

Internship and Work-Based Learning Impact Grants: Vision, Capacity-Building, & Scaling Information & Instructions for Grant Proposals



Fast Facts

Overview: In 2018, the Virginia General Assembly appropriated funding to the State Council of Higher Education for Virginia (SCHEV) to assist public colleges and universities in developing partnerships to provide innovative paid internship opportunities for their students. In 2019, the effort was expanded and enacted into law as the Innovative Internship Fund and Program. In 2020, through a partnership with the Virginia Chamber Foundation, the program was rebranded as the [Virginia Talent + Opportunity Partnership](#) (V-TOP).

The primary focus of this statewide initiative is to facilitate the readiness of students, employers, and institutions of higher education to participate in internships and other work-based learning opportunities. **Internship and Work-based Learning Impact Grant tracks focus on three distinct areas: 1) developing a vision for experiential learning, 2) building capacity for newly-established or small-scale experiential learning programs, and 3) scaling more well-established experiential learning programs.**

Important Dates

October 28, 2025	Call for proposals issued
October 28, 2025	Pre-proposal information session
November 21, 2025	Deadline for proposal submission to SCHEV
December 12, 2025	Grant awards announced

Questions: For answers to questions about the call for applications, contact:

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Background

In 2019, the Virginia Talent + Opportunity Partnership (V-TOP) became a formally established partnership between SCHEV and the Virginia Chamber of Commerce. V-TOP is funded through the Commonwealth Innovative Internship Fund with the intent to: 1) expand paid and credit-bearing student internships and other work-based learning opportunities in collaboration with Virginia employers and 2) facilitate the readiness of students, employers and institutions of higher education to participate in internships and work-based learning.

Purpose

The purpose of the **Internship and Work-based Learning Impact Grant** is to support institutions that aim to increase student participation in paid internships and work-based

learning opportunities. These grants are designed to enhance students' academic experience and assist institutions in developing and implementing coordinated plans to expand internship and work-based learning participation. These efforts should align with institutional strategic priorities and receive campus-wide support, including at the presidential, senior academic, and administrative leadership levels, ensuring comprehensive support for student success.

Award Type and Amount

Funds will be awarded in the form of a grant, with a Memorandum of Understanding between SCHEV and the institution (see Appendix). Eligible institutions may apply via one of three tracks (see below for eligibility):

- Vision Grant (private institutions only): One-year award. Maximum total request (over one year): \$25,000. An institution is only eligible for one grant; if your institution has had a Vision grant, then you are not eligible for this track.
- Capacity-Building Grant (four-year public institutions & Richard Bland only*): One-year award. Maximum total request (over one year): up to \$150,000. *Four-year private, non-profit institutions participating in the Tuition Assistance (TAG) program who have already received a vision grant may also apply for this track. If your institution has had a capacity-building grant, then you are not eligible for this track.*
- Scaling Grant (four-year public institutions only*): Two-year award. Maximum total request over two years is up to \$250,000. *This grant may be recurring annually for up to \$125,000, contingent upon substantial yearly progress in the number of completed student internships.* Scaling grants may be submitted on a rolling basis.

Continuation of funding for the second year of the Scaling Grant will depend on the submission of a satisfactory progress report that demonstrates significant progress in meeting deliverables and increasing student internship participation.

Eligibility

Eligibility criteria vary across and are specific to each of the three track options. (Note: Based on prescribed metrics, the review panel may determine that an institution is better suited for a different track. Such a decision will be discussed with an awardee prior to signing an MOU.)

Vision Grant: This award is a planning grant that is open to all private, four-year, non-profit institutions participating in the Tuition Assistance Grant (TAG) program that need support in developing a distinct plan to implement an internship program or work-based learning program. This track supports activities such as strategic planning, determining institutional priorities, and designing strategies to implement the highest-priority initiatives needed to achieve the vision over time (see more in the objectives section below). An institution is only

eligible for one grant; if an institution has previously received a Vision grant, then it is not eligible for this track.

Capacity-Building Grant: This grant is open to public four-year institutions, private four-year non-profit institutions participating in the Tuition Assistance Grant (TAG), and Richard Bland College that seek support in enhancing their ability to design, implement, and sustain a high-quality internship program or work-based learning program. This track supports activities such as developing program infrastructure, establishing key personnel to support and track work-based learning activities, training staff, and fostering partnerships with employers (see more in the objectives section below).

