workforce Consortium will provide training in the high-demand, high-wage field of Health Information Technology for veterans and their eligible spouses, TAA-eligible individuals, and others, while addressing gaps in educational

infrastructure and stimulating employment. Project initiatives to address these gaps include: a) Development and pilot of a Federally Registered Health IT Apprenticeship, launched in the veterans community; b) National Veterans Health IT Career Services Initiative; b) Curricula for new core Health IT courses and specialized areas of concentration; c) Evidence-based online course materials; d) Faculty development in Health IT; e) Training of 2,093 TAA-eligible individuals, veteran and their eligible spouses, and others in Health IT and Health IT-infused health care professions; f) Evidence-based student services to promote student retention and completion; g) A prior learning assessment model, and a subset for veterans; h) Development of EMR-STAR—a nationally accessible, cloud-based electronic medical record software access point for academic use; i) Development of statewide IT and Health IT core curriculum in Washington; j) A cross-institution collaborative program development model; and k) Expansion (WA), creation (VA) and modeling of State Health IT Industry – Education Councils and State Community College Health IT Collaboratives.

Credentials to Be Developed and Awarded:

Certificates	Certificates	Degrees
Health IT	Health IT-Infused Medical Assistant	AAS - Nursing
Healthcare Analytics	Health IT-Infused Radiologic Technician	AAS - Health IT
Health IT Database Administration	Health IT-Infused Physical Therapy Assistant	
Health IT Security	Health IT-Infused Pharmacy Technician	
Healthcare Network Administration	Health IT-Infused Hemodialysis	
Mobile Healthcare Applications		

9. Populations to Be Served:

TAA-eligible workers in Washington and Virginia	Veterans and their eligible spouses in Washington, Virginia and nationally	Dislocated and other workers in Washington and Virginia
---	--	---

10. Targeted Industry: Health Information Technology

11. Employer Partners:

Health Information Management Systems Society (HIMSS)	Center for Healthcare Information Research and Policy (CHIRP)
---	---

Washington Health IT Industry–Education Council	U.S. Department of Veterans Affairs
MultiCare	S’Klallam Tribe

12. Public Workforce System Partners:

- Seattle-King County Workforce Development Board
- Northwest Workforce Council
- Pierce County Workforce Development Council
- Spokane Area Workforce Development Council
- Southwest Washington Workforce Development Council
- Washington State Labor Council
- Virginia Department of Workforce Development Rapid Response Team

13. Other Key Partners: Washington State Labor Council; The National Information, Security, and Geospatial Technology Consortium, Collin County Community College District

14. Public Contact Information: Patricia Dombrowski, Director, Life Science Informatics Center, Bellevue College, Bellevue, WA; 425.564.3164; patricia.dombrowski@bellevuecollege.edu.

15. Percentage of OER Program Materials Developed vs. Percentage of Licenses or Purchased Program Materials: 100% of program materials will be developed as open educational resources. Post grant sustainability of EMR-STAR academic access to electronic health records may require subscription, through a nonprofit entity.

16. Data Tags: Assessment technology; Career pathways; Certificate attainment; Civic and community engagement; Competency-based training; Degree attainment; Employer partnership; Enhanced course articulation; Enhanced student services; Health information technology; Industry-driven competencies; Industry-recognized credentials; Job placement; Mentoring; Mobile devices; Modular curriculum; Online teaching/learning; Open educational resources; Registered apprenticeships; SCORM; Skill Assessments; Stackable credentials; Technology enabled learning; Veteran student services; Web based training



33 W. Monroe St., Suite 1700
Chicago, IL 60603
Tel (312) 915-9538
Fax (312) 915-9511

April 30, 2012

Dr. Paula Boyum
Vice President of Workforce Development
Bellevue College
3000 Landerholm Circle SE
Bellevue, Washington 98007

Dear Dr. Boyum,

The *Health e-Workforce* proposal developed by your institution is an important and timely approach to address a growing industry demand for an e-workforce. In my role as Chair of the Board of Directors of the Health Information & Management Systems Society (HIMSS), I am continually taking the pulse of the industry and assessing our workforce needs. I have seen a significant need for our industry to continue to attract, and retain, talented information technology professionals.

Based on the results of a study published in *Characterizing the Healthcare Information Technology Workforce: Analysis from the HIMSS Analytics™ Database*, resources needed "to move the entire country to higher levels of adoption (Stage 4) will require an additional 40,784 IT professionals". It is through this example and others that I am confident that the HIMSS membership of more than 35,000 healthcare IT professionals (with representation from over 550 corporate members) will welcome an opportunity to support military veterans and their eligible spouses, displaced workers and others seeking entry into our industry through a commitment to training and employment. We are especially interested in assisting with the definition of your program strategies and goals, as well as providing our review and comments about the health IT curricula for national dissemination.

From my perspective as Senior Director of Government and Industry Affairs with Siemens Healthcare, one of the world's leading providers of health IT, imaging and laboratory diagnostics, I appreciate the obvious value to employers that implementation of *Health e-Workforce* will bring. To give you some background, Siemens is Europe's largest engineering company and is a major player in many U.S. industries. Hiring veterans has been a major corporate initiative for us and I am proud to say that in 2011, alone, Siemens hired more than 520 veterans. Veterans at Siemens, including both enlisted and Junior Military Officers, represent a group of highly skilled individuals who can fill a diverse array of roles – from Field Engineers to Service Technicians to Sales and Marketing.

As we look at accelerating the pace at which these valuable individuals can enter the workforce, development and dissemination of industry-driven curricula and corresponding faculty development to speed deployment will result in a new wave of job-ready candidates in our rapidly expanding sector. Equipping students with hands-on experience with electronic health records software is an important element of a job seeker's profile. This proposal creates the means and distribution channels to help raise the bar of workforce readiness in health information technology.

On behalf of HIMSS, I support funding of the *Health e-Workforce* TAACCCT proposal.

A handwritten signature in cursive script that reads "Charlene S. Underwood".

Charlene Underwood, MBA, FHIMSS
Sr. Director, Government Relations, Siemens Medical Solutions
Chair, HIMSS Board of Directors



STATE OF WASHINGTON
HEALTH CARE AUTHORITY

626 8th Avenue, SE • P.O. Box 45502 • Olympia, Washington 98504-5502

May 10, 2012

TO: Paula Boyum, Vice President, Workforce Development, Bellevue College
FROM: Richard K. Onizuka, Assistant Director, Health Care Policy
RE: Commitment to Bellevue College *Health e-Workforce* DoL TAACCCT Proposal

Dear Dr. Boyum:

The Washington eHealth Collaborative Enterprise (eHCE) is a work group within the Health Care Authority that is responsible for coordinating statewide activities relating to the federal HITECH Act and state health information infrastructure activities. As Assistant Director, I convene the Washington Health Information Technology Industry – Education Council, a group formed to accelerate efficient workforce production in this sector.

Please accept the Council's strong commitment to the *Health e-Workforce* proposal, led by Bellevue College. Our membership, composed of representation from professional associations spanning the employer spectrum in this industry and education partners from K-12, community colleges, four year institutions and university graduate programs, agrees to contribute review and comment on proposed health IT programs and curricula, and act as a conduit for workforce needs assessment and connections with industry. The strong veterans service component to the proposed work is very much aligned with both our state's and Council's intentions.

Sincerely,

Richard K. Onizuka, PhD

Health e-Workforce Consortium Agreement

By & between: Bellevue College and Bellingham Technical College, Clark College, Clover Park Technical College, Northern Virginia Community College, Pierce College District, Renton Technical College, Spokane Community College, and Whatcom Community College

As members of the Health e-Workforce TAACCCT Consortium, we agree to work together to achieve the outcomes and deliverables defined within the proposal submitted to the U.S. Department of Labor in response to solicitation SGA/DFA PY 11-08, 200.

We agree and are committed to carrying out all activities described within the Project Work Plan to achieve all project defined goals, described within our *Consortia Letter of Commitment*.

Consortium funding will be administered by Bellevue College in the spirit of a cooperative agreement, a financial mechanism in which substantial programmatic involvement is anticipated. Reimbursement to Consortium Member Colleges will be made for previously approved allowable expenses up to the College's budgeted amount, each year. Payments will be made if the Member College is reaching project milestones and producing agreed upon deliverables in a timely manner. If the Member College is unable to honor its commitment an alternate budget and / or funding basis will be substituted.

In performing its responsibilities under this consortium agreement the consortium college hereby certifies and assures that it will fully comply with regulation and cost principles, including any subsequent amendments as stipulated in the Grant Agreement. The total reimbursement from the Lead College to consortium colleges for allowable provision of services shall not exceed the budgeted amount approved in the Grant Agreement. The Lead College has the authority to withhold payment if the Consortium College fails to make significant progress toward achieving outcomes as defined in the grant proposal.

Bellevue College (Lead)	Bellevue College (Member)	Bellingham Technical College	Clark College	Clover Park Technical College
\$5,558,012	\$807,046	\$643,796	\$542,266	\$602,142
Northern Virginia Community College	Pierce College District	Renton Technical College	Spokane Community College	Whatcom Community College
\$1,013,758	\$571,458	\$751,429	\$754,109	\$531,281

We agree to the following responsibilities:

Responsibilities of Lead College – Bellevue College
• Serve as liaison to Department of Labor • Ensure compliance with terms of TAACCCT grant award and special conditions • Provide Consortium leadership and resources, including curriculum development, instructional design, and employment services • Represent Consortium to industry partners and veterans associations • Manage contractors

- Develop policies and procedures to collect and report required project and student data
- Direct Consortium activity to support timely deliverable production and dissemination

Responsibilities of Washington Consortium Colleges

- Rapid project staff hiring, with a goal of full staffing within 1 month of award
- Meet member project milestones on time and within allowable cost
- Timely reporting and responsiveness to Consortium lead requests for data and fiscal information
- Participation in Consortium virtual and in person meetings
- Develop and implement recruitment, retention and placement strategies, emphasizing veterans needs
- Identify one college representative to fully participate in synthesis of the Washington IT Common Core Curriculum
- Complete articulation determination, to Bellevue College Healthcare Technology Management BAS

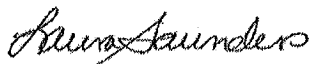
Responsibilities of Northern Virginia Community College

- Rapid project staff hiring, with a goal of full staffing within 1 month of award
- Timely reporting and responsiveness to Consortium lead requests for data and fiscal information
- Participation in Consortium virtual and in person meetings
- Develop and implement recruitment, retention and placement strategies, emphasizing veterans needs
- Identify one college representative to fully participate in synthesis of the Washington IT Common Core Curriculum
- Complete articulation determination, to Bellevue College Healthcare Technology Management BAS
- Provide outreach leadership to national veterans associations for Consortium
- Develop a Northern Virginia Health IT Community College Collaborative and Industry – Education Council

We, the members of the consortium agree to and designate Bellevue College as the lead institution that will serve as the grantee and contact for the U.S. Department of Labor. As the grantee, Bellevue College will be responsible for the overall fiscal and administrative responsibilities of the grant; and we as members of the consortium, agree to provide Bellevue College with all information needed to meet the reporting requirements of the grant.

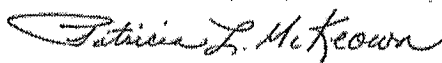
Read to and Agreed:

Bellevue College



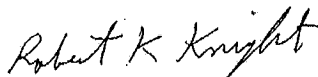
Laura Saunders, Interim President

Bellingham Technical College



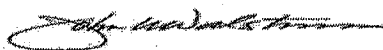
Patricia McKeown, President

Clark College



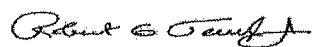
Bob Knight, President

Clover Park Technical College



John Walstrum, President

Northern Virginia Community College



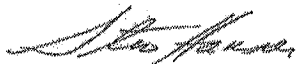
Robert Templin, President

Pierce College District



Michele Johnson, Chancellor

Renton Technical College



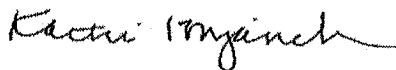
Steven Hanson, President

Spokane Community College



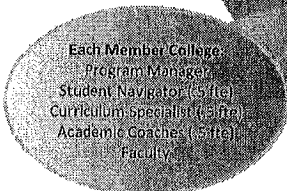
Joe Dunlap, President

Whatcom Community College



Kathi Hiyane-Brown, President

Health e-Workforce Consortium



Health e-Workforce Consortium Program Evaluation Plan

Developed by Social Policy Research Associates for Bellevue College

The Health e-Workforce Consortium proposal holds great promise of elevating workforce development related to health information technology, both for consortium members and nationwide. However, it is imperative that the innovative approaches the partnership proposes are fully documented and their impacts assessed.

Summary Evaluation Statement

As previously described, the consortium is planning on developing a veterans' health IT apprenticeship and career services initiative, promoting the professional development of faculty, developing enhanced and new curricula, establishing cloud-based national access to health records software, and targeting and assessing TAA-eligibles, veterans, and other eligible students in the courses of study affected by the initiative. Outcomes will include those measured at the college-level (e.g., innovative curricula and credential programs with national reach), the employer-level (e.g., greater satisfaction with those hired from the program), and the student-level (e.g. academic achievements, credentials, employment). Both formative and summative evaluation activities are planned. Specifically, the evaluation will include an intensive implementation study to document the project's start-up, evolution and maturation; a survey of faculty and employers, to measure faculty and employer satisfaction; an outcomes analysis; and a quasi-experimental analysis of impacts on students' academic and employment outcomes. Results will be disseminated in an Interim Report, due at the project's midpoint, and a Final Report, due at the project's conclusion. Additional deliverables include briefing papers and oral briefings, provided throughout the funded period. Evaluation will focus on documenting innovative training strategies and practices, to promote continuous improvement and the emergence of evidence-based practices nationwide.

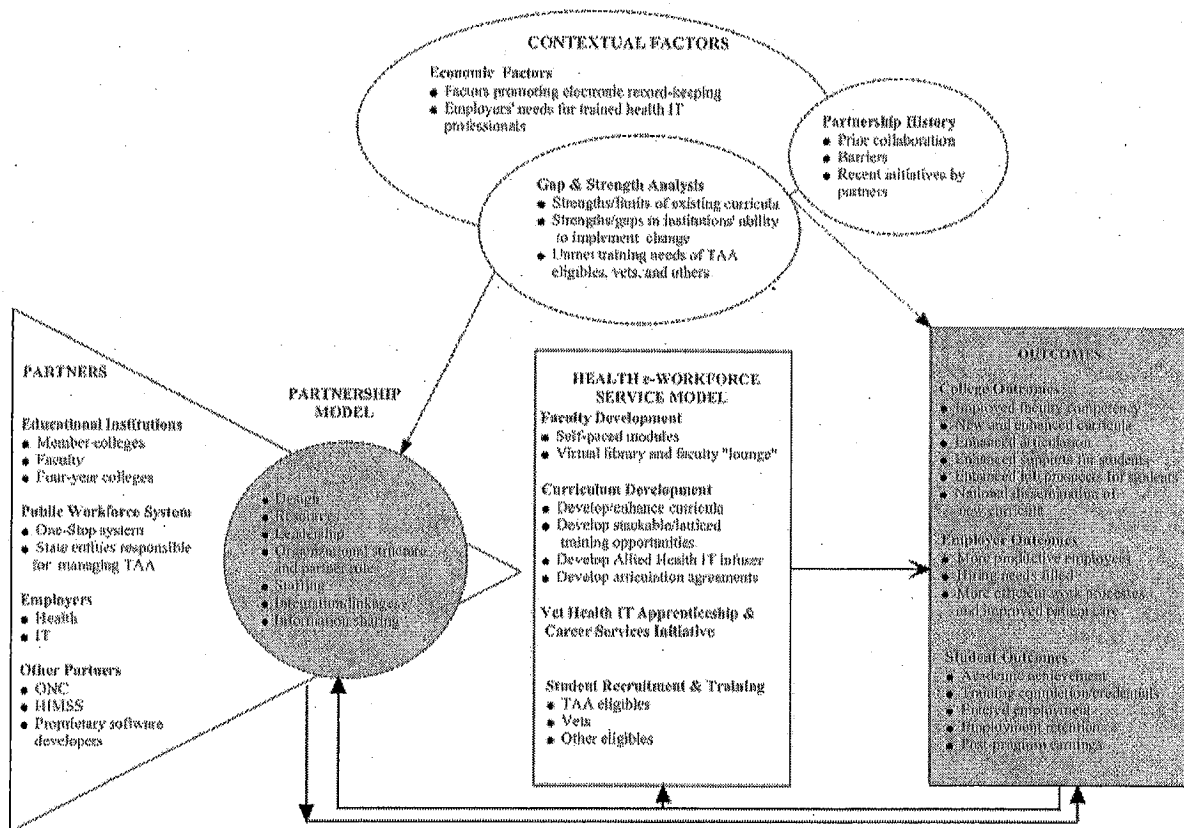
Evaluation Plan

Logic Model and Key Questions for the Evaluation

As a way of guiding the evaluation, we have developed a logic model (Exhibit E-1). This theory of change acknowledges the initiative will be developed in the context of an existing economic and educational environment that includes national needs for health IT infrastructure, and workforce demand for health IT professionals. Also relevant, the consortium institutions have some strengths (e.g., experiences from Bellevue College's National Science Foundation grant to develop an entry-level curriculum for health IT technicians and the colleges' pre-existing relationships with employers and credentialing bodies) but also some gaps that will need to be remedied by the implementation of this planned initiative. Also relevant as context, the exhibit points to the pressing unmet training needs of TAA eligible workers, veterans, and others.

A wide range of partners are part of the proposed undertaking; their participation will be key to the initiative's success. Partners include member colleges, the public workforce investment system, employers, and credentialing and advisory bodies (such as ONC and HIMSS). The middle panel of the following exhibit shows the key components of the initiative, which will be the focus of the partners' efforts. Components include system changes and curriculum redesign, and the recruitment and assessment of TAA eligibles, veterans, and others students for the new training opportunities to be developed. Outcomes to be impacted through these efforts include college-level outcomes, employer outcomes, and student outcomes. At the college level, we draw attention to enhanced faculty competency, new and enhanced curricula, new credential programs, and a new veterans apprenticeship program. Employers benefit by having access to more productive employees, yielding improved work processes and enhanced patient care. Students will obtain relevant credentials and excellent job prospects upon completion.

EXHIBIT E-1: LOGIC MODEL



Outcomes to be impacted through these efforts include college-level outcomes, employer outcomes, and student outcomes. At the college level, we draw attention to enhanced faculty competency, new and enhanced curricula, new credential programs, and a new veterans apprenticeship program. Employers will benefit through having access to more productive employees, which should yield benefits in the form of improved work processes and enhanced patient care. Finally, students who undertake the new training opportunities will obtain relevant credentials and are anticipated to have excellent job prospects upon completion.

