



CTE CoLab Community of Practice: Request for Proposals

Overview

With support from ECMC Foundation, the Urban Institute (Urban) has launched the [Career and Technical Education CoLab Coalition and College Community of Practice](#) in collaboration with a coalition of five national organizations: [World Education, Inc. \(WEI\)](#), the [National Council for Workforce Education \(NCWE\)](#), the [Office of Community College Research and Leadership](#), the [Instructional Technology Council](#), and the [National Coalition of Advanced Technology Centers \(NCATC\)](#).

The CTE CoLab Coalition will select up to 15 community and technical colleges to join the College Community of Practice (CCP), focused on improving access and outcomes for students of color—especially students who are Black, Latinx, or Indigenous—enrolled in credit-bearing online postsecondary career and technical education (CTE) programs. The CCP will bring together selected college teams for a two-year engagement, with the goal of building knowledge, centering equity in program goals and delivery, and developing and sharing resources to improve education and career outcomes in online CTE programming.

This solicitation invites full proposals from **public community college and technical colleges** interested in joining the CCP to advance their work scaling or enhancing equity-centered approaches to online teaching and learning within a selected **credit-bearing CTE program**.

Each CCP college team will develop and begin implementing an action plan to reduce equity gaps for students of color. Throughout the engagement, the CTE CoLab partners will provide technical assistance, coaching, peer learning opportunities, and research and data analysis resources, to support CCP college teams as they take actionable steps toward achieving the equity goals described in their action plan and grapple with opportunities and challenges related to implementation. CTE CoLab partners will also capture promising practices for the field.

Urban anticipates the award of multiple fixed amount subgrants in the amount of \$30,000 to each selected college team to support participation in this two-year engagement. Section B of this solicitation provides more details on CCP activities, and more information on CTE CoLab partner capacities and roles can be found in Attachment A. In addition, a sample of Urban’s usual terms and conditions is included in Attachment C. Unless expressly noted in your response, it is expected that submission of an application constitutes agreement with the terms and conditions.

Eligibility

Colleges should select one CTE program of focus when applying for this grant opportunity that can be delivered fully online or through a hybrid or blended approach that includes some substantial online, virtual, or remote components. By “program,” we mean a series of credit-bearing courses that result in a college certificate or degree with currency in the labor market, connected to good jobs and career pathways with opportunities for advancement.

RFP deadline: April 2, 2021

Anticipated notice of decision: April 30, 2021

Implementation period: June 2021 to April 2023



A. The Opportunity

Postsecondary CTE completion rates in the United States are low overall and even lower for students of color, who have long faced challenges accessing and completing high-quality credit-bearing CTE programs, a problem exacerbated by the pandemic as many colleges have quickly shifted their CTE programs online. Although many CTE programs across the country are addressing these challenges, questions remain about how such programs can be delivered online and how colleges can track learning and promote equitable access and success.

This initiative will capitalize on the current moment as colleges are continuing to improve online offerings and considering the sustainability of programming. Its goals are (1) to ensure that the movement of courses online does not disproportionately harm students of color, and (2) to identify the areas where programs can improve online delivery to make access more equitable and programs more successful, while continuing to provide high-quality education and training to all students.

Colleges will develop equity action plans that apply equity consciousness are data informed, and maximize use of technology to effect programmatic change in one or more of the following areas:

- 1) **student engagement and access to high-quality credit-bearing programs and meaningful employment opportunities**
 - encouraging engagement (student to faculty, peer to peer, and with curriculum content)
 - ensuring access by addressing students' technology needs and other barriers to entry
 - examining how students sort (or are sorted) into programs
 - facilitating student supports remotely (wraparound support, advising,, etc.)
- 2) **curriculum design and delivery**
 - centering equity in curriculum development, instructional design, instruction, and overall program delivery
 - supporting effective use of technology and approaches to online instruction to ensure equitable outcomes
- 3) **transitions to further education and meaningful employment in their field**
 - ensuring all students of color have equitable access to meaningful employment and/or further education
 - providing equitable opportunities for high-quality applied learning and on-the-job training (practicums, clinicals, apprenticeships, etc.)

For more context on the opportunity to advance equity goals and address disparities in student outcomes in the design and delivery of CTE programs, see "[Racial and Ethnic Equity Gaps in Postsecondary Career and Technical Education: Considerations for Online Learning](#)". The Urban team, in collaboration with CoLab partners, developed this brief to inform the initial design and launch of this initiative. It lays out the best available data on racial and ethnic disparities in student outcomes in the CTE online space, and features findings from various sources to inform a preliminary framework of strategies for advancing equity.



B. CCP Activities, Resources, and Learning Opportunities

As providers of technical assistance, coaching, and research support, the CTE CoLab partners are committed to supporting colleges' work to ensure high-quality CTE programming can be delivered online in ways that promote equity in student outcomes. The coalition is committed to consistent and timely communication and engagement with college staff, through the completion of CCP project activities.

Colleges selected to participate in CCP will benefit from the following activities and resources:

- **Development of an equity action plan.** The coalition will support colleges as they develop equity action plans focused on changing specific CTE programs being delivered substantially online. With the support of coaches, colleges will develop these plans in 2021 and implement them in 2022. Toward the end of this engagement in late 2022 and early 2023, they will begin developing plans for sustainability and broader institutional change beyond the focus program.
- **Peer-learning opportunities and engagement.** Six convenings led by Urban and NCWE will allow the 15 CCP colleges to learn from and collaborate with each other. Three will be held remotely and three will occur in person pending public health conditions (in-person convenings will take place in fall 2021 and fall 2022 at the NCWE conferences and in spring 2023 as part of a larger initiative-wide convening). Members will gain insights from other participating colleges and will be provided an online Slack forum, moderated by Urban staff, where they can request advice from experts in the CTE CoLab Coalition, learn from others in their cohorts, and share lessons learned.
- **Coaching and technical assistance.** Each college will benefit from coaching and technical assistance opportunities (led by NCWE and WEI with substantive support from the rest of the coalition) at the individual (program) level, small group cohort level, and community of practice-wide level. Each college will be assigned a coach to help the team complete project activities and goals, including developing and implementing equity action plans. Each will also participate in meetings with its small group cohort and with the broader community of practice (CCP) to share and discuss lessons learned. Coalition partners including Urban, OCCRL, ITC, and NCATC will provide technical assistance during convenings and through Slack.
- **Equity and inclusion training and supports.** As part of the CCP convenings and small group coaching, workshops and trainings will be provided to support colleges on topics related to equity and inclusion in online programming, such as embedding equity in instruction, using data to promote equity consciousness, analyzing programs as opposed to institutional processes and practices, and centering equity in program review.
- **Ongoing documentation.** Coaches from NCWE and WEI, supported by Urban, will document the process and progress of implementing equity action plans to identify shared challenges, promising strategies, and effective tools, and will share them with the field.
- **Research and data analysis.** The Urban research team will support colleges in developing and implementing a data-informed approach to realizing equity goals. This component of the initiative will inform individual colleges, the broader community of practice, and the CTE CoLab partners about how the efforts are progressing and where there may be opportunities to deepen the work