Private four-year non-profit institutions participating in the Tuition Assistance Grant (TAG) that have previously received a Vision grant and have not yet been awarded a Capacity-Building Grant may also apply for this track.

Scaling Grant: This grant is open only to public four-year institutions that seek to expand existing internship programs and/or work-based learning programs to reach more students, employers, or geographic regions. This track supports activities such as increasing program capacity, building partnerships with more employers and partner agencies, expanding opportunities for high-demand occupations such as those in healthcare and information technology fields, and enhancing infrastructure to manage a higher volume of interns (see more in the objectives section below).

Grant Type	Eligible Institutions	Prior Award Limitations	Term	Max Award	Purpose
Vision	Private 4-year TAG institutions	Not previously received a Vision grant	1 year	\$25K	Develop plan for internship/WBL vision
Capacity-Building	Public 4-years; Richard Bland; Private TAG 4-years with prior Vision grant	Not previously received Capacity-Building	1 year	\$150K	Build infrastructure/key personnel for WBL
Scaling	Public 4-years only	Not previously received Scaling	2 years	\$250K	Expand/scale existing programs

*The colleges of the Virginia Community College System (VCCS) will be eligible under a separate opportunity managed directly by the VCCS Central Office.

An institution of higher education must meet all specified eligibility requirements in order for its proposal to be reviewed.

Previous and Future Impact Grant Opportunities

Institutions that have previously received a Vision or Capacity-Building grant **and have successfully fulfilled all deliverables and reporting requirements** are eligible to apply for the next level of funding (for example, transitioning from Vision to Capacity-Building or from Capacity-Building to *Scaling). Note the eligibility criteria in determining for which track an institution is eligible. Determinations of success for prior grants will be made through reviewing and assessing the final report submitted for the previous track. Reviewers will assess: how well the grantee met performance measures, provided standardized metrics to support the program outcomes, and met the deliverables outlined in the RFP. To advance to the next track, grantees should provide a clear description of how each deliverable was implemented at the institution, provide strong evidence for implementation, and explain how the deliverable was implemented in alignment with that which was initially proposed. Proposals for the next track must include a summary of the outcomes achieved from the prior grant.

*Scaling grants are only open to public four-year institutions.

Next Steps for Previously Funded Institutions

When applying for the next-level track, applicants should include the following:

- A summary of the progress and outcomes achieved under the previous grant, including data on goals met and lessons learned. Summary of progress under the previous grant must be aligned with goals, objectives, and performance measures that were outlined and reported in the interim and final reports.
- A description of how the proposed activities build upon or expand the previous efforts.
- Any changes to institutional leadership, personnel, or structure that enhance the institution's ability to implement or scale internship and work-based learning programs.

Future grant cycles are expected to continue supporting this progression model. Institutions that demonstrate substantial progress may receive consideration for recurring or expanded funding, as outlined in the grant track descriptions.

Future grant cycles are contingent on funding. Institutions must complete all reports and attend required meetings as necessary to be deemed in compliance with the grant.

Application Instructions

Cover Sheet: The cover sheet should include the following information:

- Title of proposed project.
- Proposed Track
- Name and contact information of senior-level leadership involvement.

- Name and contact information for primary contact or lead of project.
- Amount of funds requested.
- Printed name, title and signature of authorized signer for the institution.

The proposal narrative and letter of interest will be assessed using the scoring below (up to 45 points) and the criteria described in the “Application Processing, Review Criteria and Award” section. In addition, up to 20 impact points may be awarded by the reviewers at their discretion for a possible total of 65 points. Impact points may be awarded based on the reviewers’ recognition of the overall value of the proposed activities to Virginia, as well as other factors such as personnel dedicated solely to support student and employer engagement in internships and work-based learning activities, evidence of senior-level leadership involvement and support of internship expansion, a clear institutional plan to integrate internships and work-based learning within the curriculum or co-curricular activities for all students, or other considerations.