The conceptual framework just described gives rise to key questions for the evaluation:

Key Evaluation Questions	
1	How do contextual factors shape the unfolding of the initiative?
2	How does the growing need for trained IT health professionals shape the initiative?
3	What existing strengths can the partners leverage in building the new initiative, including the partners' prior initiatives? What gaps need to be addressed?
4	What services were chosen for development in this initiative and how were they enhanced?
5	How is each of the initiative's major components launched? How does each develop over the years of the grant? How were grant funds used in these efforts?
6	What delivery methods are offered?
7	What administrative and partnership structures are established to guide the initiative?
8	What leadership structures are established? How are staff recruited and trained?
9	What roles do the public workforce system, employers, and other partners play (e.g., in design, in curriculum development, in recruiting and training students, in program management, etc.)? How do partners communicate and coordinate their activities?
10	What factors contributed to partners' involvement? What contributions were most and least important?
11	What is the nature of outreach to and assessment of TAA eligibles, veterans, and others?
12	How were applicants assessed and results used to determine appropriate services?
13	What career guidance was provided? What supportive services were available?
14	What are the initiative's outputs, outcomes, and impacts?
15	How many faculty take advantage of the new professional development opportunities made available? What is their assessment of the training they received?
16	How many training courses or programs of study were developed and how many enhanced by the initiative? Can they be sustained when the grant period ends?
17	What are employers' assessments of the skills of the matriculating students they have hired? Do employers perceive that the skills of the students are leading to more efficient office processes and improved patient care?
18	How many students take part in courses of study touched by this initiative? How many credit hours have been earned? How many students have completed coursework and earned a credential? What employment outcomes do participating students record? How do these outcomes compare to those of students in allied health fields?

Program Evaluation Plan

To address the questions identified above, the third-party evaluator will conduct an outcomes and impact study, an implementation study, and a survey of faculty and employers. Each is described in turn and Exhibit E-2 provides a summary of the timing of data collection and the relationship between data collection to the key research questions.

Exhibit E-2: Summary of Components and Timing of Data Collection

Components	Short List of Key Research Issues	Year of Data Collection			
		1	2	3	4
Implementation Study	• Context for implementation • Partner contributions • Administration and planning • Service design and delivery • Faculty/student recruitment & assessment	X	X	X	X
Faculty Survey	• Expectations/needs for prof development • Use of materials (frequency, duration) • Assessment of usefulness for teaching	X	X	X	X
Employer Survey	• IT skills needed of new hires • Work proficiency of hired students • Influences on office procedures				X
Outcome Analysis	• College-level outcomes • Student-level outcomes		X	X	X
Impact Analysis	• Impact of TAACCCT initiative on students' academic and employment outcomes				X

Outputs, Outcomes, and Impact Analysis - It will be critical to document the outputs and outcomes of the initiative, and estimate impacts on participating students. Beyond merely measuring the number of participants (both faculty and students) who were served and what services they received, we shall measure outcomes relating to the academic and employment objectives attained by students upon program completion or in a follow-up period.

Among the outcomes we will examine are those defined by the Common Measures used by the Workforce Investment Act (WIA) Adult and Youth Programs, including entered employment rates, retention rates, earnings, and attainment of a degree or credential. In keeping with the Common Measures, employment outcomes are to be measured in the first, second, and third quarters after the quarter of program exit. Other outcomes include whether students completed a

TAACCCT field of study, credits hours earned, program completion, credentials attained, and advancement in further education after TAACCCT completion. Some of these outcomes can be measured through the colleges' administrative data (e.g., credits earned, credentials), but employment outcomes will be captured through matching with the states' Unemployment Insurance (UI) wage systems. Consortium members already have close relations with the states' UI agencies, so arranging for such matching should not be difficult and can be arranged at no cost to the colleges. Outcomes for students in target groups (e.g., TAA eligibles and veterans) will be especially important to document.

However, we plan to go beyond merely noting the outcomes that students achieve; instead, we plan to estimate how participation in the program *changed* the outcomes from what might have been expected otherwise (that is, if the individuals had not participated in services provided by this initiative). As a first step, we plan on conducting a pre-post evaluation design, where the outcomes for treatment group members will be benchmarked against those of a comparison group made up of health IT students who undertook training in a certificate program at Bellevue College developed as part of an ONC grant in spring 2012. However, we recognize this approach's limitations: changing economic conditions could give rise to changing employment opportunities over time, making it difficult to disentangle the impact of the initiative from unrelated temporal changes. Therefore, we propose to use quasi-experimental, difference-in-difference methods to generate more rigorous impact estimates. In this approach, students will be drawn *both* from programs of study that are intended to be affected by TAACCCT activities *and* from comparison courses that not expected to be affected, and each will be measured *during both* a pre-initiative and post-initiative period. Impacts will be assessed by estimating whether enrollment in the program affected by the initiative led to better outcomes than could have been

expected given the changes over time experienced by cohorts of students not affected by the initiative. Depending on the outcome, multivariate regression, logit analysis, or hazards models will be used. All variables used in the analysis will be measured from the same sources for both treatment and comparison group members: the colleges' administrative data (e.g., for measuring student characteristics, credit hours, and credentials earned) and UI wage record systems (for measuring employment and earnings). All data containing personally identifiable information (such as students' names or Social Security Numbers) will be transmitted to the evaluation contractor using secure file transfer protocols, and all files will be encrypted using 256-bit encryption.

Implementation Study - Thoroughly documenting the implementation of the initiative and providing ongoing feedback to promote continuous improvement will be critical components of the evaluation. Therefore, we intend that the evaluator will track the evolution of the initiative through its start-up, early implementation, and mature phases, and provide timely reports. Key foci for the implementation study will include project planning, administration and management, and the development of each of the project's key components. For example, it will be critically important to document how existing curricula were enhanced and what new curricula were developed, what faculty training opportunities were made available, and so on. Each facet of grant implementation will be assessed against pre-established benchmarks, such as whether new curricula have been vetted with industry groups and employers and whether continuous improvement processes are built into the development of course materials.

Throughout, we are interested in documenting the challenges to implementation that occurred—whether they relate to service development, alliance building, or administration and management—and what strategies to overcome these challenges were developed. Further, we

want to document promising practices and lessons learned, so that consortium members, and other colleges, might reap full benefit from the experiences of our initiative in promoting continuous improvement.

To carry out these objectives, and examine the evolution of the initiative as it unfolds, we envision that the evaluation contractor will conduct site visits to Bellevue College (the project lead) at least twice per year and to two additional member colleges (and their affiliated partners) each quarter during a four-year period. Using this schedule, each participating college will be visited at least once per year, except that Bellevue College will be visited more frequently.

Site visits to each college are expected to last one to two days each. Field activities during the site visits will be contingent on where the college is in the grant implementation process (e.g., start-up, planning, phase-in, etc.), and the focus of the visits will similarly vary. For example, early visits will focus most especially on planning and design issues, mid-period visits on the development of new curriculum and other training tools, and later visits on rollout and plans for sustainability. Similarly, depending on the timing of the visit relative to grant implementation, field researchers will conduct interviews with: the college's grant manager or program coordinator, instructional designers, faculty, and students; employers who participate in the initiative; representatives of the public workforce investment system (e.g., WorkSource Career Center managers, administrators or staff serving TAA participants, representatives of veterans' employment and training programs); and other partners as appropriate. Field researchers will conduct their interviews guided by Field Protocols, which will be developed by the senior evaluation leadership team, and will detail their observations in site write-ups that will follow an established template developed by the evaluation's leadership team. These write-ups then constitute the raw materials for a planned interim and final report (described below).

Surveys of Faculty and Employers - Consistent with the logic model previously presented, faculty and employers are important constituents and partners of this initiative, and their feedback on the project's accomplishments must be captured in a comprehensive way. Therefore, we propose to conduct surveys of them. To promote high response rates, the surveys will be kept very short and will be available online.

Faculty surveys will be administered annually. The focus will be on the faculty's professional development needs and opportunities made available to them: for example, frequency and duration of use of new materials, assessments of the materials' usefulness, ways in which these materials have changed the respondent's classroom instructional practices, etc.

The employer survey will be administered a single time, at the beginning of the last year of the grant period. The timing of this survey assumes that, by the end of the third year, at least one cohort of students will have been affected by the initiative and have obtained employment, and employers targeted will be those who have hired students who have taken the health IT program of study (employers who assist with the design of the curriculum will be interviewed in person as part of the implementation study, described above). The focus of the questionnaire will be on how well the hired students are performing, whether they have the expected skills relating to health IT competencies, and whether the skills of these former students have changed office procedures or (if applicable) improved the efficiency or quality of patient care. At the conclusion of each round of surveys, the evaluation team will clean the data, conduct the analysis, and prepare reports and briefings (described below).

Reports and Deliverables

An Interim Report, due at the project's midpoint, will detail project progress, with a particular focus on challenges to implementation and obstacles that need to be overcome for the project to achieve its objectives by the end of the grant period. The Final Report will provide a

comprehensive accounting of the project's evolution and accomplishments, will highlight lessons learned and innovative strategies, and will document outcomes and impacts. The evaluation team will also prepare briefing papers, associated with the annual surveys and outcomes data collection, and will conduct at least twice yearly project briefings, so that grant managers can gain the benefit of the evaluation team's insights on something close to a real-time basis.

Criteria for Selecting an Evaluator

The Health e-Workforce Consortium Evaluation Plan, designed by Social Policy Research Associates (SPR), details a rigorous ongoing assessment, well aligned with the magnitude of the proposed undertaking. Selection and procurement of a third party evaluator for the Health e-Workforce Consortium project will be initiated within two weeks of notice of funding. The Bellevue College Procurement Office will oversee the procedure, adhering to guidelines and procedures for sole source contracting, in accordance with the Washington State Office of Financial Management, to facilitate SPR's evaluation contract. Social Policy Research Associates (SPR) has conducted scores of evaluations for the U.S. DoL and other clients, including implementation, outcomes and impact studies, as well as carrying out the proposed project. SPR recently concluded a seven-year, *Evaluation of the Trade Adjustment Assistance Program* for DoL. Based partly on SPR's recommendations, provisions of the TAA program were significantly amended with the passage of the Trade Adjustment Assistance Extension Act.

Project/Performance Site Location(s)

Project/Performance Site Primary Location

☐ I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: Bellevue Community College

DUNS Number: 0899373530000

* Street1: 3000 Landerholm Circle SE

Street2:

* City: Bellevue

County: King County

* State: WA: Washington

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 98007-6484

* Project/ Performance Site Congressional District: WA-008

Project/Performance Site Location 1

☐ I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: Northern Virginia Community College

DUNS Number: 0986988300000

* Street1: 4001 Wakefield Chapel Road

Street2:

* City: Annandale

County: Fairfax

* State: VA: Virginia

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 22003-3796

* Project/ Performance Site Congressional District: VA-011

Additional Location(s)

Add Attachment

Delete Attachment

View Attachment

PART II

BUDGET INFORMATION

BUDGET INFORMATION - Non-Construction Programs

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. TAAACCT	17.282	\$	\$	\$ 11,775,297.00	\$	\$ 11,775,297.00
2.						
3.						
4.						
5. Totals		\$	\$	\$ 11,775,297.00	\$	\$ 11,775,297.00

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)	(4)	
	TAAACOCCT				
a. Personnel	\$ 5,781,805.00	\$	\$	\$	\$ 5,781,805.00
b. Fringe Benefits	2,058,916.00				2,058,916.00
c. Travel	117,545.00				117,545.00
d. Equipment	0.00				
e. Supplies	88,392.00				88,392.00
f. Contractual	2,930,372.00				2,930,372.00
g. Construction	0.00				
h. Other	222,900.00				222,900.00
i. Total Direct Charges (sum of 6a-6h)	11,199,930.00				\$ 11,199,930.00
j. Indirect Charges	575,367.00				\$ 575,367.00
k. TOTALS (sum of 6i and 6j)	\$ 11,775,297.00	\$	\$	\$	\$ 11,775,297.00
7. Program Income	\$	\$	\$	\$	\$

Authorized for Local Reproduction

Standard Form 424A (Rev. 7-97)
Prescribed by OMB (Circular A-102) Page 1A

SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS	
8.	\$	\$	\$	\$	
9.					
10.					
11.					
12. TOTAL (sum of lines 8-11)	\$	\$	\$	\$	

SECTION D - FORECASTED CASH NEEDS				
Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal \$ 3,836,438.00	\$ 635,116.00	\$ 965,118.00	\$ 1,061,278.00	\$ 1,174,926.00
14. Non-Federal \$				
15. TOTAL (sum of lines 13 and 14) \$ 3,836,438.00	\$ 635,116.00	\$ 965,118.00	\$ 1,061,278.00	\$ 1,174,926.00

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT				
(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16. TRACCOOT \$	\$ 3,836,438.00	\$ 3,767,241.00	\$ 3,330,987.00	\$ 840,631.00
17.				
18.				
19.				
20. TOTAL (sum of lines 16 - 19) \$	\$ 3,836,438.00	\$ 3,767,241.00	\$ 3,330,987.00	\$ 840,631.00

SECTION F - OTHER BUDGET INFORMATION	
21. Direct Charges:	22. Indirect Charges: Predetermined; \$11,199,930; \$575,367
23. Remarks:	

Authorized for Local Reproduction

**Health e-Workforce DoL TAACCCT
Annual Budget**

Budget Item	Year 1	Year 2	Year 3	Year 4	Total
Personnel	\$1,907,166	\$1,875,407	\$1,716,827	\$282,405	\$5,781,805
Fringe Benefits	\$683,080	\$665,011	\$606,335	\$104,490	\$2,058,916
Travel	\$43,650	\$36,462	\$33,018	\$4,415	\$117,545
Equipment	\$0	\$0	\$0	\$0	\$0
Supplies	\$62,042	\$11,950	\$11,950	\$2,450	\$88,392
Contractual	\$845,377	\$952,475	\$748,918	\$383,602	\$2,930,372
Other	\$95,200	\$43,200	\$38,200	\$46,300	\$222,900
Total Direct	\$3,636,515	\$3,584,505	\$3,155,248	\$823,662	\$11,199,930
Indirect	\$199,923	\$182,736	\$175,739	\$16,969	\$575,367
Total	\$3,836,438	\$3,767,241	\$3,330,987	\$840,631	\$11,775,297

Health e-Workforce DoL TAACCCT
Budget Narrative - Bellevue College Lead

CATEGORY / ITEM:	YEAR				Requested TOTAL
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
a. Personnel					
EXECUTIVE DIRECTOR (\$86K; 1 FTE Y1-Y4) Overall responsibility for project design, implementation, outcomes, budget, reporting and compliance.	\$86,000	\$86,000	\$86,000	\$86,000	\$344,000
ASSOCIATE PROGRAM DIRECTOR (\$69,513; 1 FTE Y1-Y3.5) Executive Director's alternate; direction of curriculum development, instructional design and faculty development. Assist in overall management of all aspects of project implementation, management, reporting, outreach and evaluation.	\$69,513	\$69,513	\$34,757	\$0	\$173,783
CONSORTIUM CURRICULUM LEAD (\$65,660; .20 FTE Y1-Y2) Creates Consortium curriculum standards, provides review, comment and approval for Member College curriculum development	\$13,132	\$13,132	\$0	\$0	\$26,264
CONSORTIUM CURRICULUM & FACULTY DEVELOPMENT SPECIALIST (\$52K; 1 FTE Y1-Y2) Manages all curriculum development (approximately 15 HIT courses, and curricular elements for nursing approximately 4 allied health professions); provides milestones; ensures adherence to Consortium standards, manages nursing and allied health program "self study" and infusion process; manages and facilitates Core IT Curriculum synthesis process; quality controls all deliverables, liaises with DoL for dissemination; creates and maintains grant and Consortium required reporting; organizes virtual and onsite curriculum development – related events.	\$52,000	\$52,000	\$0	\$0	\$104,000
INSTRUCTIONAL DESIGN & IMPLEMENTATION SPECIALIST (\$52K; 1 FTE Y1-Y3) Creates Consortium ID standards; provides consultation and leadership in the application of e-learning resources to curricula. Leads ID virtual and in person events, and ongoing professional development. Ensures uniform adherence to Consortium standards; creates and maintains grant and Consortium required reporting. Designs VA Apprenticeship curriculum.	\$52,000	\$52,000	\$52,000	\$0	\$156,000
REPORTING & COMPLIANCE MANAGER (55K; 1 FTE Y1-Y3; .5 FTE Y4) Manages student data and reporting intake, rollout, quality control and compliance; provides compliance strategies, consulting and regular monitoring to member colleges. Selects and manages data applications and systems. Manages regular meetings with Member College Program Managers.	\$55,000	\$55,000	\$55,000	\$27,500	\$192,500

**Health e-Workforce DoL TAACCCT
Budget Narrative - Bellevue College Lead**

FISCAL COMPLIANCE MANAGER (\$52K; 1 FTE Y1-Y3; .5 FTE Y4) Provides fiscal compliance strategies, consulting and oversight to member colleges; manages contractual relationships; monitors all grant participants; produces all fiscal reporting for grantor and Bellevue College; manages all grant related Bellevue College budgets; liaises with BC grant fiscal manager; provides dashboard information for Exec. Director; manages all hiring intake and payroll functions.	\$52,000	\$52,000	\$52,000	\$26,000	\$182,000
EMPLOYMENT SPECIALIST (\$52K; 1FTE Y2-Y3) Central Consortium employment resource specialist, liaises with national and state employers and staffing organizations, designs and implements social media student-to-employment plan; leverages veteran-specific resources for Consortium deployment; develops overall Consortium employment objectives, milestones and timeline; initiates a community of profession with all Member College Navigators; designs and maintains employment tracking system; ensures collaboration with Employment Security Division and peer organizations in CA and VA; collaborates with HIMSS National Veterans Career Services Initiative; creates and maintains grant and Consortium required reporting. Interfaces with WDC and WIBS.	\$0	\$52,000	\$52,000	\$0	\$104,000
PRIOR LEARNING ASSESSMENT SPECIALIST (\$52K; .5 FTE Y1-Y3) In collaboration with Member Colleges, designs and guides implementation of PLA procedures in Consortium. Liaises with Member College Project Managers in VA, to help guide PLA implementation in grant funded programs. Provides specialized veterans PLA information to Member Colleges, and assists in timely implementation.	\$26,000	\$26,000	\$26,000	\$0	\$78,000
PROGRAM COORDINATOR (\$36K; 1 FTE Y1-Y3; .5 FTE Y4) Supports project logistics; communication; scheduling; virtual and in person meetings; purchasing; travel; duplication and web maintenance.	\$36,000	\$36,000	\$36,000	\$18,000	\$126,000
EDUCATIONAL TECHNOLOGIST (\$52K; .5 FTE Y1; 1 FTE Y2-Y3) Designs, implements and supports project data collection and systems, web communication, digital standards, cloud storage, web mobile applications and tech support plans.	\$26,000	\$52,000	\$52,000	\$0	\$130,000
TECHNICAL SUPPORT SERVICES - PT Hourly (\$20/hr X 780 hrs per yr) As needed, to support go-live online course implementations and novel e learning strategies, virtual meetings, data quality control and project computing needs.	\$15,600	\$15,600	\$15,600	\$0	\$46,800