(e.g., to inform college-level decision-making and ongoing program development). The Urban research team will document college change efforts and will request colleges cooperate to provide data on student characteristics, program activities, and outcomes. Other research activities may include conducting original case studies of college programs to identify illustrative examples for the field and working with colleges to survey instructors and students in CTE programs each semester or conduct focus groups. As appropriate, Urban will provide support to help colleges improve their data collection and use.

- **Development of a toolbox of research-informed resources.** Resources developed and compiled through this effort will help colleges center equity in program goals and delivery; enhance online CTE professional development tools for faculty, career navigators, and administrators; and improve credential completion and program retention for students of color. Potential resources may include checklists for program administrators, video recordings of professional development workshops, and case studies of individual change efforts at colleges or across a set of colleges.

Each of these activities and supports will be delivered via program coaching calls, cohort coaching calls, full group meetings, and a convening at the end of the initiative in Washington, DC.

C. Expectations of Awardees

This engagement will require frequent communication and consistent partnership between the CTE CoLab partners and selected CCP college teams (draft timeline of activities provided in the next section). Selected applicants will be expected to perform the following tasks:

1. **Prioritize equitable outcomes.** Each selected college must be able to articulate goals for reducing racial and ethnic equity gaps in online delivery of a CTE program and demonstrate their commitment to equitable outcomes for students of color.
2. **Develop an action plan for improving online learning and making outcomes more equitable for students of color.** Selected colleges will develop and begin to implement action plans for achieving their goals. They will apply tools, resources, and support provided by the CoLab to their efforts.
3. **Assign a team of college staff to actively participate in CCP Activities.** Each college will assemble a team of college representatives that will include at least three key members: an administrator serving as a dean or assistant dean (or equivalent position) for the for-credit CTE program, a CTE instructor who intends to deliver content online and/or remotely, and a third staff member at the college's discretion. The third member could be an additional instructor in the CTE program of focus, a student-supports administrator or program staff member (such as a navigator, advisor, or coach), a diversity or equity staff member, and/or an industry representative. The college may include additional staff in this effort, but, at a minimum, the three key staff members are expected to regularly engage with the CoLab and in the coaching and technical assistance process in the following ways:
 - i. Develop an action plan and implement activities aligned with that plan. These will be the basis of each college team's CCP activities over a two-year period.
 - ii. Participate in all coaching related activities, which may include individual college sessions and cohort-based sessions with staff from other colleges



- iii. Attend annual NCWE conferences (will overlap with peer learning meetings) and participate in a capstone learning institute hosted by Urban in Washington, DC, at the end of the project period.
 - iv. Collaborate with CoLab partners in the development of resources for the toolbox of knowledge building resources, including review of select resources
 - v. Identify a point person to serve as a primary point of contact (the project lead) and attend every meeting. Other members are expected to attend nearly all of the meetings and coaching activities, with the exception of in-person meetings (see expectation 2 above).
 - vi. Participate in six peer-learning convenings that will help the colleges learn from and collaborate with one another. Colleges should plan to provide release time for participating faculty.
 - vii. Join the [Slack workspace](#) and participate in channel discussions that support the goals of their action plan.
4. **Share data with Urban and other CTE CoLab partners on student outcomes and participate in data collection activities.** Colleges will enter data-sharing agreements with the Urban Institute and should be able to provide (for each semester that they participate) the following data elements de-identified at the student level for students in the focus CTE program:
- student characteristics (e.g., age, gender, race, ethnicity, Pell eligibility or other indicators of low-income status),
 - outcomes data (e.g., course outcomes and grades, program completion, subsequent semester enrollment or transfer); and
 - characteristics of courses (e.g., subject, credits, length, modality) and instructors (e.g., demographics, rank, tenure, and appointment).

If tracked, colleges may also be asked to provide the following data elements for students in the focus CTE program: program activities (e.g., course attendance, engagement with technology-mediated instruction/activities/platform), parenting status, previous test scores, developmental education placements, previous GPA, previous course-taking, credit accumulation, work-based learning outcomes, and/or students' labor market outcomes (e.g., placements, permanent employment, wages).

In public reporting, data will be anonymized and not attributed to specific colleges. All Urban Institute research is overseen by a registered Institutional Review Board (IRB), but the Urban research team will comply with the requirements of individual colleges' IRBs. Colleges should plan to designate an institutional research liaison to work with the Urban research team.

5. **Enter into a subgrant agreement with Urban Institute.** The subgrant agreement will commit each college participating in the CCP from June 2021 through April 2023.



D. Draft Timeline of CCP Activities

The following table provides an estimate of the number of hours required for in-program activities, subject to change as project needs require. It does not include time for work done outside formal CCP activities or for travel to/from in-person meetings. Note that the date of the kick-off meeting has been set (6/17/21). **Applicants are advised to reserve this time on their calendars.**

Date	Activity	Expected amount of time (in hours)
<i>Phase 1: Focus on college selection, orientation, and planning activities</i>		
04/2021	RFP Deadline	N/A
04/2021	College Teams Chosen	N/A
06/2021	Individual College Coaching Call	1
06/17/2021	CCP Kick-off Meeting	6
07/2021	Individual College Coaching Call	1
08/2021	Cohort Coaching Call	2.5
09/2021	Individual College Coaching Call	1
10/2021	Full CCP Meeting NCWE Conference (in-person)	8+travel
11/2021	Individual College Coaching Call	1
12/2021	Cohort Coaching Call	2.5
<i>Phase 2: Focus on implementation and knowledge sharing</i>		
01/2022	Individual College Coaching Call	1
02/2022	CCP Meeting (Zoom Call)	6
03/2022	Individual College Coaching Call	1
04/2022	Cohort Coaching Call	2.5
05/2022	Individual College Coaching Call	1
06/2022	CCP Meeting (Zoom Call)	6
07/2022	Individual College Coaching Call	1
08/2022	Cohort Coaching Call	2.5
09/2022	Individual College Coaching Call	1
10/2022	Full CCP Meeting NCWE Conference (in-person)	8+travel
11/2022	Individual College Coaching Call	1
12/2022	Cohort Coaching Call	2.5
<i>Phase 3: Focus on expansion, growth and scale</i>		
01/2023	Individual College Coaching Call	1
02/2023	Final Meeting in Washington, DC (in-person)	8+travel
03/2023	Wrap-Up Coaching Call	1
04/2023	Initiative Ends	N/A



E. How to Apply

To apply, please submit your responses to the questions detailed in section F via Urban’s online Qualtrics platform. The Qualtrics platform provides a link to a portal to upload attachments, including your requested budget information (see section G) and letter of interest from your college’s president affirming commitment to the project for the full period of performance. A checklist describing a complete list of application materials is provided for reference in Attachment B.

Please note that you must complete and submit the online application in Qualtrics, [linked here](#), in one sitting. Applicants are encouraged to draft responses to the questions in Section F outside of the online platform and make sure they are saved, then cut and paste them into Qualtrics. A word document that can be used to draft your responses is [linked here](#). Please ensure that your responses to the questions adhere to the character limits, where relevant.

A webinar will be held from 1-2 pm on March 18, 2021 to answer applicant questions. A list of frequently asked questions, [linked here](#), will be updated with responses to questions following the webinar. Applicants are encouraged but *not* required to attend the webinar ([registration link](#)). For further questions about the application process, please email the Urban Institute team at cteccc@urban.org.

Selection Criteria

Awardees will be selected based on their commitment to improving equity in online CTE programs and their answers to the questions in section F below. In addition, we seek to build a cohort whose members vary geographically have student bodies of different sizes and characteristics.

Successful applicants will do the following:

- Identify one for-credit CTE program as an initial focus of this work.
 - The program must be delivered fully online or through a hybrid or blended approach that includes some substantial online, virtual, or remote components.
 - The program must culminate in a credit-bearing credential (certificate or degree)
 - Colleges should choose programs they intend to keep offering online or through hybrid learning for the foreseeable future, even after the end of the COVID-19 pandemic.
- Clearly articulate goals and identify opportunities for making outcomes for students of color in the focus program more equitable, and provide a narrative and data during the application phase that support these goals.
- Show a willingness to commit appropriate leadership and personnel time/resources toward a two-year directed effort consisting of a specific set of activities (at minimum). Understand that course buy-outs for instructors may be necessary.

Submission Instructions

Please submit your application via Urban’s online Qualtrics platform at [this link](#) by **8:00 p.m. ET on April 2, 2021**. Applications received after the deadline will not be reviewed. Revisions made after submission cannot be accommodated. Applications and all required attachments must be submitted through Qualtrics; emailed or mailed applications will not be considered. If you experience any technical difficulties with the online application process, please email cteccc@urban.org for help.



F. Questions

College and Program Characteristics

1. Primary contact name, title, email address, and phone:
- 2A. College name:
- 2B. College campus, if separate from flagship:
3. College mailing address:
4. Name of focus CTE program:
5. Number of students enrolled:
In the focus CTE program in fall 2019:
In for-credit programs at the college in the fall 2019 semester (overall):
6. For the focus CTE Program:
 - Check to verify coursework in the program is offered for-credit
 - Check to verify that program culminates in a credit-bearing credential (certificate or degree)
 - Check to verify the college intends to offer the majority of courses (>50%) in the program's core course sequence in an online, hybrid, or blended modality in future semesters
- 7A. Is the program aligned with an industry-recognized credential?
- 7B. Industry credential name(s).
If the program is aligned with more than one industry-recognized credential, please list each one in your response:
- 8A. Number of students enrolled in the focus CTE program in spring 2021:
- 8B. Student characteristics in focus CTE program in spring 2021 [*Note: these may sum to more than 100 percent if students identify with multiple categories.*]:
 - % who identify as Black or African American (exclusively or in combination with other categories):
 - % who identify as American Indian or Alaska Native (exclusively or in combination other categories):
 - % who identify as White (exclusively or in combination with other categories):
 - % who identify as Asian (exclusively or in combination with other categories):
 - % who identify as Native Hawaiian or Other Pacific Islander (exclusively or in combination with other categories):
 - % who identify as Hispanic or Latino (of any racial identity):
 - % who identify as Two or More Races (or indicate *not applicable* if they are recorded in other categories):



9. Please describe the focus CTE program. Responses to this question must include answers to each of the sub-questions in the bullets below.

Character limit: 1,500

- How many total credit hours is the focus program?
- How many credit hours are delivered through an online or hybrid/blended modality?
- Are there any work-based learning components in the program (e.g. clinicals, practicums, internships, etc.)?
- Do any of the work-based learning opportunities take place online? If yes, please describe.

Selection of CTE Program of Focus and Equity Goals

10. Please explain why you chose the proposed CTE program.

Character limit: 1,500

11. What equity-focused goals will you pursue through this effort? Please describe where you see opportunities to improve outcomes or experiences for students of color in the CTE program.

Responses to this question must include answers to each of the sub-questions in the bullets below.

Character limit: 4,500

- What are the biggest challenges you have experienced in advancing equitable outcomes?
- Where do you see inequities, and for which students of color?
- What resources or strategies would help overcome these challenges?
- How will you know you reduced inequities at the end of a two-year period?

12. Please describe the major challenges you have experienced in the delivery of online and/or technology-enhanced learning (e.g., hybrid) coursework in your focus CTE program.

Character limit: 3,000

13. What is the demand in the local labor market for the credentials awarded by this program? Describe the program's career pathway(s) and how students who complete it can obtain family-sustaining jobs—jobs offering benefits and pay roughly the area median.

Character limit: 1,500

Requested Data Elements

14. Please report the following data for **CTE concentrators** in the focus program in the 2019-2020 reporting year.¹ These data align with Perkins V accountability measures. **See definitions and formulas for reporting CTE concentrator data [here](#).** If available, please also provide these data by student race/ethnicity.