**Health e-Workforce DoL TAACCCT
Budget Narrative - Bellevue College Lead**

E-LEARNING ASSISTANT - PT Hourly (\$20/hr x 780 hrs per yr) Assists ID Specialist in Member College support; provides front line course management and curricular element implementation problem solving and support, sometimes on after business hours and weekend schedules; assists faculty with video elements and new technologies.		\$15,600	\$15,600	\$15,600	\$0	\$46,800
a. Total Personnel		\$498,845	\$576,845	\$476,957	\$157,500	\$1,710,147
b. Fringe Benefits						
EXECUTIVE DIRECTOR at 37%		\$31,820	\$31,820	\$31,820	\$31,820	\$127,280
ASSOCIATE PROGRAM DIRECTOR at 37%		\$25,720	\$25,720	\$12,860	\$0	\$64,300
CONSORTIUM CURRICULUM LEAD at 37%		\$4,859	\$4,859	\$0	\$0	\$9,718
CONSORTIUM CURRICULUM & FACULTY DEVELOPMENT SPECIALIST at 37%		\$19,240	\$19,240	\$0	\$0	\$38,480
INSTRUCTIONAL DESIGN & IMPLEMENTATION SPECIALIST at 37%		\$19,240	\$19,240	\$19,240	\$0	\$57,720
REPORTING & COMPLIANCE MANAGER at 37%		\$20,350	\$20,350	\$20,350	\$10,175	\$71,225
FISCAL COMPLIANCE MANAGER at 37%		\$19,240	\$19,240	\$19,240	\$9,620	\$67,340
EMPLOYMENT SPECIALIST at 37%		\$0	\$19,240	\$19,240	\$0	\$38,480
PRIOR LEARNING ASSESSMENT SPECIALIST at 37%		\$9,620	\$9,620	\$9,620	\$0	\$28,860
PROGRAM COORDINATOR at 37%		\$13,320	\$13,320	\$13,320	\$6,660	\$46,620
EDUCATIONAL TECHNOLOGIST at 37%		\$9,620	\$19,240	\$19,240	\$0	\$48,100
TECHNICAL SUPPORT SERVICES, E-LEARNING ASSISTANT - PT Hourly at 10%		\$3,120	\$3,120	\$3,120	\$0	\$9,360
b. Total Fringe Benefits		\$176,149	\$205,009	\$168,050	\$58,275	\$607,483
c. Travel						
Exec Dir & Assoc Dir Out of state: 1 trip=\$1,393 (\$630 airfare + \$71 per diem x 3 + \$150 lodging x 2 + \$250 transport & internet service = \$1,393) DoL, HIMSS, Conference travel for dissemination; meet with CHIRP vendors and contractor, veterans employment event, etc. 4 trips ea Y1-Y3; 1 trip ea Y4 (26 trips total)		\$11,144	\$11,144	\$11,144	\$2,786	\$36,218
Compliance & Reporting Mgr & Fiscal Mgr DoL, monitoring: 1 trip ea Y1-Y3=6 trips=\$8,358 Curriculum/Faculty Dev Specialist Northern VA faculty events at NoVa; 1 trip Y1-Y2=\$2,786		\$2,786	\$2,786	\$2,786	\$0	\$8,358
		\$1,393	\$1,393	\$0	\$0	\$2,786

**Health e-Workforce DoL TAACCCT
Budget Narrative - Bellevue College Lead**

Employment Specialist									
HIMSS, NoVA, Conference travel: 2 trips Y1; 1 trip Y2-Y3=4 trips = \$5,572		\$2,786	\$1,393	\$1,393	\$1,393	\$0			\$5,572
e. Total Travel		\$18,109	\$16,716	\$15,323	\$2,786				\$52,934
e. Supplies									
Computer station									
Program Manager, Navigator		\$11,000	\$0	\$0	\$0	\$0			\$11,000
Netbooks		\$2,200	\$0	\$0	\$0	\$0			\$2,200
Consumables (paper, batteries, pens)		\$3,600	\$3,600	\$3,600	\$3,600	\$1,200			\$12,000
Meetings & even supplies									
Program Manager; Curriculum Dev Specialist; Navigator; Instructional Support		\$600	\$600	\$600	\$600	\$0			\$1,800
Headsets for virtual meeting events									
Program Manager; Curriculum Dev Specialist; Navigator; Instructional Support		\$549	\$0	\$0	\$0	\$0			\$549
(P&P manuals, reports, curr, etc.)		\$1,000	\$1,000	\$1,000	\$1,000	\$200			\$3,200
e. Total Supplies		\$18,949	\$5,200	\$5,200	\$5,200	\$1,400			\$30,749
f. Contractual									
CHIRP (Sole Source) - Services provided: develop electronic medical record academic library									
Linda Reeder (Sole Source) - Services provided: create an online self-study instrument for nursing and allied health programs to assess readiness for infusion of health IT into instructional programs		\$464,924	\$495,624	\$317,624	\$16,000				\$1,294,172
Lynn Wilson (Sole Source) - Services provided: direct the development of a Federally Registered Health IT Apprenticeship		\$12,600	\$0	\$0	\$0	\$0			\$12,600
HIMSS (Sole Source)(Initiative 1) National Veterans Career Services Initiative - Will provide the following services: work with Department of Defense and Veteran's Administration and health care organizations to gain commitment to national veterans career services initiative; list jobs with preference for veterans; and create Hero's Welcome at annual national conference exhibits		\$54,061	\$27,757	\$26,364	\$0				\$108,182
HIMSS (Sole Source) (Initiative 2) National EMR Academic Library - Services provided: recruitment, management and oversight of vendor and educational institution participation in the National EMR Academic Library		\$62,543	\$99,104	\$101,299	\$37,693				\$300,639
		\$39,013	\$70,413	\$70,413	\$65,000				\$244,839

Health e-Workforce DoL TAACCTT
Budget Narrative - Bellevue College Lead

WA Health IT Industry - Education Council Enlarge WA Health IT Industry - Education Council (Sole Source) - Services provided: Convene and Chair Council, to create continuous loop feedback for employers and educators & encourage relevant educational program growth and workforce reception for graduates									
	\$76,492	\$76,492	\$76,492	\$76,492	\$0				\$229,476
Washington State Labor Council (Sole Source) - Services provided: provide marketing and outreach services to promote awareness of grant-sponsored programs and services among TAA-eligible and veteran groups									
	\$7,550	\$5,844	\$0						\$13,394
Social Policy Research (sole source) - Services provided: Conduct evaluation of grant project; see attached evaluation plan									
	\$128,194	\$177,241	\$156,726	\$264,909					\$727,070
f. Total Contractual	\$845,377	\$952,475	\$748,918	\$383,602					\$2,930,372
h. Other									
Conference registrations, subscriptions	\$600	\$600	\$600	\$0					\$1,800
Outreach activity on behalf of Consortium	\$4,400	\$4,400	\$4,400	\$0					\$13,200
Data services; Cloud storage; licences	\$6,000	\$5,000	\$5,000	\$500					\$16,500
Subscription to NEER Perfect									
\$65 per student x 400 students	\$26,000	\$0	\$0	\$0					\$26,000
Web design & maintenance services									
100 hrs @ \$45/hr	\$4,500	\$0	\$0	\$0					\$4,500
Programming reports & query building									
100 hrs @ \$45/hr	\$4,500	\$0	\$0	\$0					\$4,500
Contractual - post production services									
min of 15 courses @ \$3K per course	\$0	\$0	\$0	\$45,000					\$45,000
h. Total Other	\$46,000	\$10,000	\$10,000	\$45,500					\$111,500
i. Total Direct Charges (a. - h.)									
	\$1,603,429	\$1,766,245	\$1,424,448	\$649,063					\$5,443,185
j. Indirect (2% limited) (Approved Rate 46% direct salaries)									
	\$37,276	\$37,276	\$37,276	\$3,000					\$114,828
k. BC LEAD TOTAL CHARGES									
	\$1,640,705	\$1,803,521	\$1,461,724	\$652,063					\$5,558,013

**Health e-Workforce DoL TAACCCT
Budget Narrative - Bellevue College Member**

CATEGORY / ITEM:					Requested
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
a. Personnel					
PROJECT MANAGER (1 FTE Y1-Y3; .5 FTE Y4) Manage implementation of project including staffing, budgeting, community outreach, partnerships, achievement of strategies, monitoring of progress, continuous improvement, and reporting.	\$54,000	\$54,000	\$54,000	\$13,500	\$175,500
STUDENT NAVIGATOR (.5 FTE) Provide program participant individual program advising to help bridge academic learning, student services, and community resources necessary for success. Collaborate with program partners to offer students job retention and career advancement support, as well as prepare, submit, and present all reports, updates, and information to the Project Manager.	\$26,000	\$26,000	\$26,000	\$0	\$78,000
STUDENT INSTRUCTIONAL SUPPORT (.5 FTE) Primary responsibilities include: a) assisting students with goal-setting and time management; b) monitoring student progress in online courses; c) checking in with students regularly to determine any needed support; and d) identifying any online course elements that may need revision (reflected in low scores by majority of participants).	\$13,000	\$26,000	\$26,000	\$0	\$65,000
CURRICULUM DEVELOPMENT SPECIALIST (.5 FTE, develop 2-3 courses) Primary responsibilities include: a) developing curricula and online course materials for new Health IT certificate programs; and b) ensuring that all curricula meet approved criteria and that online course materials are developed to prescribed evidence-based standards.	\$54,000	\$0	\$0	\$0	\$54,000
FACULTY SUBJECT MATTER EXPERT - Core IT Curriculum (1 quarter release)	\$3,650	\$0	\$0	\$0	\$3,650
FACULTY SUBJECT MATTER EXPERT - Rad Tech Infusion (2 quarters release)	\$7,300	\$0	\$0	\$0	\$7,300
FACULTY SUBJECT MATTER EXPERT - Nursing Infusion (1 quarter release)	\$3,650	\$0	\$0	\$0	\$3,650
FACULTY FOR PILOT COURSES \$68K=\$7,555 per course - Y1: 1 course; Y2: 11 courses; Y3: 3 courses	\$7,555	\$83,105	\$22,665	\$0	\$113,325
FACULTY STIPEND for Consortium professional development participation 2 instructors x 2 events at \$350 per event	\$1,400	\$1,400	\$1,400	\$0	\$4,200
FACULTY STIPEND for review & comment on HIT course for health professions 3 stipends @ \$350 ea	\$1,050	\$0	\$0	\$0	\$1,050
TECHNICAL ASSISTANT - PT Hourly for webinars, event technology, instructor & student tech assistance, cloud storage, manipulation and retrieval, etc. PT hrly \$25/hr: 110 hrs per qtr, 2 quarters Y1; 3 qtrs Y2 & Y3	\$5,500	\$8,250	\$8,250	\$0	\$22,000
DATA ANALYTICS - PT Hourly SUBJECT MATTER EXPERT (60 hrs @ \$60/hr)	\$3,600	\$0	\$0	\$0	\$3,600
a. Total Personnel	\$180,705	\$198,755	\$138,315	\$13,500	\$531,275

Health e-Workforce DoL TAACCCT
Budget Narrative - Bellevue College Member

b. Fringe Benefits					
PROJECT MANAGER at 37%	\$19,980	\$19,980	\$19,980	\$4,995	\$64,935
STUDENT NAVIGATOR at 37%	\$9,620	\$9,620	\$9,620	\$0	\$28,860
STUDENT INSTRUCTIONAL SUPPORT at 37%	\$4,810	\$9,620	\$9,620	\$0	\$24,050
CURRICULUM DEVELOPMENT SPECIALIST at 37%	\$19,980	\$0	\$0	\$0	\$19,980
FACULTY SUBJECT MATTER EXPERT (Core IT, Rad Tech, Nursing) at 37%	\$5,402	\$0	\$0	\$0	\$5,402
FACULTY FOR PILOT COURSES at 37%	\$2,795	\$30,749	\$8,386	\$0	\$41,930
FACULTY STIPEND (professional dev., review HIT course) at 20%	\$490	\$280	\$280	\$0	\$1,050
TECHNICAL ASSISTANT, DATA ANALYTICS at 10%	\$910	\$825	\$825	\$0	\$2,560
b. Total Fringe Benefits	\$63,987	\$71,074	\$48,711	\$4,995	\$188,767
c. Travel					
Mileage to meetings and events at .55 per mile; mileage 900	\$495	\$495	\$495	\$200	\$1,685
c. Total Travel	\$495	\$495	\$495	\$200	\$1,685
e. Supplies					
Computer, printer, monitor \$1,100 x 2; netbook \$700 x1					
Computer: Project Manager & Student Navigator;					
Netbook: Curriculum Development Specialist	\$2,900	\$0	\$0	\$0	\$2,900
Office supplies, paper, pens, toner, ect.	\$300	\$300	\$300	\$100	\$1,000
Meeting & Event supplies	\$300	\$300	\$300	\$0	\$900
Web cameras for virtual meeting attendance 4 x 41.99					
PM; Curr Dev Specialist; Navigator; Instructional Support	\$168	\$0	\$0	\$0	\$168
Headsets for virtual meetings 4 x 54.99					
PM; Curr Dev Specialist; Navigator; Instructional Support	\$220	\$0	\$0	\$0	\$220
Copying, including policy and procedure manual, reports, curriculum, etc.	\$350	\$150	\$150	\$0	\$650
e. Total Supplies	\$4,238	\$750	\$750	\$100	\$5,838
h. Other					
Virtual & regional professional association conference registrations	\$500	\$500	\$500	\$0	\$1,500
Program marketing, outreach and student recruitment activity	\$4,500	\$2,500	\$2,500	\$0	\$9,500
Phone & Postage	\$200	\$200	\$200	\$100	\$700

Health e-Workforce DoL TAACCCT
Budget Narrative - Bellevue College Member

Veterans org outreach 80 hrs per yr x \$50/hr x 2 yrs	\$4,000	\$4,000	\$0	\$0	\$8,000
h. Total Other	\$9,200	\$7,200	\$3,200	\$100	\$19,700
i. Total Direct Charges (a. - h.)	\$258,625	\$278,274	\$191,474	\$18,895	\$747,265
j. Indirect (8% limited) (Approved Rate 46% direct salaries)	\$20,690	\$22,262	\$15,318	\$1,512	\$59,781
k. BELLEVUE TOTAL CHARGES	\$279,315	\$300,536	\$206,789	\$20,407	\$807,046

Health e-Workforce DoL TAACCCT
Budget Narrative - Bellingham Technical College Member

CATEGORY / ITEM:					Requested TOTAL
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
a. Personnel					
PROJECT MANAGER (1 FTE Y1-Y3; .25 FTE Y4) Manage implementation of project including staffing, budgeting, community outreach, partnerships, achievement of strategies, monitoring of progress, continuous improvement, and reporting.	\$54,000	\$54,000	\$54,000	\$13,500	\$175,500
STUDENT NAVIGATOR (.5 FTE) Provide program participant individual program advising to help bridge academic learning, student services, and community resources necessary for success. Collaborate with program partners to offer students job retention and career advancement support, as well as prepare, submit, and present all reports, updates, and information to the Project Manager.	\$26,000	\$26,000	\$26,000	\$0	\$78,000
STUDENT INSTRUCTIONAL SUPPORT (.5 FTE) Primary responsibilities include: a) assisting students with goal-setting and time management; b) monitoring student progress in online courses; c) checking in with students regularly to determine any needed support; and d) identifying any online course elements that may need revision (reflected in low scores by majority of participants).	\$13,000	\$26,000	\$26,000	\$0	\$65,000
CURRICULUM DEVELOPMENT SPECIALIST (.5 FTE, develop 2-3 courses) Primary responsibilities include: a) BTC will create a Health Information Technology certificate option; and b) Pathway will include alignment with State IT core courses and target BTC's Computer Networking and Computer Software Support program students.	\$27,000	\$0	\$0	\$0	\$27,000
FACULTY SUBJECT MATTER EXPERT - Core IT Curriculum (1 quarter release)	\$3,436	\$0	\$0	\$0	\$3,436
FACULTY SUBJECT MATTER EXPERT - HIT Course Development (3 quarters release)	\$10,308	\$0	\$0	\$0	\$10,308
FACULTY FOR PILOT COURSES \$68K=\$7,555 per course - Y1:1 course; Y2: 2 courses; Y3: 2 courses	\$7,555	\$15,110	\$15,110	\$0	\$37,775
FACULTY STIPEND for Consortium professional development participation 2 Instructors x 1 events @ \$350 per event	\$700	\$700	\$700	\$0	\$2,100
TECHNICAL ASSISTANT - PT Hourly for webinars, event technology, instructor & student tech assistance, cloud storage, manipulation and retrieval, etc; PT hrly \$25/hr: 110 hrs per quarter, 2 quarters Y1; 3 quarters Y2 & Y3	\$5,500	\$8,250	\$8,250	\$0	\$22,000
a. Total Personnel	\$147,499	\$130,060	\$130,060	\$13,500	\$421,119
b. Fringe Benefits					
PROJECT MANAGER at 37%	\$19,980	\$19,980	\$19,980	\$4,995	\$64,935
STUDENT NAVIGATOR at 37%	\$9,620	\$9,620	\$9,620	\$0	\$28,860
STUDENT INSTRUCTIONAL SUPPORT at 37%	\$4,810	\$9,620	\$9,620	\$0	\$24,050

**Health e-Workforce DoL TAACCCT
Budget Narrative - Bellingham Technical College Member**

CURRICULUM DEVELOPMENT SPECIALIST at 37%	\$9,990	\$0	\$0	\$0	\$9,990
FACULTY SUBJECT MATTER EXPERT (Core IT, HIT) at 37%	\$5,085	\$0	\$0	\$0	\$5,085
FACULTY FOR PILOT COURSES at 37%	\$2,795	\$5,591	\$5,591	\$0	\$13,977
FACULTY STIPEND at 20%	\$140	\$140	\$140	\$0	\$420
TECHNICAL ASSISTANT at 10%	\$550	\$825	\$825	\$0	\$2,200
b. Total Fringe Benefits	\$52,970	\$45,776	\$45,776	\$4,995	\$149,517
c. Travel					
Program Manager Driving to Bellevue for Consortium Meeting Per diem \$71/day x 2 days; mileage 200 miles at .55; lodging \$162; Incidentals \$15x2	\$444	\$444	\$444	\$0	\$1,332
Navigator Driving to Bellevue for Consortium meeting Per diem \$71/day x 2 days; mileage 200 miles at .55; lodging \$162; Incidentals \$15x2	\$444	\$444	\$444	\$0	\$1,332
1 Faculty Driving to Bellevue for Core IT Curriculum Synthesis Meeting Per diem \$71/day x 2 days; mileage 200 miles at .55; lodging \$162; Incidentals \$15x2	\$444	\$444	\$444	\$0	\$1,332
Curriculum Specialist Driving to Bellevue for Curriculum Development Meeting Per diem \$71/day x 2 days; mileage 200 miles at .55; lodging \$162; Incidentals \$15x2	\$444	\$0	\$0	\$0	\$444
1 Faculty Driving to Bellevue for Curriculum Meeting Per diem \$71/day x 2 days; mileage 200 miles at .55; lodging \$162; Incidentals \$15x2	\$444	\$0	\$0	\$0	\$444
2 Faculty Driving to Bellevue for Faculty Development Per diem \$71/day x 2 days; mileage 200 miles at .55; lodging \$162; Incidentals \$15x2	\$888	\$888	\$888	\$0	\$2,664
Mileage to meetings and events at .55 per mile; Y1-3: mileage 500; Y4: mileage 200	\$275	\$275	\$275	\$110	\$935
c. Total Travel	\$3,383	\$2,495	\$2,495	\$110	\$8,483
e. Supplies					
Computer, printer, monitor \$1,100 x 2: Program Manager, Navigator	\$2,200	\$0	\$0	\$0	\$2,200
Consumable office supplies, such as paper, pens, toner	\$300	\$300	\$300	\$100	\$1,000
Meeting & Event supplies	\$300	\$300	\$300	\$0	\$900
Web cameras for virtual meeting attendance 4 x \$119.99: Program Manager, Curriculum Dev Specialist; Navigator, Instructional Support	\$168	\$0	\$0	\$0	\$168
Headsets for virtual meetings 4 x \$54.99: Program Manager, Curriculum Dev Specialist; Navigator, Instructional Support	\$220	\$0	\$0	\$0	\$220
Copying, including policy and procedure manual, reports, curriculum, etc.: Copy budget in Y4 for follow-up and reporting	\$350	\$150	\$150	\$150	\$800
e. Total Supplies	\$3,538	\$750	\$750	\$250	\$5,288

Health e-Workforce DoL TAACCCT
Budget Narrative - Bellingham Technical College Member

h. Other					
Virtual & regional professional association conference registrations					
Memberships: COMPTIA, Microsoft IT Academy	\$500	\$500	\$500	\$0	\$1,500
Program marketing, outreach and student recruitment activity	\$4,500	\$2,500	\$2,500	\$0	\$9,500
Phone & Postage	\$200	\$200	\$200	\$100	\$700
h. Total Other	\$5,200	\$3,200	\$3,200	\$100	\$11,700
i. Total Direct Charges (a. - h.)					
	\$212,590	\$182,281	\$182,281	\$18,955	\$596,107
j. Indirect (8% limited) (Approved Rate 20% direct cost)	\$17,007	\$14,582	\$14,582	\$1,516	\$47,687
k. BELLINGHAM TOTAL CHARGES					
	\$229,597	\$196,863	\$196,863	\$20,471	\$643,794

**Health e-Workforce DoL TAACCCT
Budget Narrative - Clark College Member**

CATEGORY / ITEM:					Requested TOTAL
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
a. Personnel					
PROJECT MANAGER (1 FTE Y1-Y3; .25 FTE Y4) Implementation of project including staffing, budgeting, community outreach, partnerships, achievement of strategies, monitoring of progress, continuous improvement, and reporting.	\$54,000	\$54,000	\$54,000	\$13,500	\$175,500
STUDENT NAVIGATOR (.5 FTE, Y1 (6 mos), Y2-Y3 (12 mos)) Provide program participant individual program advising to help bridge academic learning, student services, and community resources necessary for success. Collaborate with program partners to offer students job retention and career advancement support, as well as prepare, submit, and present all reports, updates, and information to the Project Manager.	\$10,400	\$20,800	\$20,800	\$0	\$52,000
STUDENT INSTRUCTIONAL SUPPORT (.5 FTEY, Y1(6 mos), Y2 -Y3(9 mos)) Primary responsibilities include: a) assisting students with goal-setting and time management; b) monitoring student progress in online courses; c) checking in with students regularly to determine any needed support; and d) identifying any online course elements that may need revision (reflected in low scores by majority of participants).	\$15,550	\$23,325	\$23,325	\$0	\$62,200
CURRICULUM DEVELOPMENT SPECIALIST (.5 FTE, develop 2-3 courses) Primary responsibilities include: a) developing curricula and online course materials for new Health IT certificate programs; and b) ensuring that all curricula meet approved criteria and that online course materials are developed to prescribed evidence-based standards.	\$23,325	\$0	\$0	\$0	\$23,325
FACULTY SUBJECT MATTER EXPERT - Core IT Curriculum (6 lecture contact hrs + 13 hrs (.33 FTE) at \$31.30)	\$4,029	\$0	\$0	\$0	\$4,029
FACULTY SUBJECT MATTER EXPERT - HIT Course Development (6 lecture contact hrs per quarter + 13 hrs (.33 FTE) at \$31.30)	\$12,087	\$0	\$0	\$0	\$12,087
FACULTY STIPEND for Consortium professional development participation 2 Instructors x 2 events at \$350 per event	\$700	\$700	\$700	\$0	\$2,100
INSTRUCTIONAL & CLASSROOM SUPPORT TECH III - PT Hourly \$18.02/hr: 110 hrs per quarter, Y1:2 quarters; Y2 -Y3:3 quarters	\$3,964	\$5,947	\$5,947	\$0	\$15,858
a. Total Personnel	\$124,055	\$104,772	\$104,772	\$13,500	\$347,099
b. Fringe Benefits					
PROJECT MANAGER at 37%	\$19,980	\$19,980	\$19,980	\$4,995	\$64,935
STUDENT NAVIGATOR at 37%	\$3,848	\$7,696	\$7,696	\$0	\$19,240
STUDENT INSTRUCTIONAL SUPPORT at 37%	\$5,754	\$8,630	\$8,630	\$0	\$23,014

**Health e-Workforce DoL TAACCCT
Budget Narrative - Clark College Member**

CURRICULUM DEVELOPMENT SPECIALIST at 37%	\$8,630	\$0	\$0	\$0	\$8,630
FACULTY SUBJECT MATTER EXPERT (Core IT, HIT) at 37%	\$5,963	\$0	\$0	\$0	\$5,963
FACULTY STIPEND at 20%	\$140	\$140	\$140	\$0	\$420
INSTRUCTIONAL & CLASSROOM SUPPORT TECH III at 10%	\$396	\$595	\$595	\$0	\$1,586
b. Total Fringe Benefits	\$44,711	\$37,041	\$37,041	\$4,995	\$123,788
c. Travel					
Program Manager Driving to Bellevue for TAACCCT Grant Consortium Meeting Per diem: \$71/day x2 days; mileage: 350 miles at .55=\$193, lodging: \$ 137, incidentals \$15x2	\$502	\$502	\$502	\$0	\$1,506
Navigator Driving to Bellevue for TAACCCT Grant Consortium meeting Per diem: \$71/day x2 days; mileage: 350 miles at .55=\$193, lodging: \$ 137, incidentals \$15x2	\$502	\$502	\$502	\$0	\$1,506
1 Faculty Driving to Bellevue for Core IT Curriculum Synthesis Meeting Per diem: \$71/day x2 days; mileage: 350 miles at .55=\$193, lodging: \$ 137, incidentals \$15x2	\$502	\$502	\$502	\$0	\$1,506
Curriculum Specialist Driving to Bellevue for Curriculum Development Meeting Per diem: \$71/day x2 days; mileage: 350 miles at .55=\$193, lodging: \$ 137, incidentals \$15x2	\$502	\$0	\$0	\$0	\$502
1 Faculty Driving to Bellevue for Curriculum Meeting Per diem: \$71/day x2 days; mileage: 350 miles at .55=\$193, lodging: \$ 137, incidentals \$15x2	\$502	\$0	\$0	\$0	\$502
2 Faculty Driving to Bellevue for Faculty Development Per diem: \$71/day x2 days; mileage: 350 miles at .55=\$193, lodging: \$ 137, incidentals \$15x2	\$1,004	\$1,004	\$1,004	\$0	\$3,012
Mileage to miscellaneous meetings and events at .55: mileage 1000; Incidentals \$15x3 days	\$595	\$595	\$595	\$298	\$2,083
Program Manager Driving to Bellevue for regional Health Informatics Consortium meeting (3 times per year)	\$1,502.00	\$1,502.00	\$1,503.00	\$0	\$4,507
c. Total Travel	\$5,611	\$4,607	\$4,608	\$298	\$15,124
e. Supplies					
Computer, printer, monitor \$1,100 x 2: Program Manager, Navigator	\$2,200	\$0	\$0	\$0	\$2,200
Consumable office supplies, such as paper, pens, toner	\$300	\$300	\$300	\$100	\$1,000
Meeting & Event supplies	\$300	\$300	\$300	\$0	\$900
Web cameras for virtual meeting attendance 4 x 41.99: Program Manager; Curriculum Dev. Specialist; Navigator; Instructional Support	\$168	\$0	\$0	\$0	\$168
Headsets for virtual meetings 4 x 54.99 Program Manager; Curriculum Dev. Specialist; Navigator; Instructional Support	\$220	\$0	\$0	\$0	\$220
Copying, including policy and procedure manual, reports, curriculum, etc.	\$350	\$150	\$150	\$0	\$650

**Health e-Workforce DoL TAACCCT
Budget Narrative - Clark College Member**

e. Total Supplies	\$3,538	\$750	\$750	\$100	\$5,138
h. Other					
Virtual & regional professional association conference registrations	\$250	\$250	\$250	\$0	\$750
Program marketing, outreach and student recruitment activity	\$4,500	\$2,500	\$2,500	\$0	\$9,500
Phone & Postage	\$200	\$200	\$200	\$100	\$700
h. Total Other	\$4,950	\$2,950	\$2,950	\$100	\$10,950
i. Total Direct Charges (a. - h.)	\$182,865	\$150,120	\$150,121	\$18,993	\$502,099
j. Indirect (8% limited) (Approved Rate 42% direct salaries)	\$14,629	\$12,010	\$12,010	\$1,519	\$40,168
k. CLARK TOTAL CHARGES	\$197,494	\$162,130	\$162,131	\$20,512	\$542,267

Health e-Workforce DoL TAACCCT
Budget Narrative - Clover Park Technical College Member

CATEGORY / ITEM:	Requested				Requested TOTAL
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
a. Personnel					
PROJECT MANAGER (1 FTE Y1-Y3, .25 FTE Y4) Manage implementation of project including staffing, budgeting, community outreach, partnerships, achievement of strategies, monitoring of progress, continuous improvement, and reporting.	\$52,252	\$52,252	\$52,252	\$13,063	\$169,819
STUDENT INSTRUCTIONAL SUPPORT (.5 FTE) Primary responsibilities include: a) assisting students with goal-setting and time management; b) monitoring student progress in online courses; c) checking in with students regularly to determine any needed support; and d) identifying any online course elements that may need revision (reflected in low scores by majority of participants).	\$13,718	\$13,718	\$13,718	\$0	\$41,154
CURRICULUM DEVELOPMENT SPECIALIST (.5 FTE, develop 2-3 courses) Primary responsibilities include: a) developing curricula and online course materials for new Health IT certificate programs; and b) ensuring that all curricula meet approved criteria and that online course materials are developed to prescribed evidence-based standards.	\$27,000	\$0	\$0	\$0	\$27,000
FACULTY SUBJECT MATTER EXPERT - Core IT Curriculum (1 quarter release)	\$3,000	\$0	\$0	\$0	\$3,000
FACULTY SUBJECT MATTER EXPERT - HIT Course Development (3 quarters release)	\$10,000	\$0	\$0	\$0	\$10,000
FACULTY FOR PILOT COURSES (Y1: .75; YR2-3: 1 FTE)	\$39,000	\$52,000	\$52,000	\$0	\$143,000
FACULTY STIPEND for Consortium professional development participation 1 instructors x 2 events at \$350 per event	\$700	\$700	\$700	\$0	\$2,100
a. Total Personnel					\$396,073
b. Fringe Benefits					
PROJECT MANAGER at 37%	\$19,333	\$19,333	\$19,333	\$4,833	\$62,832
STUDENT INSTRUCTIONAL SUPPORT at 37%	\$5,076	\$5,076	\$5,076	\$0	\$15,228
CURRICULUM DEVELOPMENT SPECIALIST at 37%	\$9,990	\$0	\$0	\$0	\$9,990
FACULTY SUBJECT MATTER EXPERT (Core IT, HIT) at 37%	\$4,810	\$0	\$0	\$0	\$4,810
FACULTY FOR PILOT COURSES at 37%	\$14,430	\$19,240	\$19,240	\$0	\$52,910
FACULTY STIPEND at 20%	\$140	\$140	\$140	\$0	\$420
b. Total Fringe Benefits					\$146,190
c. Travel					

Health e-Workforce DoL TAACCCT

Program Manager Driving to Bellevue for Consortium Meeting						
Per diem: \$72/day x2 days; mileage: 104 miles at .55=\$57, lodging: \$ 137, incidentals \$15x2						
1 Faculty Driving to Bellevue for Core IT Curriculum Synthesis Meeting	\$369	\$369	\$369	\$369	\$0	\$1,107
Curriculum Specialist Driving to Bellevue for Curriculum Development Meeting	\$369	\$369	\$369	\$369	\$0	\$1,107
1 Faculty Driving to Bellevue for Curriculum Meeting	\$369	\$369	\$369	\$369	\$0	\$369
2 Faculty Driving to Bellevue for Faculty Development	\$369	\$369	\$369	\$369	\$0	\$369
Mileage to meetings and events 464 x .55 per mile	\$255	\$255	\$255	\$255	\$102	\$867
e. Total Travel	\$2,100	\$993	\$993	\$993	\$102	\$4,188
e. Supplies						
Computer, printer, monitor \$1,100 x 2:						
Program Manager, Navigator	\$2,200	\$0	\$0	\$0	\$0	\$2,200
Consumable office supplies, such as paper, pens, toner	\$300	\$300	\$300	\$300	\$100	\$1,000
Meeting & Event supplies	\$300	\$300	\$300	\$300	\$0	\$900
Web cameras for virtual meeting attendance 4 x 41.99:						
Program Manager; Curriculum Dev. Specialist; Navigator; Instructional Support	\$168	\$0	\$0	\$0	\$0	\$168
Headsets for virtual meetings 4 x 54.99:						
Program Manager; Curriculum Dev. Specialist; Navigator; Instructional Support	\$220	\$0	\$0	\$0	\$0	\$220
Copying, including policy and procedure manual, reports, curriculum, etc.	\$350	\$150	\$150	\$150	\$0	\$650
e. Total Supplies	\$3,538	\$750	\$750	\$750	\$100	\$5,138
h. Other						
Virtual & regional professional association conference registrations	\$250	\$250	\$250	\$250	\$0	\$750
Program marketing, outreach and student recruitment activity	\$1,500	\$1,500	\$1,500	\$1,500	\$0	\$4,500
Phone & Postage	\$200	\$200	\$200	\$200	\$100	\$700
h. Total/Other	\$1,950	\$1,950	\$1,950	\$1,950	\$100	\$5,950
i. Total Direct Charges (a.+h.)						
	\$207,037	\$166,152	\$166,152	\$166,152	\$18,198	\$557,539
j. Indirect (8% limited) (Approved Rate 49% direct salaries)						
	\$16,563	\$13,292	\$13,292	\$13,292	\$1,456	\$44,603
k. CLOVER PARK TOTAL CHARGES						
	\$223,600	\$179,444	\$179,444	\$179,444	\$19,654	\$602,122

Health e-Workforce DoL TAACCCT
Budget Narrative - Pierce College Member

CATEGORY / ITEM:	YEAR				Requested TOTAL
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
a. Personnel					
PROJECT MANAGER (1 FTE Y1-Y3; .25 FTE Y4) Manage implementation of project including staffing, budgeting, community outreach, partnerships, achievement of strategies, monitoring of progress, continuous improvement, and reporting.	\$52,000	\$52,000	\$52,000	\$13,000	\$169,000
STUDENT NAVIGATOR (Career Coach) (.5 FTE) Primary responsibilities include student outreach and recruitment, student advising, career services, and health IT employer outreach.	\$26,000	\$26,000	\$26,000	\$0	\$78,000
STUDENT INSTRUCTIONAL SUPPORT (.5 FTE) Primary responsibilities include: a) assisting students with goal-setting and time management; b) monitoring student progress in online courses; c) checking in with students regularly to determine any needed support; and d) identifying any online course elements that may need revision (reflected in low scores by majority of participants).	\$12,500	\$25,000	\$25,000	\$0	\$62,500
CURRICULUM DEVELOPMENT SPECIALIST (.5 FTE) Primary responsibilities include: a) work with faculty SME to convert existing curriculum to online/hybrid and process through internal/external approval; and b) ensuring that all curricula meet approved criteria and that online course materials are developed to prescribed evidence-based standards.	\$24,500	\$0	\$0	\$0	\$24,500
FACULTY SUBJECT MATTER EXPERT Core IT Curriculum - 1 quarter backfill	\$3,462	\$0	\$0	\$0	\$3,462
FACULTY SUBJECT MATTER EXPERT HIT Course Development (3 quarters 1/3 released time)	\$10,386	\$0	\$0	\$0	\$10,386
FACULTY FOR PILOT COURSES Cost of instruction for two new database for Health IT courses taught online/hybrid	\$0	\$6,924	\$6,924	\$0	\$13,848
FACULTY STIPEND for Consortium professional development participation: 1 instructors x 2 events at \$350 per event	\$700	\$700	\$700	\$0	\$2,100
PT Hourly for technical assistance (instructor & student technical assistance, cloud storage, manipulation and retrieval) for newly developed database for Health IT courses; part-time hourly, \$25/hour x 5 hours per week x 10 weeks; 3 quarters year 2 and 3 for infusion of new courses and software into CIS and nursing labs	\$0	\$3,750	\$3,750	\$0	\$7,500
a. Total Personnel	\$129,548	\$114,374	\$114,574	\$13,000	\$371,496