Postsecondary placement rate:

The percentage of **CTE concentrators** in the focus program who, during the second quarter after program completion, remain enrolled in postsecondary education; are in advanced training, military service, or a service program (e.g., AmeriCorps or the Peace Corps); or are placed or retained in employment. See Perkins formula [here](#).

¹ As defined under Perkins V legislation, "CTE concentrators" are postsecondary students who have earned at least 12 credits in a CTE program or program of study or have completed a CTE program that was shorter than 12 credits.



14A. Overall postsecondary placement rate for **CTE concentrators** in the focus program.
In the 2019-2020 reporting year

14B. Are you able to report the postsecondary placement rate for **CTE concentrators** in the focus program by student race and ethnicity?

14C. Please indicate the postsecondary placement rate for **CTE concentrators** in the focus program who identify as:
In the 2019-2020 reporting year

- Black or African American (exclusively or in combination):
- American Indian or Alaska Native (exclusively or in combination):
- White (exclusively or in combination):
- Asian (exclusively or in combination):
- Native Hawaiian or Other Pacific Islander (exclusively or in combination):
- Hispanic or Latino (of any race):
- Two or More Races (or indicate *not applicable* if they are recorded in other categories):

Earned recognized postsecondary credential:

The percentage of **CTE concentrators** who receive a recognized postsecondary credential while participating in or within one year of completing the program. See Perkins formula [here](#).

14D. Overall portion of **CTE concentrators** in the focus program who earned a recognized postsecondary credential. *In the 2019-2020 reporting year*

14E. Are you able to report the portion of **CTE concentrators** in the focus program who earned a recognized postsecondary credential by student race and ethnicity?

14F. Please indicate the portion of **CTE concentrators** in the focus program who earned a recognized postsecondary credential for students who identify as:
In the 2019-2020 reporting year

- Black or African American (exclusively or in combination):
- American Indian or Alaska Native (exclusively or in combination):
- White (exclusively or in combination):
- Asian (exclusively or in combination):
- Native Hawaiian or Other Pacific Islander (exclusively or in combination):
- Hispanic or Latino (of any race):
- Two or More Races (or indicate *not applicable* if they are recorded in other categories):

15. Are you able to report the postsecondary placement rate and the portion of students who earned a recognized postsecondary credential for **CTE participants** in the focus program in the 2019-2020 reporting year?

16. Please report the following data for **CTE participants** in the focus program in the 2019-2020 reporting year.² **See definitions and formulas for reporting CTE concentrator data [here](#).** If available, please also provide these data by student race/ethnicity.

² As defined under Perkins V legislation, "CTE participants" are individuals who complete at least one course in a CTE program or program of study.



Postsecondary placement rate:

The percentage of **CTE participants** in the focus program who, during the second quarter after program completion, remain enrolled in postsecondary education; are in advanced training, military service, or a service program (e.g., AmeriCorps or the Peace Corps); or are placed or retained in employment. See Perkins formula [here](#).

16A. Overall postsecondary placement rate for **CTE participants** in the focus program.

In the 2019-2020 reporting year

16B. Are you able to report the postsecondary placement rate for **CTE participants** in the focus program by student race and ethnicity?

16C. Please indicate the postsecondary placement rate for **CTE participants** in the focus program who identify as:

In the 2019-2020 reporting year

- Black or African American (exclusively or in combination):
- American Indian or Alaska Native (exclusively or in combination):
- White (exclusively or in combination):
- Asian (exclusively or in combination):
- Native Hawaiian or Other Pacific Islander (exclusively or in combination):
- Hispanic or Latino (of any race):
- Two or More Races (or indicate *not applicable* if they are recorded in other categories):

Earned recognized postsecondary credential:

The percentage of **CTE participants** in the focus program who receive a recognized postsecondary credential while participating in or within one year of completing the program. See Perkins formula [here](#).

16D. Overall portion of **CTE participants** in the focus program who earned a recognized postsecondary credential:

16E. Are you able to report the portion of **CTE participants** in the focus program who earned a recognized postsecondary credential by student race and ethnicity?

In the 2019-2020 reporting year

16F. Please indicate the portion of **CTE participants** in the focus program who earned a recognized postsecondary credential for students who identify as:

In the 2019-2020 reporting year

- Black or African American (exclusively or in combination):
- American Indian or Alaska Native (exclusively or in combination):
- White (exclusively or in combination):
- Asian (exclusively or in combination):
- Native Hawaiian or Other Pacific Islander (exclusively or in combination):
- Hispanic or Latino (of any race):
- Two or More Races (or indicate *not applicable* if they are recorded in other categories):



17. Do you have any concerns about providing deidentified student data or data on instructor characteristics for your CTE program? See sample data elements [here](#) and in section C of the RFP.
Character limit: 1,500

Program Assets and Relevant Experience

18. What is one area in which your college or CTE program could be a leader or excel when it comes to serving students of color equitably in online for-credit CTE programs?
Character limit: 1,500

19. Please describe how participating in this project aligns with your college's broader vision, strategic plan, and/or goals. If any, what are some past or current examples of your institution's commitment to equity? What came of these efforts and were they successful? If you lack examples, please describe why the college is interested in starting now.
Character limit: 3,000

Grant Management Plan, Including Planned Use of Resources

20. Please describe the management and structure of your team of three key staff members (administrator, instructor, third staff member/industry liaison). Please list the following information for each team member:

- Administrator
 - Name:
 - Title:
 - Department/office:
 - Years at the college:
 - Years in this position:
 - Have you obtained a commitment from them to participate, if awarded?
 - How is this person positioned to contribute to advancing the activities and goals of the team?
- Instructor
 - Name:
 - Title:
 - Department/office:
 - Years at the college:
 - Years in this position:
 - Have you obtained a commitment from them to participate, if awarded?
 - How is this person positioned to contribute to advancing the activities and goals of the team?
- **Third staff member, at college's discretion** (e.g., second instructor, student support administrator, industry partner, or diversity/equity staff member)
 - Name:
 - Title:
 - Department/office:
 - Years at the college:



- Years in this position:
- Have you obtained a commitment from them to participate, if awarded?
- How is this person positioned to contribute to advancing the activities and goals of the team?
- Institutional research liaison
 - Name:
 - Title:
 - Department/office:
 - Have you obtained a commitment from them to share necessary data, if awarded?
- (Optional) Additional partners, up to 3
 - Name:
 - Title:
 - Company/Organization:
 - Have you obtained a commitment from them to participate, if awarded?
 - How is this person positioned to contribute to advancing the activities and goals of the team?