Health e-Workforce DoL TAACCCT
Budget Narrative - Pierce College Member

b. Fringe Benefits									
PROJECT MANAGER at 37%	\$19,240	\$19,240	\$19,240	\$19,240	\$19,240	\$19,240	\$4,810	\$62,530	
STUDENT NAVIGATOR at 37%	\$9,620	\$9,620	\$9,620	\$9,620	\$9,620	\$9,620	\$0	\$28,860	
STUDENT INSTRUCTIONAL SUPPORT at 37%	\$4,625	\$9,250	\$9,250	\$9,250	\$9,250	\$9,250	\$0	\$23,125	
CURRICULUM DEVELOPMENT SPECIALIST at 37%	\$9,065	\$0	\$0	\$0	\$0	\$0	\$0	\$9,065	
FACULTY SUBJECT MATTER EXPERT (Core IT, HIIT) at 37%	\$5,124	\$0	\$0	\$0	\$0	\$0	\$0	\$5,124	
FACULTY FOR PILOT COURSES at 37%	\$0	\$2,562	\$2,562	\$2,562	\$2,562	\$2,562	\$0	\$5,124	
FACULTY STIPEND at 20%	\$140	\$140	\$140	\$140	\$140	\$140	\$0	\$420	
MEDIA SPECIALIST at 10%	\$0	\$375	\$375	\$375	\$375	\$375	\$0	\$750	
b. Total Fringe Benefits									
	\$47,814	\$41,187	\$41,187	\$41,187	\$41,187	\$41,187	\$4,810	\$134,998	
c. Travel									
Program Manager Driving to Bellevue for Consortium Meetings									
Per diem: \$72/day x2 days; mileage: 120 miles at .55=\$66, lodging: \$ 137, incidentals \$15x2	\$377	\$377	\$377	\$377	\$377	\$377	\$0	\$1,131	
Navigator Driving to Bellevue for Consortium meetings									
Per diem: \$72/day x2 days; mileage: 120 miles at .55=\$66, lodging: \$ 137, incidentals \$15x2	\$377	\$377	\$377	\$377	\$377	\$377	\$0	\$1,131	
1 Faculty Driving to Bellevue for Core IT Curriculum Synthesis Meetings									
Per diem: \$72/day x2 days; mileage: 120 miles at .55=\$66, lodging: \$ 137, incidentals \$15x2	\$377	\$377	\$377	\$377	\$377	\$377	\$0	\$754	
Curriculum Specialist Driving to Bellevue for Curriculum Development Meetings									
Per diem: \$72/day x2 days; mileage: 120 miles at .55=\$66, lodging: \$ 137, incidentals \$15x2	\$377	\$377	\$377	\$377	\$377	\$377	\$0	\$377	
1 Faculty Driving to Bellevue for Curriculum Meeting									
Per diem: \$72/day x2 days; mileage: 120 miles at .55=\$66, lodging: \$ 137, incidentals \$15x2	\$377	\$377	\$377	\$377	\$377	\$377	\$0	\$377	
2 Faculty Driving to Bellevue for Faculty Development									
Per diem: \$72/day x2 days; mileage: 120 miles at .55=\$66, lodging: \$ 137, incidentals \$15x2	\$754	\$754	\$754	\$754	\$754	\$754	\$0	\$2,262	
Mileage to meetings and events at .55 per mile; mileage 112	\$62	\$62	\$62	\$62	\$62	\$62	\$0	\$185	
c. Total Travel									
	\$2,701	\$1,947	\$1,947	\$1,947	\$1,947	\$1,947	\$0	\$6,217	
e. Supplies									
Computer, printer, monitor \$1,365 x 2:									
Program Manager, Career Coach	\$2,730	\$0	\$0	\$0	\$0	\$0	\$0	\$2,730	
Consumable office supplies, such as paper, pens, toner	\$300	\$300	\$300	\$300	\$300	\$300	\$100	\$1,000	

Health e-Workforce DoL TAACCT
Budget Narrative - Pierce College Member

Meeting & Event supplies	\$300	\$300	\$300	\$300	\$0	\$900
Web cameras for virtual meeting attendance 4 x 41.99:						
Program Manager; Curriculum Dev. Specialist; Navigator; Instructional Support	\$168	\$0	\$0	\$0	\$0	\$168
Headsets for virtual meetings 4 x 54.99:						
Program Manager; Curriculum Dev. Specialist; Navigator; Instructional Support	\$220	\$0	\$0	\$0	\$0	\$220
Copying, including policy and procedure manual, reports, curriculum, etc.	\$350	\$150	\$150	\$150	\$0	\$650
e. Total Supplies	\$4,068	\$750	\$750	\$750	\$100	\$5,668
h. Other						
Virtual & regional professional association conference registrations	\$250	\$250	\$250	\$250	\$0	\$750
Program marketing, outreach and student recruitment activity	\$4,500	\$2,500	\$2,500	\$2,500	\$0	\$9,500
Phone & Postage	\$200	\$200	\$200	\$200	\$100	\$700
h. Total Other	\$4,950	\$2,950	\$2,950	\$2,950	\$100	\$10,950
i. Total Direct Charges (a. - h.)	\$189,081	\$161,208	\$160,830	\$160,830	\$18,010	\$529,129
j. Indirect (8% limited) (Approved Rate 40% direct salaries)	\$15,126	\$12,897	\$12,866	\$12,866	\$1,441	\$42,330
k. PIERCE TOTAL CHARGES	\$204,207	\$174,105	\$173,696	\$173,696	\$19,451	\$571,459

Health e-Workforce DoL TAACCCT
Budget Narrative - Renton Technical College Member

CATEGORY / ITEM:	YEAR				Requested TOTAL
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
a. Personnel					
PROJECT MANAGER (1 FTE Y1-Y3, .25 FTE Y4) Manage implementation of project including staffing, budgeting, community outreach, partnerships, achievement of strategies, monitoring of progress, continuous improvement, and reporting.	\$65,000	\$65,000	\$65,000	\$16,250	\$211,250
STUDENT NAVIGATOR (.5 FTE) Provide program participant individual program advising to help bridge academic learning, student services, and community resources necessary for success. Collaborate with program partners to offer students job retention and career advancement support, as well as prepare, submit, and present all reports, updates, and information to the Project Manager.					
STUDENT INSTRUCTIONAL SUPPORT (1 FTE; 2 cohorts) Primary responsibilities include: a) assisting students with goal-setting and time management; b) monitoring student progress in online courses; c) checking in with students regularly to determine any needed support; and d) identifying any online course elements that may need revision (reflected in low scores by majority of participants).	\$23,000	\$23,000	\$23,000	\$0	\$69,000
CURRICULUM DEVELOPMENT SPECIALIST (.5 FTE, develop 2-3 courses) Primary responsibilities include: a) developing curricula and online course materials for new Health IT certificate programs; and b) ensuring that all curricula meet approved criteria and that online course materials are developed to prescribed evidence-based standards.	\$13,000	\$52,000	\$52,000	\$0	\$117,000
FACULTY SUBJECT MATTER EXPERT - Core IT Curriculum (1 quarter release)	\$3,436	\$0	\$0	\$0	\$3,436
FACULTY SUBJECT MATTER EXPERT - HIT Course Development (3 quarters release)	\$10,308	\$0	\$0	\$0	\$10,308
FACULTY FOR PILOT COURSES \$7,555 per course - Y1: 1 course; Y2-3: 2 courses	\$7,555	\$15,110	\$15,110	\$0	\$37,775
FACULTY STIPEND for Consortium professional development participation: 1 instructors x 2 events at \$350 per event	\$700	\$700	\$700	\$0	\$2,100
TECHNICAL ASSISTANT - PT Hourly for webinars, event technology, instructor & student tech assistance, cloud storage, manipulation and retrieval, etc.: PT hourly, \$25/hr: 110 hrs per quarter, Y1: 2 quarters; Y2-3: 3 quarters	\$5,500	\$8,250	\$8,250	\$0	\$22,000
a. Total Personnel					\$499,869

Health e-Workforce DoL TAACCCT

b. Fringe Benefits							
PROJECT MANAGER at 37%		\$24,050	\$24,050	\$24,050	\$24,050	\$6,013	\$78,163
STUDENT NAVIGATOR at 37%		\$8,510	\$8,510	\$8,510	\$8,510	\$0	\$25,530
STUDENT INSTRUCTIONAL SUPPORT at 37%		\$4,810	\$19,240	\$19,240	\$19,240	\$0	\$43,290
CURRICULUM DEVELOPMENT SPECIALIST at 37%		\$9,990	\$0	\$0	\$0	\$0	\$9,990
FACULTY SUBJECT MATTER EXPERT (Core IT, HIT) at 37%		\$5,085	\$0	\$0	\$0	\$0	\$5,085
FACULTY FOR PILOT COURSES at 37%		\$2,795	\$5,591	\$5,591	\$5,591	\$0	\$13,977
FACULTY STIPEND at 20%		\$140	\$140	\$140	\$140	\$0	\$420
TECHNICAL ASSISTANT at 10%		\$550	\$825	\$825	\$825	\$0	\$2,200
b. Total Fringe Benefits		\$55,930	\$58,356	\$58,356	\$58,356	\$6,013	\$178,655
c. Travel							
Program Manager Driving to Bellevue for Consortium Meeting mileage: 23 miles at .55=\$13 per trip		\$13	\$13	\$13	\$13	\$0	\$39
Navigator Driving to Bellevue for Consortium meeting mileage: 23 miles at .55=\$13 per trip		\$13	\$13	\$13	\$13	\$0	\$39
1 Faculty Driving to Bellevue for Core IT Curriculum Synthesis Meeting mileage: 23 miles at .55=\$13 per trip		\$13	\$13	\$13	\$13	\$0	\$39
Curriculum Specialist Driving to Bellevue for Curriculum Development Meeting mileage: 23 miles at .55=\$13 per trip		\$13	\$0	\$0	\$0	\$0	\$13
1 Faculty Driving to Bellevue for Curriculum Meeting mileage: 23 miles at .55=\$13 per trip		\$13	\$0	\$0	\$0	\$0	\$13
2 Faculty Driving to Bellevue for Faculty Development mileage: 23 miles at .55=\$13 per trip		\$26	\$26	\$26	\$26	\$0	\$78
Mileage to meetings and events at .55 per mile: mileage 500		\$275	\$275	\$275	\$275	\$110	\$935
c. Total Travel		\$366	\$340	\$340	\$340	\$110	\$1,156
e. Supplies							
Computer, printer, monitor \$1,100 x 2: Program Manager, Navigator		\$2,200	\$0	\$0	\$0	\$0	\$2,200
Consumable office supplies, such as paper, pens, toner Meeting & Event supplies		\$300	\$300	\$300	\$300	\$100	\$1,000
Web cameras for virtual meeting attendance 4 x 41.99: Program Manager; Curriculum Dev. Specialist; Navigator; Instructional Support		\$300	\$300	\$300	\$300	\$0	\$900
		\$168	\$0	\$0	\$0	\$0	\$168

Health e-Workforce DoL TAACCCT
Budget Narrative - Renton Technical College Member

Headsets for virtual meetings 4 x 54.99:					
Program Manager; Curriculum Dev. Specialist; Navigator; Instructional Support	\$220	\$0	\$0	\$0	\$220
Copying, including policy and procedure manual, reports, curriculum, etc.	\$350	\$150	\$150	\$0	\$650
e. Total Supplies	\$3,538	\$750	\$750	\$100	\$5,138
h. Other					
Virtual & regional professional association conference registrations	\$250	\$250	\$250	\$0	\$750
Program marketing, outreach and student recruitment activity	\$4,500	\$2,500	\$2,500	\$0	\$9,500
Phone & Postage	\$200	\$200	\$200	\$100	\$700
h. Total Other	\$4,950	\$2,950	\$2,950	\$100	\$10,950
i. Total Direct Charges (a + h.)					
	\$220,283	\$226,456	\$226,456	\$22,578	\$695,768
j. INDIRECT (8% limited) (Application in review for approved rate)	\$17,623	\$18,116	\$18,116	\$1,806	\$55,661
k. RENTON TOTAL CHARGES					
	\$237,906	\$244,572	\$244,572	\$24,379	\$751,429

Health e-Workforce DoL TAACCCT
Budget Narrative - Spokane Community College Member

CATEGORY / ITEM:					Requested TOTAL
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
a. Personnel					
PROJECT MANAGER (PE I) (1 FTE Y1-Y3 (Step advancement after 2 years); .25 FTE Y 4) Manage implementation of project including staffing, budgeting, community outreach, partnerships, achievement of strategies, monitoring of progress, continuous improvement, and reporting.	\$57,759	\$57,759	\$60,166	\$14,440	\$190,124
WORKFORCE NAVIGATOR (.5 FTE) Provide student recruitment, experiential learning opportunities, placement, program participant individual program advising to help bridge academic learning, student services, and community resources necessary for success. Collaborate with program partners to offer students job retention and career advancement support, as well as prepare, submit, and present all reports, updates, and information to the Project Manager.	\$26,000	\$26,000	\$26,000	\$0	\$78,000
STUDENT INSTRUCTIONAL COORDINATOR -PT Hourly (\$17.66 hr X20 hrs wk) Primary responsibilities include marketing/identifying interested students, workforce funding assistance, student retention such as placement testing, resource referral, experiential learning, etc.	\$18,366	\$18,366	\$18,366	\$0	\$55,098
CURRICULUM DEVELOPMENT SPECIALIST (.5 FTE, develop 2-3 courses) Primary responsibilities include: a) developing curricula and online course materials for new Health IT certificate programs; and b) ensuring that all curricula meet approved criteria and that online course materials are developed to prescribed evidence-based standards.	\$14,835	\$0	\$0	\$0	\$14,835
FACULTY SUBJECT MATTER EXPERT - Core IT Curriculum (.83% release time/4 quarters)	\$3,297	\$0	\$0	\$0	\$3,297
FACULTY SUBJECT MATTER EXPERT - HIT Course Development (.83% release time/3 quarters)	\$9,890	\$0	\$0	\$0	\$9,890
FACULTY FOR PILOT COURSES Category A Adjunct rate = \$3,297 per 5 credit course X 6 courses for Year 1 (Cohort to begin Spring/Summer with 2 courses each quarter and another cohort to begin Summer Quarter with 2 courses); 16 courses X \$3297= \$52,752 (4 courses each quarter) for Year 2; 14 courses X \$3297 = \$46,158 for Year 3.	\$19,782	\$52,752	\$46,158	\$0	\$118,692
FACULTY STIPEND for Consortium professional development participation 1 instructors x 2 events at \$350 per event	\$700	\$700	\$700	\$0	\$2,100

Health e-Workforce DoL TAACCT

TECHNICAL ASSISTANT - PT Hourly for webinars, event technology, instructor & student tech assistance, cloud storage, manipulation and retrieval, etc.: Part-time hourly , \$25/hr: 110 hrs per quarter, Y1: 2 quarters; Y2-3: 3 quarters									
	\$5,500	\$8,250	\$8,250	\$0					\$22,000
a. Total Personnel	\$156,129	\$163,827	\$159,640	\$10,440					\$194,036
b. Fringe Benefits									
PROJECT MANAGER at 37%									
WORKFORCE NAVIGATOR at 37%	\$21,371	\$21,371	\$22,261	\$5,343					\$70,346
STUDENT INSTRUCTIONAL SUPPORT at 37%	\$9,620	\$9,620	\$9,620	\$0					\$28,860
CURRICULUM DEVELOPMENT SPECIALIST at 37%	\$6,795	\$6,795	\$6,795	\$0					\$20,385
FACULTY SUBJECT MATTER EXPERT (Core IT, HIT) at 37%	\$5,489	\$0	\$0	\$0					\$5,489
FACULTY FOR PILOT COURSES at 37%	\$4,879	\$0	\$0	\$0					\$4,879
FACULTY STIPEND at 20%	\$7,319	\$19,518	\$17,078	\$0					\$43,915
TECHNICAL ASSISTANT at 10%	\$140	\$140	\$140	\$0					\$420
b. Total Fringe Benefits	\$56,163	\$58,269	\$56,719	\$5,343					\$176,491
c. Travel									
Program Manager Flying to Bellevue for Consortium Meeting									
Per diem: \$71/day x2 days; Flight \$229; \$54 rental car, lodging: \$ 137, parking \$20 = \$582	\$582	\$582	\$582	\$0					\$1,746
Navigator Flying to Bellevue for Consortium meeting									
Flying Navigator: \$229 flight; \$54 rental car; per diem \$71/day x2 days; lodging: \$137; Parking \$20 = \$582	\$582	\$582	\$582	\$0					\$1,746
1 Faculty Flying to Bellevue for Core IT Curriculum Synthesis Meeting									
Flying Navigator: \$229 flight; \$54 rental car; per diem \$71/day x2 days; lodging: \$137; Parking \$20 = \$582	\$582	\$582	\$582	\$0					\$1,746
Curriculum Specialist Flying to Bellevue for Curriculum Development Meeting									
Flying Navigator: \$229 flight; \$54 rental car; per diem \$71/day x2 days; lodging: \$137; Parking \$20 = \$582	\$582	\$0	\$0	\$0					\$582
1 Faculty Flying to Bellevue for Curriculum Meeting									
Flying Navigator: \$229 flight; \$54 rental car; per diem \$71/day x2 days; lodging: \$137; Parking \$20 = \$582	\$582	\$0	\$0	\$0					\$582
2 Faculty Flying to Bellevue for Faculty Development									
Flying Navigator: \$229 flight; \$54 rental car; per diem \$71/day x2 days; lodging: \$137; Parking \$20 = \$582	\$1,164	\$1,164	\$1,164	\$0					\$3,492
Mileage to meetings and event at .55 per mile: Y1-3, mileage 500; Y4, mileage 250	\$275	\$275	\$275	\$138					\$963

Health e-Workforce DoL TAACCCT
Budget Narrative - Spokane Community College Member

e. Supplies		c. Total Travel	\$4,349	\$3,185	\$3,185	\$138	\$10,857
Computer, printer, monitor \$1,596 x 2:							
Program Manager, Student Curriculum Assistant		\$3,192	\$0	\$0	\$0	\$0	\$3,192
Consumable office supplies, such as paper, pens, toner		\$300	\$300	\$300	\$100	\$100	\$1,000
Meeting & Event supplies		\$300	\$300	\$300	\$0	\$0	\$900
Web cameras for virtual meeting attendance 4 x 41.99:							
Program Manager; Curriculum Dev. Specialist; Instructional Support		\$168	\$0	\$0	\$0	\$0	\$168
Copying, including policy and procedure manual, reports, curriculum, etc.		\$350	\$150	\$150	\$0	\$0	\$650
e. Total Supplies		\$4,340	\$750	\$750	\$100	\$100	\$5,940
h. Other							
Virtual & regional professional association conference registrations; HIMSS		\$250	\$250	\$250	\$0	\$0	\$750
Program marketing, outreach and student recruitment activity		\$4,500	\$2,500	\$2,500	\$0	\$0	\$9,500
Phone & Postage		\$200	\$200	\$200	\$100	\$100	\$700
h. Total Other		\$4,950	\$2,950	\$2,950	\$100	\$100	\$10,950
i. Total Direct Charges (a - h)		\$225,901	\$228,981	\$228,244	\$20,121	\$20,121	\$698,247
j. Indirect (8% limited) (Approved Rate 37% direct salaries)		\$18,072	\$18,318	\$17,860	\$1,610	\$1,610	\$55,860
K. SPOKANE TOTAL CHARGES		\$243,973	\$247,299	\$246,104	\$21,731	\$21,731	\$754,107