G. Budget Template and Budget Narrative

Urban's standard terms and conditions are included in Attachment C. Unless expressly noted in your response, submission of a proposal constitutes your agreement with the terms and conditions. Budget materials should be submitted via the [Qualtrics platform](#), which includes a link to upload files at the end of the application.

Budget Template

Each application should include a budget that outlines costs according to your agency policies, procedures and cost structure (for instance, some agencies may include rent as a direct cost, while other may incorporate it into overhead). A template to be used in your submission can be found linked [here](#).

- Other direct costs should be itemized in additional line-item categories as needed and not included as one lump sum. Typical costs might include rent, communications, information technology, etc.
- Salaries/wages should be detailed for each individual (name/title/position) by either annual salary with % of time (or FTE) or number of hours and hourly rate. No other loadings should be included in these base rates. In addition, only include personnel employed by your organization; staff from partnering organizations, consultants and other contractors should be detailed in the subcontract line-item
- Three in-person meetings are tentatively planned, pending public health concerns and COVID-related travel restrictions.
 - Urban plans to cover travel costs for two members of your team to attend these meetings, pending greater certainty regarding travel due to public health concerns. Additional funding would be added to your subgrant, above the \$30,000, to support these travel expenses, once it is determined that these meetings will take place in-person. These costs should **not** be included in your cost estimate at this time.



Budget Narrative

Please provide a separate budget narrative document to correspond to the line-item cost components in your budget. This narrative should include justification for the costs and assumptions, and/or methodologies relevant to the cost components. There is no required template for this narrative, but it should be attached as a separate file.

If such costs are a part of the submitted budget, please consider the following in your narrative:

- Salaries/Wages: Detail each position and relevancy to your project.
Note: This section should include personnel employed by your agency only; staff from partnering organizations, consultants and other contractors should be detailed in the Subcontract line-item.
- Fringe Benefits: Include numerical rate and description of components (e.g., Health Insurance, FICA, pension, etc.); OR attach most recent Negotiated Indirect Cost Rate Agreement (NICRA) if fringe rate is incorporated therein.
- Subcontracts/Consultants: Purchased services outside your agency; include justification for each service each and explain how the cost estimate was derived.
- Other Direct Costs: Provide a detailed justification and breakdown of each cost.
- Indirect Costs: If your agency incorporates any costs into an overhead pool (which might be categorized as overhead, general and administration, indirect costs, etc.) you may likewise incorporate these costs in the same way into your budget. If your organization has a current Negotiated Indirect Cost Rate Agreement (NICRA) approved by a government agency, you may attach this as documentation for the rate included in your budget. If you do not have a NICRA but included these costs in your budget, your budget narrative should include a description of the components of your cost pool (rent, Executive Director, Accounting staff, etc.) and how the rate was derived.

Please note that there is a cap of 10% for indirect costs under this project; requested funds for this line-item should not exceed this amount.

H. Letter of Commitment

Please provide a letter of commitment from the college president affirming commitment to the project and its continuity for the full period of performance. The letter of commitment should be submitted via the [Qualtrics platform](#), which includes a link to upload files at the end of the application.



Attachment A. Capacities of CTE CoLab Coalition Partners

The Urban Institute

For over 50 years, Urban has worked toward equitable outcomes for communities. Urban will lead the CTE CoLab efforts, bringing a wealth of experience conducting action-driven formative research with community and technical colleges to understand the impact of program initiatives and delivering evidence-informed technical assistance and dynamic convenings.

World Education, Inc.

Since 1951, WEI has advanced economic mobility and well-being for people facing systemic barriers to education and employment opportunities. Its EdTech Center and National College Transition Network offer expertise in digital and nondigital instructional design, faculty and career navigator development, online course development, wraparound supports design, and adult learning. EdTech coordinates the Innovating Distance Education in Adult Learning Consortium for 16 states and Washington, DC.

National Council for Workforce Education

Since 1975, NCWE has promoted excellence in workforce education with a network of more than 500 community and technical colleges. It has unparalleled experience in peer learning, leadership development, technical assistance, and professional development.

Office of Community College Research and Leadership

The Office of Community College Research and Leadership will draw from its expertise addressing racial and ethnic inequities in CTE and career pathways programs and contribute evidence-informed tools it has used with the Illinois community and technical college system to improve student outcomes.

Instructional Technology Council

Instructional Technology Council provides professional development to its e-learning practitioner network and conducts an annual member survey that will provide CTE CoLab rich data on opportunities and challenges in e-learning.

National Coalition of Advanced Technology Centers

The coalition tracks trends and challenges in advanced technology and manufacturing from more than 170 community and technical colleges. It has strong ties with business and industry, which will bring employers' perspectives to the table.



Attachment B. Solicitation Checklist

When submitting your RFP response, please use this checklist to acknowledge your review of grant terms and conditions and confirm that you've included all necessary materials:

- Qualtrics submission.** Please include your narrative response to the RFP and upload all required supplemental materials (listed below) in the [Qualtrics platform](#).
- Letter of commitment** from college president affirming a commitment to this project for the full period of performance.
- Budget Template.** Please include your proposed budget in the template linked in Section G.
- Budget Narrative.** Please include a budget narrative to correspond to the line-item budget, as described in Section G of the RFP. There is no required template for this narrative, but it should be attached as a separate file.



Attachment C. Sample General Terms and Conditions

PART II - GENERAL TERMS AND CONDITIONS

Article I. RELATIONSHIP BETWEEN THE PARTIES

- A. Independent Parties:** For purposes hereof, Subrecipient is an independent contractor, and shall not be deemed to be an employee or agent of Urban or the Funder(s).
- B. Proprietary Information:** Subrecipient acknowledges that, in performing this Subgrant, Urban may be required to make available to Subrecipient certain information deemed to be proprietary and confidential information ("Proprietary Information"). Subrecipient may also gain access to certain information, which may be considered Proprietary Information by the Funder(s). Such information includes without limitation, information related to patents, research, development, computer software, designs or processes, pricing, customer lists, and technical and business information, and know-how of Urban and the Funder(s). Subrecipient agrees to safeguard and hold in strictest confidence all Proprietary Information.