**Health e-Workforce DoL TAACCCT
Budget Narrative - Whatcom Community College Member**

CATEGORY / ITEM:	YEAR				Requested TOTAL
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
a. Personnel					
PROJECT MANAGER (1 FTE Y1-Y3; .25 FTE Y 4) Manage implementation of project including staffing, budgeting, community outreach, partnerships, achievement of strategies, monitoring of progress, continuous improvement, and reporting.	\$52,000	\$52,633	\$53,320	\$13,330	\$171,283
STUDENT NAVIGATOR (.50 FTE years 2-3, Y1 is 5 months @\$42,000 FTE) Provide program participant individual program advising to help bridge academic learning, student services, and community resources necessary for success. Collaborate with program partners to offer students job retention and career advancement support, as well as prepare, submit, and present all reports, updates, and information to the Project Manager.	\$8,750	\$21,273	\$21,549	\$0	\$51,572
INSTRUCTIONAL COORDINATOR (.50 FTE Y2-Y3, Y1 is 4 months @\$42,000 FTE) Primary responsibilities include: a) assisting students with goal-setting and time management; b) monitoring student progress in online courses; c) checking in with students regularly to determine any needed support; and d) identifying any online course elements that may need revision (reflected in low scores by majority of participants).	\$7,000	\$21,273	\$21,549	\$0	\$49,822
CURRICULUM DEVELOPMENT SPECIALIST (Y1: 400 hours @\$25 per hour) Develop 1 Health IT course	\$10,000	\$0	\$0	\$0	\$10,000
FACULTY SUBJECT MATTER EXPERT - Core IT Curriculum (1 quarter backfill)	\$3,828	\$0	\$0	\$0	\$3,828
FACULTY SUBJECT MATTER EXPERT - HIT Course Development (1 quarter backfill)	\$3,828	\$0	\$0	\$0	\$3,828
FACULTY SUBJECT MATTER EXPERT - Allied Health Course Infusion (2 quarters for PTA; 1 quarter MA; 1 quarter Nursing/ \$3,600 per program backfill per quarter)	\$14,400	\$0	\$0	\$0	\$14,400
FACULTY FOR PILOT COURSES (Y2- 2 courses; Y1 - 1 course)	\$0	\$7,555	\$7,555	\$0	\$15,110
FACULTY STIPEND for Consortium professional development participation - 3 instructors x 2 events at \$250/event	\$1,050	\$1,050	\$0	\$0	\$2,100
PT Hourly for technical assistance (webinars, event technology, instructor & student tech assistance, cloud storage, manipulation and retrieval, etc.) IT at \$15.50/hour: 110 hours per quarter, Two quarters Year 1; 3 quarters Years 2 and 3 and one for curriculum/program support at \$12.50/hour: 110 hours per quarter, 2 quaters year 1 and 3 quaters years 2 and 3	\$6,160	\$9,240	\$9,240	\$0	\$24,640
a. Total Personnel					\$346,583
b. Fringe Benefits					
PROJECT MANAGER at 37%	\$19,240	\$19,474	\$19,728	\$4,932	\$63,374

Health e-Workforce DoL TAACCCT
Budget Narrative - Whatcom Community College Member

STUDENT NAVIGATOR at 37%	\$3,238	\$7,871	\$7,973	\$0	\$19,082
INSTRUCTIONAL COORDINATOR at 37%	\$2,590	\$7,871	\$7,973	\$0	\$18,434
CURRICULUM DEVELOPMENT SPECIALIST at 37%	\$3,700	\$0	\$0	\$0	\$3,700
FACULTY SUBJECT MATTER EXPERT (Core IT, HIT, Allied Health) at 37%	\$8,161	\$0	\$0	\$0	\$8,161
FACULTY FOR PILOT COURSES at 37%	\$0	\$2,795	\$2,795	\$0	\$5,590
FACULTY STIPEND at 37%	\$389	\$389	\$0	\$0	\$778
TECHNICAL ASSISTANT, CURRICULUM DEV. PROGRAM at 10%	\$616	\$924	\$924	\$0	\$2,464
b. Total Fringe Benefits	\$37,934	\$39,324	\$39,593	\$4,932	\$121,583
c. Travel					
Program Manager Driving to Bellevue for Consortium Meeting Per diem: \$72/day x2 days; mileage: 200 miles at .55=\$110, lodging: \$ 137, incidentals \$15x2	\$421	\$421	\$421	\$0	\$1,263
Navigator Driving to Bellevue for Consortium meeting Per diem: \$72/day x2 days; mileage: 200 miles at .55=\$110, lodging: \$ 137, incidentals \$15x2	\$421	\$421	\$421	\$0	\$1,263
1 Faculty Driving to Bellevue for Core IT Curriculum Synthesis Meeting Per diem: \$72/day x2 days; mileage: 200 miles at .55=\$110, lodging: \$ 137, incidentals \$15x2	\$421	\$421	\$0	\$0	\$842
Curriculum Specialist Driving to Bellevue for Curriculum Development Meeting Per diem: \$72/day x2 days; mileage: 200 miles at .55=\$110, lodging: \$ 137, incidentals \$15x2	\$421	\$0	\$0	\$0	\$421
1 Faculty Driving to Bellevue for Curriculum Meeting Per diem: \$72/day x2 days; mileage: 200 miles at .55=\$110, lodging: \$ 137, incidentals \$15x2	\$421	\$0	\$0	\$0	\$421
3 Faculty Driving to Bellevue for Faculty Development Per diem: \$72/day x2 days; mileage: 200 miles at .55=\$110, lodging: \$ 137, incidentals \$15x2	\$1,263	\$1,253	\$0	\$0	\$2,516
Mileage to meetings and events at .55 per mile: mileage 500	\$242	\$242	\$242	\$121	\$847
c. Total Travel	\$8,610	\$2,758	\$1,084	\$121	\$7,573
e. Supplies					
Computer, printer, monitor \$1,500 x 2 and nodes: Program Manager, Navigator	\$3,000	\$0	\$0	\$0	\$3,000
Consumable office supplies, such as paper, pens, toner	\$300	\$300	\$300	\$0	\$900

Health e-Workforce DoL TAACCCT
Budget Narrative - Whatcom Community College Member

Web cameras for virtual meeting attendance 4 x 41.99: Program Manager; Curriculum Dev. Specialist; Navigator; Instructional Support	\$168	\$0	\$0	\$0	\$168
Headsets for virtual meetings 4 x 54.99: Program Manager; Curriculum Dev. Specialist; Navigator; Instructional Support	\$220	\$0	\$0	\$0	\$220
Copying, including policy and procedure manual, reports, curriculum, etc.	\$350	\$350	\$350	\$0	\$1,050
g. Total Supplies	\$4,038	\$650	\$650	\$0	\$5,338
h. Other					
Virtual & regional professional association conference registrations	\$250	\$250	\$250	\$0	\$750
Program marketing, outreach and student recruitment activity	\$4,500	\$2,500	\$2,500	\$0	\$9,500
Phone & Postage	\$200	\$200	\$200	\$0	\$600
h. Total Other	\$4,950	\$2,950	\$2,950	\$0	\$10,850
i. Total Direct Charges (a. + h.)	\$157,548	\$158,706	\$157,290	\$18,383	\$491,927
j. Indirect (8% limited) (Approved Rate 21.6% direct cost)	\$12,604	\$12,696	\$12,583	\$1,471	\$39,354
k. WHATCOM TOTAL CHARGES	\$170,152	\$171,402	\$169,873	\$19,854	\$531,281

Health e-Workforce DoL TAACCCT
Budget Narrative - North Virginia Community College Member

CATEGORY / ITEM:	Requested			
	YEAR 1	YEAR 2	YEAR 3	YEAR 4
a. Personnel				TOTAL
PROJECT MANAGER (1 FTE, Y1-3, .25 FTE Y4. 3% col adjustment) Compliance & reporting, veterans outreach and deliverables mgt. Manage implementation of project including staffing, budgeting, community outreach, partnerships, achievement of strategies, monitoring of progress, continuous improvement, and reporting.	\$54,000	\$55,620	\$57,289	\$14,322
STUDENT NAVIGATOR (.5 FTE : 3% COL adjustment in Y2, Y3, and Y4) Provide Veterans & student retention and employment services , individual program advising to help bridge academic learning, student services, and community resources necessary for success. Collaborate with program partners to offer students job retention and career advancement support, as well as prepare, submit, and present all reports, updates, and information to the Project Manager.	\$30,000	\$39,000	\$40,170	\$0
VETERANS PROGRAM MANAGER (1 FTE: 3% COL ADJUSTMENT IN Y2,Y3, AND Y4) Provide Veterans student retention and employment services for consortium member colleges.	\$54,000	\$55,000	\$57,289	\$0
CURRICULUM SPECIALIST - Nursing or Allied Health infusion (.5 FTE) Implement Self Study and resulting recommendations for curriculum update; Primary responsibilities include: a) developing curricula and online course materials for new Health IT certificate programs; and b) ensuring that all curricula meet approved criteria and that online course materials are developed to prescribed evidence-based standards.	\$26,250	\$0	\$0	\$0
SUBJECT MATTER EXPERT - Associate Degree Development (Y1: 1500 hrs @ \$50.00/hr)	\$75,000	\$0	\$0	\$0
FACULTY FOR PILOT COURSES Salary \$90k = \$10000 per course: ONLY for classes not otherwise offered. 3% COL adjustment in Y2 and Y3.	\$10,000	\$20,600	\$21,218	\$0
FACULTY STIPEND for Consortium professional development participation 2 instructors x 2 events at \$625 per event	\$1,250	\$1,250	\$1,250	\$0
TECHNICAL ASSISTANT - PT Hourly for webinars, event technology, instructor & student tech assistance, cloud storage, manipulation and retrieval, etc., \$35/hr: 110 hrs per quarter, Y1: 2 quarters; Y2-3: 3 quarters	\$7,700	\$11,550	\$11,550	\$0
INSTRUCTIONAL STUDENT SUPPORT - PT Hourly \$20/ hr: 10 hrs per week, Y1: 20 wks; Y2-3: 40 wks	\$4,000	\$8,000	\$8,000	\$0
a. Total Personnel	\$267,200	\$191,020	\$196,766	\$14,322
				\$667,308

Health e-Workforce DoL TAACCCT
Budget Narrative - North Virginia Community College Member

b. Fringe Benefits									
PROJECT MANAGER at 37%	\$19,980	\$20,579	\$21,197	\$5,299					\$67,055
STUDENT NAVIGATOR at 37%	\$11,100	\$14,430	\$14,863	\$0					\$40,393
VETERANS PROGRAM MANAGER at 37%	\$19,980	\$20,350	\$21,197	\$0					\$61,527
CURRICULUM SPECIALIST at 37%	\$9,713	\$0	\$0	\$0					\$9,713
SUBJECT MATTER EXPERT at 37%	\$27,750	\$0	\$0	\$0					\$27,750
FACULTY FOR PILOT COURSES at 37%	\$3,700	\$7,622	\$7,851	\$0					\$19,173
FACULTY STIPEND at 20%	\$250	\$250	\$250	\$0					\$750
TECHNICAL ASSISTANT, INSTRUCTIONAL STUDENT SUPPORT - PT Hourly at 10%	\$1,170	\$1,955	\$1,955	\$0					\$5,080
b. Total Fringe Benefits \$93,643 \$65,186 \$67,313 \$5,299 \$281,441									
c. Travel									
Program Manager to Bellevue for Consortium Meeting									
Per diem: \$71/day x3 days; lodging: \$150 x2 nights, other transport & incidentals \$100, air fare: \$575	\$1,188	\$1,188	\$1,188	\$0					\$3,564
Veterans Program Manager to Bellevue for Consortium meeting, per diem: \$71/day x 3 days, lodging: \$150 x 2 nights, other transport & incidentals \$100, air fare: \$575	\$1,188	\$1,188	\$1,188	\$0					\$3,564
Mileage to meetings and events at .55 per mile: mileage 1000	\$550	\$550	\$550	\$550					\$2,200
c. Total Travel \$2,926 \$2,926 \$2,926 \$550 \$9,328									
e. Supplies									
Computer, printer, monitor, docking station \$1600 x 3: Program Manager, Navigator, Veteran's Program Manager	\$4,800	\$0	\$0	\$0					\$4,800
Telephone 3@ \$350 each: Program Manager, Navigator, Veteran's Program Manager	\$1,050	\$0	\$0	\$0					\$1,050
Office Furniture for 2 people (Maximum allowable \$5K)	\$5,000	\$0	\$0	\$0					\$5,000
Consumable office supplies, such as paper, pens, toner	\$400	\$400	\$400	\$200					\$1,400
Meeting & Event supplies	\$300	\$300	\$300	\$0					\$900
Web cameras for virtual meeting attendance 4 x \$42:									
Program Manager; Curriculum Dev. Specialist; Navigator, Veteran's Program Manager	\$168	\$0	\$0	\$0					\$168
Headsets for virtual meetings 4 x \$55:									
Program Manager; Curriculum Dev. Specialist; Navigator; Veteran's Program Manager	\$220	\$0	\$0	\$0					\$220

Health e-Workforce DoL TAACCCT
Budget Narrative - North Virginia Community College Member

Copying, including policy and procedure manual, reports, curriculum, etc.	\$350	\$150	\$150	\$0	\$650
g. Total Supplies	\$12,288	\$850	\$850	\$200	\$14,188
h. Other					
Virtual & regional professional association conference registrations	\$900	\$900	\$900	\$0	\$2,700
Industry-Education Council formation, outreach, communication	\$2,500	\$2,500	\$1,500	\$0	\$6,500
Program marketing, outreach and student recruitment activity	\$4,500	\$2,500	\$2,500	\$0	\$9,500
Phone & Postage	\$200	\$200	\$200	\$100	\$700
h. Total Other	\$8,100	\$6,100	\$5,100	\$100	\$19,400
i. Total Direct Charges (a - h)	\$379,157	\$266,082	\$272,955	\$20,474	\$938,665
j. Indirect (8% limited) (Approved Rate 44.10% direct cost)	\$30,333	\$21,287	\$21,836	\$1,638	\$75,094
k. NOVA TOTAL CHARGES	\$409,490	\$287,369	\$294,791	\$22,109	\$1,018,759

Health e-Workforce Consortium Program Evaluation Budget Narrative

Developed by Social Policy Research Associates for Bellevue College

The total estimated cost for the evaluation activities described is \$727,071. Evaluation costs assume a 48-month period of performance. Line items for the budget, by calendar year, are as follows:

Budget Summary

	<u>Total</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Staff Labor	\$556,274	88,141	134,992	119,273	213,867
Staff Travel	\$35,969	7,641	10,391	7,641	10,296
Materials and Supplies	\$400	100	100	100	100
Subcontract Costs	\$117,300	28,200	27,300	25,600	36,200
G&A on Non-Labor Costs	\$17,128	4,112	4,458	4,112	4,446
TOTAL COSTS	\$727,071	128,194	177,241	156,726	264,909

Detail on Costs

Labor Costs

Labor hours are based on the project manager's best estimate of level of effort required to complete the tasks detailed in the evaluation narrative. These labor hours are shown in the tables below; the first table shows labor hours by calendar year, and the next shows labor hours for each of the three major tasks: the implementation study, the surveys, and the outcomes and impact analysis. Labor hours for both SPR and SPR's subcontractor, SESRC, are shown.

Estimated Labor Hours, by Labor Category and Year

	<u>TOTAL</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
SPR Labor					
Sr. Fellow	356	100	40	60	156
Principal Investigator/Project Manager	2,112	456	592	428	636
Quantitative Analyst	1,554	16	286	486	766
Policy Analyst II	888	192	272	112	312

	TOTAL	2013	2014	2015	2016
Policy Analyst I	448	112	112	112	112
Policy Analyst I	768	112	272	112	272
Editor	64	0	36	8	20
TOTAL SPR	6,190	988	1,610	1,318	2,274
SESRC Labor					
Sr. Analyst	783	190	185	172	236
Jr. Analyst	83	17	15	17	34
TOTAL SESRC	866	207	200	189	270
TOTAL LABOR	7,056	1,195	1,810	1,507	2,544

Estimated Labor Hours, by Labor Category and Major Task

	TOTAL	Implementation Study	Surveys	Outcomes/ Impacts
SPR Labor				
Sr. Fellow	356	160	44	152
Principal Investigator/Project Manager	2112	1948	68	96
Quantitative Analyst	1554	224	0	1330
Policy Analyst II	888	888	0	0
Policy Analyst I	448	448	0	0
Policy Analyst I	768	768	0	0
Editor	64	24	24	16
TOTAL SPR	6190	4460	136	1594
SESRC Labor				
Sr. Analyst	783	480	303	0
Jr. Analyst	83	0	83	0
TOTAL SESRC	866	480	386	0
TOTAL LABOR	7,056	4,940	522	1,594

SPR's labor costs are calculated based on actual labor costs of individuals in the categories, multiplied by SPR's indirect costs negotiated in an Indirect Cost Rate Agreement approved by the Division of Cost Determination, U.S. Department of Labor, plus fee. A salary inflation rate of 3 percent is assumed for labor occurring beyond 2012.

SPR's labor categories being used in this project can be described as follows:

Senior Fellow. Duties: Serves as senior advisor to other project leaders; conducts reviews to ensure quality of deliverables. **Degree and Experience Requirements:** Ph.D. or equivalent AND at least 20 years of social policy research experience AND outstanding performance in substantial management and technical advisory roles.

Principal Investigator/Project Manager. *Duties:* Provides technical direction and monitors project progress and budget; supervises project team members; serves as the primary client contact; leads project design, data collection, and analysis. *Degree and Experience Requirements:* Ph.D. degree OR Masters degree and equivalent experience in social policy research AND experience in project oversight and management.

Quantitative Analyst. *Duties:* Develops the analysis plan and conducts statistical analysis; provides specifications to programmers and analyzes results. *Degree and Experience Requirements:* Ph.D. degree OR Masters degree and equivalent experience AND expertise in data analysis and statistical methods.

Policy Analyst II. *Duties:* Contributes to the design of projects by drafting site visit protocols, and survey questions; collects data through on-site interviews and observations, telephone interviews, and document reviews; prepares detailed site visit reports following established outlines. *Degree and Experience Requirements:* Masters degree AND at least 2-3 years of experience

Policy Analyst I. *Duties:* Collects data through on-site interviews and observations, telephone interviews, and document reviews; prepares detailed site visit reports following established outlines. *Degree and Experience Requirements:* Masters degree OR Bachelors degree and at least 2-3 years of experience.