Urban hereto agrees not to disclose such Proprietary Information to unauthorized parties. The receiving party shall not use Proprietary Information from the other for any purpose other than that as required for the performance of this Subgrant. Each party shall designate in writing one or more individuals as the only person(s) authorized to receive Proprietary Information exchanged between the Parties pursuant to this Subgrant. Except as required in the performance of this Subgrant, neither this Subgrant nor the furnishing of any information hereunder by Urban shall grant Subrecipient, by implication or otherwise, any license under any invention, patent, trademark or copyright.

The restrictions set forth in the foregoing provisions of this article shall not apply to information: (a) which was at the time of the receipt otherwise lawfully known to the recipient independently of the disclosing party; (b) which was at the time of receipt lawfully within the public knowledge; (c) which subsequently is lawfully developed independently by the recipient; or (d) which subsequently is lawfully acquired from a third party without coordinating restriction on use.

Subrecipient shall return all Proprietary Information to Urban upon Urban's request or upon termination of this Subgrant, whichever occurs first. This article shall survive termination of this Subgrant.

- C. Privity:** This Subgrant is funded in whole or in part with funds from the Funder(s). Neither the Funder(s) nor any of its departments, agencies, or employees or will be a party to this Subgrant. No privity of contract between the Funder(s) and Subrecipient is established by this Subgrant. All communications regarding this Subgrant must be directed to Urban and not to the Funder(s).
- D. Organizational Conflict of Interest:**
- i. The Subrecipient represents that, to the best of its knowledge and belief, there are no relevant facts or circumstances which could give rise to an organizational conflict of interest, or that the Subrecipient has disclosed all such relevant information.
 - ii. The Subrecipient agrees that if an actual or potential organizational conflict of interest is discovered after award, the Subrecipient will make a full disclosure in writing to Urban. This disclosure will include a description of activities which the Subrecipient has taken or



proposes to take, after consultation with Urban, to avoid, mitigate, or neutralize the actual or potential conflict.

- iii. Remedies – Urban may terminate this Subgrant for convenience, in whole or in part, if it deems such termination necessary to avoid an organizational conflict of interest. If the Subrecipient was aware of a potential organizational conflict of interest prior to award or discovered an actual or potential conflict after award and did not disclose or misrepresented relevant information to Urban, Urban may terminate the Subgrant for default.
- iv. The Subrecipient further agrees to insert provisions that will conform substantially to the language of this clause, including this subparagraph (d), in any grant or consultant agreement arising out of this Subgrant.

E. Nonliability: Urban and Funder(s) cannot assume any liability for accidents, illnesses, losses, claims or liability of any kind arising out of any work performed by Subrecipient supported by this Subgrant or for unauthorized use of patented or copyrighted materials by the Subrecipient. In addition, Urban and the Funder(s) do not assume any liability for any third-party claims for damages arising out of this Subgrant. The Subrecipient is advised to take such steps as may be deemed necessary to insure or protect itself, its employees and its property.

F. Indemnification: Subrecipient shall defend, indemnify and hold Urban, Urban’s subsidiaries, affiliates, directors, officers, agents and employees, and each of them, and Urban’s Funder(s) harmless against any injury, death, suit, claim or other loss (“Loss”), including expenses and actual attorneys’ fees, arising from or in connection with this Subgrant or the breach thereof, except to the extent that such loss was caused by the negligence and willful misconduct of Urban.

Urban shall indemnify and hold Subrecipient harmless to the extent that such Loss was caused by the negligence and willful misconduct of Urban.

G. Notification of Claims: Subrecipient shall promptly notify Urban of the assertion, filing or service of any lawsuit, claim, demand, action, liability or other matter that is or may be covered by this indemnity, and shall immediately take such action as may be necessary or appropriate to protect the interests of Urban, its officers, directors, employees and agents. Urban shall at all times have the right to direct the defense of, and to accept or reject any offer to compromise or settle, any lawsuit, claim, demand or liability asserted against Subrecipient or any of its officers, directors, employees or agents. The duties and obligations of Subrecipient created hereby shall not be affected or limited in any way by Urban.

H. Non-Solicitation of Employees: During the term of this agreement, and for one year thereafter, neither party shall knowingly solicit for hire any technical or professional employee of the other party who has been directly involved with the work performed under this Subgrant. However, this shall not be construed to restrict, limit, or encumber an employee’s rights granted by law.

Article II. STANDARDS OF CONDUCT

A. Ethics: Subrecipient shall adhere to the highest standards of ethical competence and integrity in performance of this agreement, having due regard for the nature and purpose of Urban as an organization, and ensure that employees assigned to perform any obligation under this agreement conduct themselves in a consistent manner.



- B. Compliance with the Law:** Subrecipient represents and warrants that it is, and shall continue to be, in compliance with all applicable laws, ordinances, rules, regulations, and lawful orders of public authorities of any jurisdiction, including, without limitation, any anti-bribery statutes.
- C. Debarment and Suspension:** In accepting this agreement, Subrecipient certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any US Federal department or agency. Any change in the debarred or suspended status of the Subrecipient during the life of this agreement must be reported immediately to Urban. Subrecipient agrees to incorporate the Debarment and Suspension certification into any lower-tier award that they may enter into as part of this agreement.
- D. No Gifts or Benefits; No Improper Payments:** Subrecipient represents and warrants that it has not offered or paid any direct or indirect gifts, favors, or benefits arising from this agreement to any employee or representative of Urban or their relatives. Subrecipient agrees and represents that, in connection with its performance hereunder, it has not and will not make any payments or gifts or any offers or promises of payment or gifts of any kind, directly or indirectly, to any official of any government, government agent, government instrumentality or to any political candidate. This agreement will become null and void if the Subrecipient makes any such offer, promise, payment or gift in connection with performance of this agreement.
- E. Anti-Lobbying:** No Subgrant funds are to be shared with or used to pay fees or wages for the services of fundraising firms and no portion of the Subgrant may be used for any attempt to influence legislation within the meaning of Internal Revenue Code Section 501(h) or the local law governing nonprofit entities applicable to Subrecipient, to influence the outcome of any specific election, or to carry on directly or indirectly any voter registration drive.