SPR Staff Travel

SPR is located on the West Coast, so travel costs will be modest. Nonetheless, we have budgeted for airfare, per diem and other transportation expenses for activities associated with the implementation study and for periodic project briefings. A total of 20 trips are assumed over the life of the project, with trips associated with the implementation study, including travel time. Roundtrip airfare was budgeted at \$250/trip. Travel costs were computed in a manner consistent

with FAR 31.205-46. Hotel expenses are based on the maximum allowed hotel rate for the area of proposed travel. The proposed travel costs include meals and incidental expenses at the M&I rate established for the area of proposed travel, as well as ground transportation costs.

Subcontract Costs.

SPR intends to subcontract with Washington State University's Social and Economic Sciences Research Center (SESRC). SESRC is located in the Seattle area, and its staff are familiar with the state's community college system and UI wage data system. SESRC will be charged with leading the survey tasks and assisting with the implementation study, report writing, and project briefings. SESRC has budgeted its costs at \$117,300.

Materials and Supplies

A modest amount has been budgeted for binders and folders, and other materials that may be needed by the project.

General and Administrative Costs

SPR has an Indirect Cost Negotiation Agreement with the Division of Cost Determination, U.S. Department of Labor. That agreement provides for a provisional general and administrative rate of 12.56% on non-labor costs, exclusive of subcontract costs in excess of \$25,000 per year.

Qualifications of Evaluation Contractor

SPR is nationally known for its rigorous evaluations of career transition and workforce investment programs. Over the past two decades, it has conducted scores of evaluations for U.S. DOL and other clients, including implementation, outcomes and impact studies. It also has very relevant content expertise for carrying out the proposed project.

For example, SPR recently concluded a seven-year, \$9 million *Evaluation of the Trade Adjustment Assistance Program* for DOL. This project involved an in-depth implementation study as well as an impact analysis. As part of the implementation study, SPR's field staff conducted annual waves of multi-day site visits to more than 30 states and 50 local offices where

TAA services were delivered. Based partly on SPR's recommendations in its implementation study, provisions of the TAA program were significantly amended with the passage of the Trade Adjustment Assistance Extension Act (TAAEA), signed into law in 2011.

Also as part of this study was a quasi-experimental evaluation of the impacts of TAA on participants' education and training, credential attainment, and employment and earnings. This component of the study made use of administrative data from states on TAA services provided to participants, Unemployment Insurance (UI) wage records, and survey data, and used propensity score matching methods for selecting a comparison group.

Among its other recent national implementation studies, SPR conducted the *Evaluation of the Science, Technology, Engineering and Mathematics (STEM) Demonstration*, which entailed the study of efforts by workforce agencies and community colleges around the nation to enhance training opportunities in STEM fields. Similarly, it recently concluded the *Evaluation of the Technology-Based Learning Initiative*, which looked at the efforts of nine community colleges and five universities to use technology-based learning and distance learning in health care, information technology, and other high-growth, high-demand occupations to expand access to training and to meet the needs of industry for skilled employees. In both of these projects, SPR was selected by DOL as its national evaluation contractor. Among other implementation studies carried out by SPR are the *Evaluation of the Career Advancement Account Demonstration*, the *Evaluation of Strategies to Stem School Violence*, the *Evaluation of the Pathways to College Network*, the *Evaluation of the School-to-Work Model Centers*, and the *Evaluation of Washington State's School-to-Work Skills Standards*, among many others.

SPR also has extensive experience conducting quasi-experimental and experimental impact evaluations. Among its recent experimental evaluations, SPR is leading the random assignment

Evaluation of the Second Chance Act Adult Demonstration for the U.S Department of Justice, and the *Evaluation of the Reintegration of Ex-Offenders Initiative* for U.S. DOL. Additionally, it is currently working with a team of other firms on the random assignment *Evaluation of the Workforce Investment Act Adult and Dislocated Worker Programs* and the *Evaluation of YouthBuild*. All these projects are multi-million dollar random assignment studies that are national in scope. In addition to the evaluation of TAA just cited, SPR also has conducted numerous quasi-experimental evaluations and outcomes studies, including the *Evaluation of Washington State's School-to-Work Initiative* and the *Evaluation of the TAA-WIA Co-Enrollment Pilot Project*, among others.

PART III

ASSURANCES/CERTIFICATIONS

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0400), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

(1) Has the legal authority to apply for Federal Assistance, and the Institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

(2) Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

(3) Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

(4) Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

(5) Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

(6) Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255) as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

(7) Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real

Property Acquisition Policies Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

(8) Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

(9) Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.

(10) Will comply, if applicable, with Flood Insurance Purchase Requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

(11) Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in flood plains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

(12) Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the National Wild and Scenic Rivers System.

(13) Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a.1 et seq.).

(14) Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

(15) Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

(16) Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint

in construction or rehabilitation of residence structures.

(17) Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organization."

(18) Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

*SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL (Use of grant funds certifies acceptance of these assurances)	*TITLE _____
*APPLICANT ORGANIZATION _____	*DATE SUBMITTED (Use of grant funds certifies acceptance of these assurances)

Lobbying Certification (29 CFR Part 93)

Instructions for Completion of SF-LLL, Disclosure of Lobbying Activities

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal Action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number, grant announcement number, the contract, grant, or loan award number, the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box (es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box (es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(see reverse for public burden disclosure)

1. Type of Federal Action: a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application b. initial award c. post-award	3. Report Type: a. initial filing b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: ___ Prime ___ Subawardee Tier _____, if known: Congressional District, if known: _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime. Congressional District, if known: _____
6. Federal Department/Agency: 	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Entity (If individual, last name, first name, MI): (Attach Continuation Sheet(s) SF-LLL-A, if necessary)	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): (Attach Continuation Sheet(s) SF-LLL-A, if necessary)	
11. Amount of Payment (check all that apply): ___ actual ___ planned \$	13. Type of Payment (check all that apply) ___ a. retainer ___ b. one-time fee ___ c. commission ___ d. contingent fee ___ e. deferred ___ f. other, specify: _____	
12. Form of Payment (check all that apply): ___ a. cash ___ b. in-kind; specify: _____ value _____		
14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted, for Payment Indicated in item 11: (Attach Continuation Sheet(s) SF-LLL-A, if necessary)		
15. Continuation Sheet(s) SF-LLL-A attached: ___ YES ___ NO		
16. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Signature _____ Print Name: _____ Title: _____ Telephone Number: _____ Date: _____

DISCLOSURE OF LOBBYING ACTIVITIES
(Continuation Sheet)

Reporting Entity:

Page

PART IV

SPECIAL CLAUSES AND CONDITIONS

(Should there be any inconsistency between these Clauses/Conditions and the Awardee's proposal, these Clauses/Conditions shall govern.)

PART IV - SPECIAL CLAUSES

Clause #1: BUDGET LINE ITEM FLEXIBILITY

Flexibility is allowed within the grant budget (**except wages, salaries and fringe benefits, and indirect cost rates**), provided no **single line item** is increased or decreased by more than **20%**. Changes in excess of 20% and any changes in wages, salaries and fringe benefits, and indirect cost rates **MUST** receive prior written approval from the Grant Officer.

Any changes in mix or match within the wages and salaries line **do not** require a grant modification. However, your assigned DOL Federal Project Officer (FPO) must review these changes prior to implementing these changes. Failure to obtain such prior written approval may result in cost disallowance.

Clause #2: ADDITIONAL PROVISIONS

In performing its responsibilities under this grant agreement, the awardee hereby certifies and assures that it will fully comply with the following Provisions of the Workforce Investment Act (WIA) codified in the following Codes of Federal Regulation:

- 20 CFR 667.200, Administrative Rules, Costs and Limitations
- 20 CFR 667.260, Prohibition on Real Property
- 20 CFR 667.300, Reporting Requirements
- 20 CFR 667.410, Oversight Roles and Responsibilities
- 20 CFR 667.500 & 667.510, Resolution
- 20 CFR 667.700, Procedure to Impose Sanctions
- 29 CFR Part 37, Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act of 1998 (WIA)

Clause #3: INDIRECT COST RATE AND COST ALLOCATION PLAN

This clause is applicable to all awardees receiving funds from multiple sources. Organizations receiving funds from only one source do not need an approved indirect cost rate (ICR) or cost allocation plan (CAP).

Mark the appropriate clause for your organization and fill in the blanks, as appropriate:

- _____ A. A current approved CAP or ICR agreement dated _____ has been provided and approved by _____ (Federal Cognizant agency - Copy Attached).

Regarding only the ICR agreement,

- a) Indirect Rate approved _____%
- b) Type of Indirect Cost Rate (Provisional/Predetermined/Fixed) See attached ICR agreement
- c) Allocation Base See attached ICR agreement
- d) Current period applicable to rate See attached ICR agreement

X B. No CAP or ICR agreement has been approved by a Federal Agency.

Note:

Regarding "B", a pro rata share of the indirect costs specified on the 424A, Section B, Object Class Category "j", has been approved for the first **90 days** of the grant period. This is based on the fact that your organization has not established an ICR agreement or approved CAP.

Within this 90-day period, you must submit an acceptable indirect cost proposal or CAP to your Federal cognizant agency¹ to obtain a provisional indirect rate or a CAP approval.

Failure on your part to submit an indirect cost proposal within this 90-day period means that you shall not receive further reimbursement for your indirect costs.

If DOL is your Federal cognizant agency, proposals shall be sent to the appropriate office in the DOL's Division of Cost Determination (see detailed list attached).

Ceiling Indirect Amounts (applicable to A or B above):

An Indirect Cost ceiling in the amount of **\$575,367**, as specified on the 424A, Section B, Object Class Category "j", has been applied under this agreement based on the grantee's budget or written documentation received.

The total amount of DOL's financial obligation under this award ***will not be*** increased to reimburse awardee organizations for higher negotiated indirect cost rates than those rates or amounts identified in this clause.

Note:

A ceiling amount does not exclude your organization from the responsibility of submitting an indirect cost rate for approval.

¹ Providing preponderance of Federal funds to the organization

Division of Cost Determination
List of Addresses and Telephone Numbers
(As of March 2010)

National Office Address and Contact Information:

200 Constitution Avenue, N.W., S-1510
Washington, D.C. 20210
(P) 202-693-4100
(F) 202-693-4099

Chief: Victor M. Lopez
E-mail address: lopez.victor@dol.gov
(P) 202-693-4106

	Cost Negotiators	E-mail Address	Location/ Region	Address	Phone/FAX
1	Damon Tomchick	tomchick.damon@dol.gov	D.C.	Same as National Office	(P) 202-693-4105 (F) 202-693-4099
2	Casey Carros	carros.casimer@dol.gov	D.C.	Same as National Office	(P) 202-693-4107 (F) 202-693-4099
3	Margie Merced	merced.margie@dol.gov	D.C.	Same as National Office	(P) 202-693-4104 (F) 202-693-4099
4	Stephen Cosminski	cosminski.stephen@dol.gov	Philadelphia	125 Oak Drive Sellersville, PA 18960	(P) 215-257-8712 (F) 215-257-8994
5	Ronald Goolsby	goolsby.ronald@dol.gov	Chicago	230 South Dearborn St. Room 1016 Chicago, IL 60604-1505	(P) 312-886-5247 (F) 312-353-0704
6	Carol McKone	mckone.carol@dol.gov	Dallas	P.O. Box 821067 Ft. Worth, TX 76182	(P) 817-281-1503 (F) 817-281-1530
7	Arthur Campbell	campbell.arthur@dol.gov	Seattle	P.O. Box 3433 Renton, WA 98056	(P) 425-271-3848 (F) 425-271-5295

* Cost Negotiators are generally responsible for organizations located in their regions, as follows:

Washington D.C. [National Office]: *Washington D.C. metro area and Atlanta Region (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee).*

Philadelphia Region: *Connecticut, Delaware, Maine, Maryland, Massachusetts, New Jersey, New Hampshire, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virginia, Virgin Islands, and West Virginia.*

Chicago Region: *Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.*

Dallas Region: *Arkansas, Colorado, Kentucky, Louisiana, Nevada, New Mexico, Oklahoma, Texas, and Wyoming.*

Seattle Region: *Alaska, California, Hawaii, Idaho, Montana, Oregon, Utah, and Washington.*

THIS GRANT IS SUBJECT TO:

2 CFR Part 170

Appendix A to Part 170--Award Term

- I. Reporting Subawards and Executive Compensation.
 - a. Reporting of first-tier subawards.
 1. Applicability. Unless you are exempt as provided in paragraph d. of this award term, you must report each action that obligates \$25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5) for a subaward to an entity (see definitions in paragraph e. of this award term).
 2. Where and when to report.
 - i. You must report each obligating action described in paragraph a.1. of this award term to <http://www.fsrs.gov>.
 - ii. For subaward information, report no later than the end of the month following the month in which the obligation was made. (For example, if the obligation was made on November 7, 2010, the obligation must be reported by no later than December 31, 2010.)
 3. What to report. You must report the information about each obligating action that the submission instructions posted at <http://www.fsrs.gov> specify.
- b. Reporting Total Compensation of Recipient Executives.
 1. Applicability and what to report. You must report total compensation for each of your five most highly compensated executives for the preceding completed fiscal year, if--
 - i. the total Federal funding authorized to date under this award is \$25,000 or more;
 - ii. in the preceding fiscal year, you received--
 - (A) 80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
 - (B) \$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
 - iii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at <http://www.sec.gov/answers/execom.htm>.)
 2. Where and when to report. You must report executive total compensation described in paragraph b.1. of this award term:
 - i. As part of your registration profile at <http://www.ccr.gov>.
 - ii. By the end of the month following the month in which this award is made, and annually thereafter.
 - c. Reporting of Total Compensation of Subrecipient Executives.
 1. Applicability and what to report. Unless you are exempt as provided in paragraph d. of this award term, for each first-tier subrecipient under this award, you shall report the names and total compensation of each of the subrecipient's five most highly compensated executives for the subrecipient's preceding completed fiscal year, if--
 - i. in the subrecipient's preceding fiscal year, the subrecipient received--
 - (A) 80 percent or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
 - (B) \$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts), and Federal financial assistance subject to the Transparency Act (and subawards); and
 - ii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at <http://www.sec.gov/answers/execom.htm>.)
 2. Where and when to report. You must report subrecipient executive total compensation described in paragraph c.1. of this award term:
 - i. To the recipient.
 - ii. By the end of the month following the month during which you make the subaward. For example, if a subaward is obligated on any date during the month of October of a given year (i.e., between October 1 and 31), you must report any required compensation information of the subrecipient by November 30 of that year.
 - d. Exemptions
 - i. If, in the previous tax year, you had gross income, from all sources, under \$300,000, you are exempt from the requirements to report:
 - i. Subawards, and
 - ii. The total compensation of the five most highly compensated executives of any subrecipient.
 - e. Definitions. For purposes of this award term:
 1. Entity means all of the following, as defined in 2 CFR part 25:
 - i. A governmental organization, which is a State, local government, or Indian tribe;
 - ii. A foreign public entity;
 - iii. A domestic or foreign nonprofit organization;
 - iv. A domestic or foreign for-profit organization;
 - v. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.
 2. Executive means officers, managing partners, or any other employees in management positions.
 3. Subaward:
 - i. This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
 - ii. The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. --- .210 of the attachment to OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations").
 - iii. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.
 4. Subrecipient means an entity that:
 - i. Receives a subaward from you (the recipient) under this award; and
 - ii. Is accountable to you for the use of the Federal funds provided by the subaward.
 5. Total compensation means the cash and noncash dollar value earned by the executive during the recipient's or subrecipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402(c)(2)):
 - i. Salary and bonus.
 - ii. Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.
 - iii. Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.
 - iv. Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.
 - v. Above-market earnings on deferred compensation which is not tax-qualified.
 - vi. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds \$10,000.

THIS GRANT IS SUBJECT TO:

2 CFR Subtitle A, Chapter I and Part 25

Appendix A to Part 25--Award Term

I. Central Contractor Registration and Universal Identifier Requirements

A. Requirement for Central Contractor Registration (CCR)

Unless you are exempted from this requirement under 2 CFR 25.110, you as the recipient must maintain the currency of your information in the CCR until you submit the final financial report required under this award or receive the final payment, whichever is later. This requires that you review and update the information at least annually after the initial registration, and more frequently if required by changes in your information or another award term.

B. Requirement for Data Universal Numbering System (DUNS) Numbers

If you are authorized to make subawards under this award, you:

1. Must notify potential subrecipients that no entity (see definition in paragraph C of this award term) may receive a subaward from you unless the entity has provided its DUNS number to you.
2. May not make a subaward to an entity unless the entity has provided its DUNS number to you.

C. Definitions

For purposes of this award term:

1. Central Contractor Registration (CCR) means the Federal repository into which an entity must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the CCR Internet site (currently at <http://www.ccr.gov>).
2. Data Universal Numbering System (DUNS) number means the nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. A DUNS number may be obtained from D&B by telephone (currently 866-705-5711) or the Internet (currently at <http://fedgov.dnb.com/webform>).
3. Entity, as it is used in this award term, means all of the following, as defined at 2 CFR part 25, subpart C:
 - a. A Governmental organization, which is a State, local government, or Indian Tribe;
 - b. A foreign public entity;
 - c. A domestic or foreign nonprofit organization;
 - d. A domestic or foreign for-profit organization; and
 - e. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.
4. Subaward:
 - a. This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
 - b. The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. ----.210 of the attachment to OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations").
 - c. A subaward may be provided through any legal agreement, including an agreement that you consider a contract.
5. Subrecipient means an entity that:
 - a. Receives a subaward from you under this award; and
 - b. Is accountable to you for the use of the Federal funds provided by the subaward.