Specifically, the Subrecipient agrees not to use any portion of the Subgrant or any income derived from the Subgrant for the following:

- To carry on propaganda or otherwise attempt to influence legislation within the meaning of Section 4945(d)(1) of the Code;
- To influence the outcome of any specific public election or to carry on, directly or indirectly, any voter registration drive within the meaning of Section 4945(d)(2) of the Code. Activities shall be conducted consistent with the private foundation lobbying rules and exceptions under Internal Revenue Code Section 4945 and related regulations. Subrecipient confirms that the Subgrant budget (or the combined project budget if there are multiple funders) accurately reflects that Subrecipient will expend at least the amount of the Subgrant on (a) non-lobbying activities in the project year, or (b) for multiple year projects, the total non-lobbying portion of the project; or
- To promote or engage in criminal acts of violence, terrorism, hate crimes, the destruction of any state, or discrimination on the basis of race, national origin, religion, military and veteran status, disability, sex, age, or sexual orientation, or support of any entity that engages in these activities.



- F. Equal Employment Opportunity:** All contracts to be performed in the United States, or to be performed with employees who were recruited in the United States, shall contain a provision requiring compliance with E.O. 11246, "Equal Employment Opportunity", as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR Chapter 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor," to the extent required by the foregoing.
- G. Discrimination Prohibited:** Subrecipient and any authorized lower-tier subrecipients and contractors shall not discriminate against any employee or applicant for employment, to be employed in the performance of this Subgrant, with respect to the hire, tenure, term, conditions, or privileges of employment because of his/her race, color, religion, sexual identity, sexual orientation, disability, national origin, ancestry, or status as a veteran. The Subrecipient and its lower-tier subrecipients and contractors, if any, shall also comply with all applicable federal provisions, statutes and regulations relating to nondiscrimination and equal employment opportunity including but not limited to, all relevant sections of the American with Disabilities Act of 1990.
- H. No Retaliation:** Subrecipient shall not discharge, demote, suspend, threaten, harass, retaliate against, or otherwise discriminate against, any of its employees in the terms and conditions of such employee's employment as a reprisal for such employee's disclosing to Urban, or other proper authority, information relating to violation of this Article, including, without limitation, any substantial violation of law relating to the performance of this agreement.
- I. Human Subjects Research:** The Subrecipient is responsible for the protection of the rights and welfare of any human subjects involved in research, development and related activities supported by this Subgrant. The Subrecipient, and any lower-tier subrecipients or contractors shall also comply with all applicable federal provisions, statutes and regulations relating to the protection and privacy of human subjects, and the law and regulations of individual states and any related requirements outlined in Appendix C. Such requirements include, but are not limited to conducting the research in compliance with the ethical standards and the criteria for approval and conduct of research set forth in United States Department of Health and Human Services policy for the protection of human research subjects (45 C.F.R. Part 46 and related guidance, as amended from time to time). Subrecipient shall also obtain and maintain institutional review board (IRB) approval, either by an internal IRB or through a contracted agency if the Subrecipient is collecting data directly for research and obtain informed consent of participating research subjects. Subrecipient must notify the Urban immediately of any breach of personally identifiable information (PII) or any other violation related to the requirements stated herein and shall assume all financial responsibilities related to any such violations.

The requirements herein apply to all subawards and contracts at any tier issued by the Subrecipient in its conduct of the work supported under the Subgrant.

- J. Anti-Terrorism:** Subrecipient acknowledges that U.S. Executive Order 13224 and U.S. law prohibits transactions with, and the provision of resources and support to, individuals and organizations



associated with terrorism. Subrecipient is responsible to comply with this Executive Order and any applicable U.S. law.

- K. Anti-Trafficking in Persons Directive:** Subrecipient acknowledges that, Urban is opposed to human trafficking, prostitution and related activities, which are inherently harmful and dehumanizing, and contribute to the phenomenon of trafficking in persons. None of the funds made available under this agreement may be used to engage in trafficking in persons or to promote, support, or advocate the legalization or practice of prostitution. Nothing in the preceding sentence shall be construed to preclude assistance designed to ameliorate the suffering of, or health risks to, victims while they are being trafficked or after they are out of the situation that resulted from such victims being trafficked.

Article III. WORK PRODUCT AND ACKNOWLEDGMENTS

A. Intellectual Property:

- i. The work of Subrecipient under this Subgrant, which includes all written, graphic, audio, visual and any other materials, contributions, applicable work product and production elements contained therein, whether on paper, disk, tape, digital file or any other media (“Work Product”), shall be owned by the Subrecipient. Accordingly, Subrecipient may copyright any work that is subject to copyright and was developed, or for which ownership was purchased, under this Subgrant.
- ii. Subrecipient represents and warrants that that the Work Product produced under this Subgrant will be original and not infringe upon any copyright or any other right of any other person and has not previously been published.
- iii. Subrecipient represents that Urban and the Funder(s) shall have a paid up, non-exclusive, irrevocable, perpetual, worldwide royalty-free license to reproduce, publish, republish, summarize, excerpt or otherwise use, and license others to use in print or electronic form (in whole, or in part, including in connection with derivative works), including in electronic databases or in any future form not yet discovered or implemented, the Work Product.

B. Publications:

- i. All publicity, publications, and notice produced or released regarding this Subgrant shall acknowledge Urban, and Funder(s). Subrecipient will allow Urban to review and approve the text of any proposed general publicity, to include any acknowledgement language, concerning Urban, Funder(s) and this Subgrant prior to its release.
- ii. The Subrecipient agrees to furnish Urban’s Technical Contact with copies of any such news releases, papers or other Work Product within ten (10) days after such release.
- iii. The Subrecipient shall not use Urban or the Funder(s) brand, logo, or marks without prior approval from Urban.
- iv. Subrecipient, Urban or its Funder(s) shall not defame the other in any public communication.

Article IV. STOP WORK, TERMINATION AND DISPUTES

- A. STOP WORK:** Urban may at any time before acceptance of the order by the Subrecipient, by written order to the Subrecipient, require the Subrecipient to stop all, or any part, of the work under this agreement for a period of 90 days after the order is delivered to the Subrecipient, and for any further period to which the parties may agree. The order shall be specifically identified as a stop-work order issued under this clause. Upon receipt of the order, the Subrecipient shall



immediately comply with its terms and take all reasonable steps to minimize the incurrence of costs allocable to the work covered by the order during the period of work stoppage. Within a period of 90 days after a stop work order is delivered to the Subrecipient, or within any extension of that period to which the Parties shall have agreed, Urban shall either:

- i. Cancel the stop-work order; or
- ii. Terminate the work covered by the order as provided in the Termination clause of this agreement.

B. Termination: This Subgrant may be terminated, in whole or in part in the following situations:

- i. By Urban, if the Subrecipient materially fails to comply with terms and conditions of this Subgrant. Subrecipient shall immediately cease to incur further costs upon notification by Urban.
- ii. By mutual agreement of the Parties, in which case the two Parties shall agree upon the termination conditions, including the effective date, the return of any unspent funds, and, in the case of partial termination, the portion to be terminated.
- iii. By Urban, if the Funder determines that continuation of all or part of the funding for this Subgrant should be suspended or terminated.

Subrecipient shall cease to incur further costs upon notification by Urban, and the Parties will coordinate regarding the return of any unspent funds, if necessary.

C. Disputes, Claims and Appeals: Urban and Subrecipient shall work together in good faith in an attempt to resolve any dispute arising under this Subgrant.

Any dispute between the Parties as to matters arising pursuant to this Subgrant that cannot be settled amicably within fifteen (15) days after receipt by one party of the other party's request for such amicable settlement shall be submitted to and resolved by the American Arbitration Association (AAA) in accordance with its Commercial Arbitration Rules and at its office located in the District of Columbia. The resolution of the AAA shall be binding on the parties and either party may enter any judgment or award rendered by the AAA in any court of competent jurisdiction. Both Parties shall be subject to the personal jurisdiction of the courts located in the District of Columbia and waive the right to assert lack of personal jurisdiction in any legal procedure.

D. Force Majeure: Any delay or failure of the Subrecipient of required obligations shall be excused if and to the extent caused by acts of God, fire, storm, lockout, strike, terrorist act, flood, sabotage, embargo, war (whether declared or not), riot, or other causes beyond the reasonable control of the Subrecipient.

If the Subrecipient asserts Force Majeure as an excuse for failure to perform their obligations, then the Subrecipient must:

- i. notify Urban of the likelihood or actual occurrence of an event described in this clause;
- ii. prove that reasonable steps were undertaken to minimize delay or damages caused by foreseeable events; and
- iii. fulfill all non-excused obligations.

Upon review of Subrecipient's notice, Urban shall determine whether the term of the Subgrant shall be extended for a reasonable time period to complete activities interrupted by the delays.



Article V. RECORD RETENTION AND FILE MANAGEMENT

- A. Reserved.**
- B. Record Retention:** Subrecipient shall retain all records related to this Subgrant for at least four (4) years after expiration of the Subgrant term. Subrecipient shall agree promptly to furnish Urban and/or Funder with copies of such documents upon Urban request and to make records available for inspection at reasonable times.
- C. Audit:** At Urban or the Funder(s) expense, either may audit or have audited Subgrant-related records, and Subrecipient shall provide all necessary assistance in connection therewith.
- D. Site Visits:** Urban or the Funder(s) may, at their expense, monitor and conduct an evaluation of operations and review records related to this Subgrant, which may include visits by representatives of Urban or its Funder(s) to observe the Subrecipient's program, procedures and operations, review Work Product, and discuss the program.

Article VI. MISCELLANEOUS

- A. Governing Law:** This Subgrant shall be governed by the laws of the District of Columbia and, where applicable by virtue of preemption, under the laws of the United States of America. Each party, unless prohibited by law, hereby consents to personal jurisdiction and venue in the courts of the District of Columbia or in any federal court located in the District of Columbia if any suit is brought under the terms of or relating to this Subgrant.

- B. Insurance:** Subrecipient shall maintain at its own expense adequate insurance as is reasonable and customary for similar organizations in any and all forms necessary to protect both Subrecipient and Urban against all liabilities, losses, damages, claims, settlements, expenses, and legal fees arising out or resulting from performance of this Subgrant.

Subrecipient will comply with any and all applicable state laws regarding auto liability and worker's compensation insurance, to the extent applicable to the Subrecipient. Although Urban may request evidence of certain minimum insurance coverage from Subrecipient, nothing contained herein shall abridge, diminish, or affect Subrecipient's responsibility for the consequences of any accidents, occurrences, damages, losses, and associated cost arising out of or resulting from performance of this Subgrant.

Subrecipient shall ensure that approved subrecipients or subcontractors obtain and maintain appropriate insurance against liability for injury to persons or damage to property arising from activities relating to the Subgrant.

- C. Incorporation of the Prime Award:** Subrecipient assumes toward Urban some of the obligations and responsibilities that Urban assumes towards the Funder(s) in the Prime Award grant agreement as they relate to the Program Description. Applicable provisions of the Prime Award grant agreement are incorporated herein by reference in Appendix C (Mandatory Prime Award Provisions).

- D. Assignment/Subawards:** Unless described in the application and funded by this Subgrant, the Subrecipient shall not assign this Subgrant nor any rights or obligations herein, nor subcontract or subgrant any funds under this Subgrant without the prior written consent of Urban's Contractual



Contact. This provision does not apply to the purchase of supplies, material, equipment or general support services.

Subrecipient shall incorporate the applicable provisions of this Subgrant in any approved lower-tier subagreements.

- E. **Delays:** Whenever the Subrecipient knows, or reasonably should know, that any actual or potential condition is delaying, or threatens to delay, the timely performance of work under this Subgrant, the Subrecipient will, within 30 days, notify Urban, in writing, providing all relevant information with respect to the delay.
- F. **Severability:** If any covenant or other provision of this agreement is invalid, illegal or incapable of being enforced by reason of any rule of law, administrative order, judicial decision or public policy, all other conditions and provisions shall remain in full force and effect. No covenant shall be deemed dependent upon any other covenant or provisions unless so expressed in this agreement.
- G. **Waiver:** No failure of a party to exercise any right or to insist upon strict compliance by the other party with any obligation and no custom or practice of the Parties at variance with this agreement shall constitute a waiver of the right of a party to demand exact compliance. Waiver by one party of any particular default by the other party shall not affect or impair a party's rights in respect to any subsequent default of the same or of a different nature, nor shall any delay or omission of a party to exercise any rights arising from such default affect or impair the rights of that party as to such default or any subsequent default.
- H. **Order of Precedence:** Any inconsistency or conflict in the terms and conditions specified in this Subgrant shall be resolved according to the following order of precedence:
 - (a) Part I - Schedule
 - (b) Part II - General Terms and Conditions
 - (c) Part III - Appendices in the following order of precedence:
 - Appendix C – Mandatory Prime Award Provisions
 - Appendix A – Program Description
 - Appendix B – Subgrant Budget