THIS GRANT IS SUBJECT TO:

Safeguarding Data Including Personally Identifiable Information

Proposals received in response to this SGA must recognize that confidentiality of sensitive data is of paramount importance to the Department of Labor and must be observed except where disclosure is allowed by the prior written approval of the Grant Officer or by court order. By submitting a proposal, Grantees are assuring that they meet the below requirements as well as those in TEGL 39-11

By submitting your application, your organization agrees to take all necessary steps to protect such confidentiality by complying with the following provisions that are applicable in governing their handling of confidential information:

1. Grantees must not extract information from data supplied by DOL/ETA for any purpose not stated in the grant agreement.
2. Grantees must retain data received from DOL/ETA only for the period of time required to use it for assessment and other purposes, or to satisfy applicable Federal records retention requirements, if any. Thereafter, the Grantee agrees that all data will be destroyed, including the degaussing of magnetic tape files and permanent deletion of electronic data.
3. Grantees must ensure that any PII used during the performance of this Grant has been obtained and is being transmitted in conformity with applicable Federal and state laws governing the confidentiality of information. To ensure that such PII is not transmitted to unauthorized users, all PII and other sensitive data transmitted via email or stored on CDs, DVDs, thumb drives, etc., information transmitted to DOL/ETA containing sensitive information, including personally identifiable information (PII), must be encrypted using a Federal Information Processing Standards (FIPS) 140-2 compliant and National Institute of Standards and Technology (NIST) validated cryptographic module. Grantees must not email unencrypted sensitive PII to any entity, including ETA or contractors.
4. Access to any PII created by the DOL/ETA grant must be restricted to only those employees of the Grant recipient who need it in their official capacity to perform duties in connection with the Scope of Work in the grant agreement.
5. Grantee employees and other personnel who will have access to sensitive/confidential/proprietary/private data must be advised of the confidential nature of the information, the safeguards required to protect the information, and that there are civil and criminal sanctions for noncompliance with such safeguards that are contained in Federal and state laws.
6. Grantees must have their policies and procedures in place under which grantee employees and other personnel, before being granted access to PII, acknowledge their understanding of the confidential nature of the data and the safeguards with which they must comply in their handling of such data as well as the fact that they may be liable to civil and criminal sanctions for improper disclosure.
7. Grantees further acknowledge that all PII data obtained through their DOL/ETA must be stored in an area that is physically safe from access by unauthorized persons at all times and the data will be processed using grantee-issued equipment, managed information technology (IT) services, and designated locations approved by DOL/ETA. Accessing, processing, and storing of DOL/ETA grant PII data on personally owned equipment, at off-site locations (e.g., employee's home), and non-Grantee-managed IT services (e.g., Yahoo mail), is strictly prohibited unless approved by DOL/ETA.
8. All PII data must be processed in a manner that will protect the confidentiality of the records/documents and is designed to prevent unauthorized persons from retrieving such records by computer, remote terminal, or any other means. Data may be downloaded to, or maintained on, mobile or portable devices only if the data are encrypted using NIST validated software products based on FIPS 140-2 encryption. In addition, wage data may only be accessed from secure locations.
9. PII data obtained by the Grantee through a request from DOL/ETA must not be disclosed to anyone but the individual requestor except as permitted by the Grant Officer.
10. Grantees must permit ETA to make onsite inspections during regular business hours for the purpose of conducting audits and/or to conduct other investigations to assure that the Grantee is complying with the confidentiality requirements described above. In accordance with this responsibility, Grantees must make records applicable to this Agreement available to authorized persons for the purpose of inspection, review, and/or audit.
11. Grantees must take the steps necessary to ensure the privacy of all PII obtained from participants and/or other individuals and to protect such information from unauthorized disclosure. Grantees must maintain such PII in accordance with the DOL/ETA standards for information security provided herein, including any updates to such standards provided to the Grantee by DOL/ETA. Grantees who wish to obtain more information on data security should contact their Federal Project Officer.

Recommendations

Outlined below are some recommendations to help protect PII:

- Before collecting PII or sensitive information from participants, have participants sign releases acknowledging the use of PII for grant purposes only.
- Whenever possible, ETA recommends the use of unique identifiers for participant tracking instead of SSNs. While SSNs may initially be required for performance tracking purposes, a unique identifier could be linked to the each individual record. Once the SSN is entered for performance tracking, the unique identifier would be used in place of the SSN for tracking purposes. If SSNs are to be used for tracking purposes, they must be stored or displayed in a way that is not attributable to a particular individual, such as using a truncated SSN.
- Use appropriate methods for destroying sensitive PII in paper files (i.e., shredding or using a burn bag) and securely deleting sensitive electronic PII.
- Do not leave records containing PII open and unattended.
- Store documents containing PII in locked cabinets when not in use.
- Immediately report any breach or suspected breach of PII to the FPO responsible for the grant, and to ETA Information Security at ETA.CSIRT@dol.gov, (202) 693-3444, and follow any instructions received from officials of the Department of Labor.

PART IV - SPECIAL CONDITIONS

1. **Federal Project Officer:** The DOL/ETA Federal Project Officer (FPO) for this grant/agreement is:

Name:

Address: U.S. Department of Labor/ETA
90 7th Street, Suite 17-300
San Francisco, CA 94103

Telephone: 415-625-7900

E-mail: RO6-RA-SF@dol.gov

The FPO is not authorized to change any of the terms or conditions of the grant/agreement. Such changes, if any, will be accomplished by the Grant Officer by the use of a properly executed grant/agreement modification.

2. **Equipment:** Awardees must receive ***prior approval*** from the DOL/ETA ***Grant Officer*** for the purchase and/or lease of any equipment with a ***per unit acquisition cost of \$5,000 or more, and a useful life of more than one year.*** This includes the purchases of ADP equipment. The grant award does not give approval for equipment even if it is specified in a grantee's statement of work unless specifically approved in the grant award execution letter by the Grant Officer. If not, the awardee must submit a detailed description list to the FPO for review within 30 days of the grant/agreement award date. Failure to do so will necessitate the need for approval of equipment purchase on an individual basis.
3. **Program Income:** The awardee is authorized to utilize the addition method if any ***Program Income*** is generated throughout the duration of this grant/ agreement. The awardee is allowed to deduct costs incidental to generating Program Income to arrive at a net Program Income [29 CFR Part 95.24(c) or 29 CFR Part 97.25(c)(g)(2)].
4. **Pre-Award:** The awardee hereby agrees that all costs incurred by the awardee prior to the start date specified in the grant agreement issued by the Department are ***incurred at the awardee's own expense.***
5. **Reports:** All ETA grantees are required to submit quarterly financial and narrative progress reports for each grant award.
 - A. **Quarterly Financial Reports.** Pursuant to Training and Employment Notice (TEN) 12-07, all ETA grantees are required to report quarterly financial data on the ETA 9130, no later than 45 days after the end of each reporting quarter. Reporting quarter end dates are June 30, September 30, December 31, and March 31.
 1. The previously used Standard Form 269 is no longer accepted by ETA. The ETA on-line reporting system has been modified to accommodate the ETA 9130 required data elements, which includes a new Federal cash section. Expenditures are required to be reported on an accrual basis, cumulative from the beginning of the life of a grant, through the end of each reporting period.

2. The instructions for accessing both the on-line financial reporting system and the HHS Payment Management System can be found in the transmittal memo accompanying this grant award document. Copies of the ETA 9130 and detailed reporting instructions are available at www.doleta.gov/grants/financial_reporting.cfm.

B. **Quarterly Narrative Progress Reports.** Grantees are required to submit a brief narrative quarterly and final report to the designated Federal Project Officer (FPO) on grant activities funded under this agreement. All reports are due no later than 45 days after the end of each reporting quarter. Reporting quarter end dates are June 30, September 30, December 31, and March 31.

1. The last quarterly progress report that grantees submit will serve as the grant's Final Performance Report. This report should provide both **quarterly and cumulative** information on the grant's activities. It must summarize project activities, employment outcomes and other deliverables, and related results of the project.
 2. The awardee shall use any standard forms and instructions to report on training and employment outcomes and other data relating to the progress reports as provided by ETA.
 3. The awardee shall utilize standard reporting processes and electronic reporting systems to submit their quarterly progress reports as provided by ETA.
6. **Consults:** **Consultant** fees paid under this grant/agreement shall be limited to \$585 per day without additional DOL Grant Officer approval.
 7. **Rebates:** The awardee agrees to advise the Grant Officer, in writing, of any **forthcoming** income resulting from lease/rental rebates or other rebates, interest, credits or any other monies or financial benefits to be received directly or indirectly as a result of or generated by these award dollars. Appropriate action must be taken to ensure that the Government is reimbursed proportionally from such income.
 8. **Publicity:** No funds provided under this grant shall be used for publicity or propaganda purposes, for the preparation, distribution or use of any kit, pamphlet, booklet, publication, radio, television or film presentation designed to support or defeat legislation pending before the Congress, except in presentation to the Congress itself. Nor shall grant funds be used to pay the salary or expenses of any grant or agreement awardee or agent acting for such awardee, related to any activity designed to influence legislation or appropriations pending before the Congress.
 9. **Public Announcements:** When issuing statements, press releases, requests for proposals, bid solicitation, and other documents describing project or programs funded in whole or in part with Federal money, **all awardees** receiving Federal funds, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with Federal money, and (2) the dollar amount of Federal funds for the project or program.

- 10. Executive Order 12928:** In compliance with Executive Order 12928, the Grantee is strongly encouraged to provide subcontracting/subgranting opportunities to Historically Black Colleges and Universities and other Minority Institutions such as Hispanic-Serving Institutions and Tribal Colleges and Universities; and to Small Businesses Owned and Controlled by Socially and Economically Disadvantaged Individuals.
- 11. Procurement:** Except as specifically provided, DOL/ETA acceptance of a proposal and an award of federal funds to sponsor any program(s) **does not** provide a waiver of any grant requirements and/or procedures. For example, the OMB circulars require an entity's procurement procedures must conduct, as practical, **all procurement transactions** to provide open and free competition. If a proposal identifies a specific entity to provide the services, the DOL/ETA's award **does not** provide the justification or basis to sole-source the procurement, i.e., avoid competition.
- 12. Veteran's Priority Provisions:** The Jobs for Veterans Act (Public Law 107-288) requires grantees to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service can be found at 20 CFR part 1010. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service. To obtain priority of service, a veteran or spouse must meet the program's eligibility requirements. Grantees must comply with DOL guidance on veterans' priority. ETA's Training and Employment Guidance Letter (TEGL) No. 10-09 (issued November 10, 2009) provides guidance on implementing priority of service for veterans and eligible spouses in all qualified job training programs funded in whole or in part by DOL. TEGL No. 10-09 is available at http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2816.
- 13. Audits:** The awardee agrees to comply with the required financial and compliance audits in accordance with the Single Audit Act of 1984.
- 14. Salary and Bonus Limitations:** Under Public Law 109-234 and Public Law 111-8, Section 111, none of the funds appropriated in Public Law 111-5 or prior Acts under the heading "Employment and Training" that are available for expenditure on or after June 15, 2006, shall be used by a recipient or sub-recipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. These limitations also apply to grants funded under this SGA. The salary and bonus limitation does not apply to vendors providing goods and services as defined in OMB Circular A-133. See Training and Employment Guidance Letter No. 5-06 for further clarification, available at http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2262.
- 15. Intellectual Property Rights:** The Federal Government reserves a paid-up, nonexclusive and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use for federal purposes: i) the copyright in all products developed under the grant, including a subgrant or contract under the grant or subgrant; and ii) any rights of copyright to which the grantee, subgrantee or a contractor purchases ownership under an award (including but not limited to curricula, training models, technical assistance products, and any related materials). Such uses include, but are not limited to, the right to modify and distribute such products worldwide by any means, electronically or otherwise. Federal funds may not be used to pay any royalty or licensing fee associated with such copyrighted

material, although they may be used to pay costs for obtaining a copy which are limited to the developer/seller costs of copying and shipping. If revenues are generated through selling products developed with grant funds, including intellectual property, these revenues are program income. Program income is added to the grant and must be expended for allowable grant activities.

If applicable, the following needs to be on all products developed in whole or in part with grant funds:

"This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This solution is copyrighted by the institution that created it. Internal use, by an organization and/or personal use by an individual for non-commercial purposes, is permissible. All other uses require the prior authorization of the copyright owner."

16. **Evaluation, Data, and Implementation:** The grantee agrees to cooperate with the U.S. Department of Labor (USDOL) in the conduct of a third-party evaluation, including providing to USDOL or its authorized contractor appropriate data and access to program operating personnel and participants in a timely manner.
17. **ACORN Prohibition:** Section 511 of the Consolidated Appropriations Act, 2010 (P.L. 111-117, Division E) (CAA), requires that no direct or indirect funding from the CAA may be provided to the Association of Community Organizations for Reform Now (ACORN) or any of its subsidiaries through Federal grantees or contractors. DOL is required to take steps so that no Federal funds from the CAA are awarded or obligated by DOL grantees or contractors to ACORN or its subsidiaries as subgrantees, subcontractors, or other subrecipients. This prohibition applies not only to a direct recipient of Federal funds, but also to a subrecipient (e.g., a subcontractor, subgrantee, or contractor of a grantee).

Training and Employment Guidance Letter (TEGL) No. 8-09, Change 1 provides detailed guidance concerning this prohibition. The TEGL can be found on ETA's website at http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2960. If you have any additional questions, please contact your Grant Officer.

18. **Age Discrimination Act of 1975:** The Age Discrimination Act of 1975, 42 U.S.C. 6101 *et seq.*, prohibits discrimination on the basis of age in any program or activity receiving Federal financial assistance.
19. **Flood Insurance:** The Flood Disaster Protection Act of 1973, as amended, 42 U.S.C. 4001 *et seq.*, provides that no Federal financial assistance to acquire, modernize, or construct property may be provided in identified flood-prone communities in the United States, unless the community participates in the National Flood Insurance Program and flood insurance is purchased within 1 year of the identification. The flood insurance purchase requirement applies to both public and private applicants for HHS support. Lists of flood-prone areas that are eligible for flood insurance are published in the *Federal Register* by FEMA.

- 20. Architectural Barriers:** The Architectural Barriers Act of 1968, 42 U.S.C. 4151 *et seq.*, as amended, the Federal Property Management Regulations (see 41 CFR 102-76), and the Uniform Federal Accessibility Standards issued by GSA (see 36 CFR 1191, Appendixes C and D) set forth requirements to make facilities accessible to, and usable by, the physically handicapped and include minimum design standards. All new facilities designed or constructed with grant support must comply with these requirements.
- 21. Drug-Free Workplace:** The Drug-Free Workplace Act of 1988, 42 U.S.C. 701 *et seq.*, requires that all organizations receiving grants from any Federal agency agree to maintain a drug-free workplace. The recipient must notify the awarding office if an employee of the recipient is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for debarment.
- 22. Limited English Proficiency:** Recipients of Federal financial assistance must take reasonable steps to ensure that people with limited English proficiency have meaningful access to health and social services and that there is effective communication between the service provider and individuals with limited English proficiency. Recipients should determine their responsibilities to individuals with limited English proficiency under Title VI of the Civil Rights Act of 1964.
- 23. Seat Belts:** Pursuant to EO 13043 (April 16, 1997), Increasing the Use of Seat Belts in the United States, recipients are encouraged to adopt and enforce on-the-job seat belt policies and programs for their employees when operating vehicles, whether organizationally owned or rented or personally owned.
- 24. Executive Order 13513:** Sec. 4. Text Messaging While Driving by Government Contractors, Subcontractors, and Recipients and Subrecipients. Each Federal agency, in procurement contracts, grants, and cooperative agreements, and other grants to the extent authorized by applicable statutory authority, entered into after the date of this order, shall encourage contractors, subcontractors, and recipients and subrecipients to adopt and enforce policies that ban text messaging while driving company-owned or -rented vehicles or GOV, or while driving POV when on official Government business or when performing any work for or on behalf of the Government. Agencies should also encourage Federal contractors, subcontractors, and grant recipients and subrecipients as described in this section to conduct initiatives of the type described in section 3(a) of this order.
- 25. Executive Order 13333:** This agreement may be terminated without penalty, if the grantee or any subgrantee, or the contractor or any subcontractor (i) engages in severe forms of trafficking in persons or has procured a commercial sex act during the period of time that the grant, contract, or cooperative agreement is in effect, or (ii) uses forced labor in the performance of the grant, contract, or cooperative agreement." (22 U.S.C. § 7104(g))
- 26. SPECIAL REQUIREMENTS FOR CONFERENCES AND CONFERENCE SPACE**

The Department of Labor has instituted a policy that requires its staff to hold meetings in its U.S. Department of Labor buildings, such as the Frances Perkins Building, BLS Postal Square Building or another GSA-controlled space in the Metropolitan Washington area. In the event a meeting is to be

held under the terms of the grant, the grantee is responsible to research the availability of federal space and when suitable federal space is located, arrange for the space be reserved, or contact the FPO to arrange for the space to be reserved in the event that the federal agency requires a federal staff person reserve conference space through:

FPB Conference Room Reservations: 202-693-7773

Postal Square Building (BLS) Reservations: 202-691-6630 (30 day advance notice) or email to conference_help@bls.gov.

The U.S. Department of Labor has implemented a Government-wide policy regarding standardized procedures for the pre-clearance of conferences and conference attendance. The FPO is responsible for obtaining Departmental clearance before the Grantee incurs expenses for any conference or meeting. However, no request for pre-clearance is required for any meetings or conferences that are being planned and convened by the grantee or as part of the implementation of this grant, that do not include more than five Department of Labor Federal employees. If the Grantee plans to have any such meetings or conferences that will require the attendance of more than five Department of Labor Federal employee attendees, pre-clearance of that meeting or conference is required, and should be coordinated with the FPO.

When these facilities are unavailable or inadequate to meet the requirements of the grant, the grantee shall provide information to support a justification using the formats specified below. The grantee shall document an analysis that includes a list of federal spaces contacted in indicating the reason space was not adequate/available. To support the recommendation of commercial spaces, the grantee shall include three estimates from commercial sources to show evidence that the grantee located the most economical venue for the meeting/conference space.

In situations where DOL space or other federal space is not available or inadequate to meet the needs of the grant requirement, the Grantee shall document the analysis that includes a list of federal spaces contacted in indicating the reason space was not adequate/available. To support the recommendation of commercial spaces, the grantee shall include three estimates from commercial sources to show evidence that the grantee located the most economical venue for the meeting/conference space.

Timeline - when arranging a meeting, the grantee shall submit a timeline for the meeting which includes:

- identification of the locale
- timeline to contact federal facilities determine availability
- timeline to contact contractor facilities and establish estimated costs in the event a commercial venue is required, fill in the attached justification (found on the next page of your grant agreement). The timeline for approval should be two weeks.

Signing this award agreement, or the expenditure of grant funds, certifies that your organization has read and will comply with all parts of this grant agreement.

EMPLOYMENT AND TRAINING ADMINISTRATION CONFERENCE/MEETING CLEARANCE REQUEST FORM

Please fill out the following clearance request form in full and email it to the Federal Project Officer for this grant or cooperative agreement. In the e-mail, please attach electronically (both PDF and Word format) any further expense information or documentation in support of the conference request, as well as a copy of the required memorandum from the agency head requesting agency participation in the conference. Finally, please attach your agency's conference meeting plan.

DATE OF REQUEST: _____

REQUESTED BY:

Government Federal Project Officer's name

SPONSORING OFFICE:

Employment and Training Administration (ETA) and Office Name

CO-SPONSORING OFFICE/ORGANIZATION:

If Applicable, this section is usually completed by the ETA FPO.

CONFERENCE TITLE:

CONFERENCE DATE(S):

PURPOSE AND OBJECTIVE(S):

(Describe the purpose of the conference, justify, and certify that sponsorship of this conference is important to the program mission.)