Vision Grant Letters of Interest (3-5 pages)

Vision grant letters of interest must include the sections listed below in the same order and with identical headings:

- Table of Contents
- Executive Summary (Note that the summary may be published on the V-TOP website and used for a press release if the proposal is funded.) (2 points; ½ page limit).
- Organizational Chart: Provide an organizational chart showing each task-force member and the senior-level leadership, including the president. (2 points; 1 page limit)
- Project Description (2-3 pages)
 - Brief History: Provide a brief history of previous or current efforts to create a comprehensive vision for experiential learning opportunities at the applicant institution and describe how this project aligns with the institution’s strategic priorities. (3 points; about ½ page)
 - Task Force: Provide names and titles of all proposed [task force members](#) (Found on pages 9-10). While the president is the honorary chair of the task force, the vice chair may serve as the primary contact during the grant period and may take the lead on day-to-day activities to develop the vision and comprehensive plan (3 points; about ½ page)
 - Work Plan: Describe the institution’s plan of work and the design of the activities to be undertaken during the grant period. Describe how the institution will collect all data associated with reporting requirements. Reporting requirements include performance measures proposed by the institution (which are based on the work plan). An institution may use the V-TOP template to outline its goals, objectives, and performance measures. An institution must detail a minimum of three goals, with at least one objective per goal and one performance measure

per objective. Additionally, the institution must describe its capacity and plan for project sustainability beyond the grant cycle. (25 points; about 2 pages. An applicant may earn up to 5 additional points for explicitly describing plans to incorporate [V-TOP resources](#) in its vision plan.)

- Milestones and Timeline: Provide the milestones and timeline of activities; must include both progress and outcome milestones; if relevant, consider extending timeline past the end of the grant period to illustrate when unfinished activities will end and/or next steps. An applicant must use the template provided or use a template of their own creation with the same or similar components. (3 points; about ½ page)
- Conclusion (key reasons why the institution’s proposal should be funded; state/make “the case” in a few sentences) (2 points)
- Budget and Budget Narrative: Provide a breakdown of proposed expenditures and a brief narrative explaining the purpose of each line item; an applicant may use the budget template provided or use a template of their own creation that includes the same cost categories and breakdown; **Grant funds cannot be used for indirect costs** (no points; about 1 page; not included in page count)

Capacity-Building Grant AND Scaling Grant Proposal Narratives (10-12 pages)

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

- Table of Contents
- Executive Summary (Note that the summary may be published on the V-TOP website and used for a press release if the proposal is funded.) (2 points; 1 page limit).
- Organizational Chart: Provide an organizational chart showing each [task force member](#) (Found on pages 9-10) and the senior-level leadership, including the president. (2 points; 1 page limit)
 - Provide an organizational chart showing key contributors and senior-level leadership, including the president.
- Project Description (8-10 pages)
 - Brief History: Provide a brief history of previous or current efforts to create a comprehensive vision for experiential learning opportunities at the applicant institution and describe how this project aligns with the institution’s strategic priorities. **In the brief history section, include estimations of the following: percentage of undergraduate students currently in internships or work-based learning programs, percentage of undergraduate students in each type of internships (credit versus non-credit), number of employers participating in your institution’s internship and work-based learning program, and the types of participating employers (by industry)** (4 points; about 1 page)

- Work Plan: Describe the institution' plan of work and the design of the activities to be undertaken during the grant period. Describe how the institution will collect data associated with reporting requirements. Reporting requirements include performance measures proposed by the institution (which are based on the work plan). An institution may use the V-TOP template to outline its goals, objectives, and performance measures. An institution must detail a minimum of three goals, with at least one objective per goal and one performance measure per objective. Additionally, the institution must describe its capacity and plan for project sustainability beyond the grant cycle. (25 points; about 4 pages)
 - Priority will be placed on applications from institutions that make connections to the [V-TOP resources](#). (5 points)
- Milestones and Timeline: Provide the milestones and timeline of activities; must include both progress and outcome milestones; if relevant, consider extending timeline past the end of the grant period to illustrate when unfinished activities will end and/or next steps. An applicant must use the template provided or use a template of their own creation with the same or similar components. (3 points; about 1 page)
- Conclusion (key reasons why your proposal should be funded; state your case in a few sentences) (4 points)
- Budget and Budget Narrative: Provide a breakdown of proposed expenditures and a brief narrative explaining the purpose of each line item; an applicant may use the budget template provided or use a template of their own creation that includes the same cost categories and breakdown; **Grant funds cannot be used for indirect costs or entertainment (e.g., decorations)**(no points; about 1 page; not included in page count)

Proposed costs should align and not serve as a replacement for existing funding.
Examples of Allowable Costs

- Platforms or technology for tracking internships
- Marketing to students and employers
- Reasonable student support stipends if they are directly tied to internship participation

Expenditures: No more than 10% of the budget should be used for consultant services. No one budget category should consume a significant portion of the overall funds.

Personnel (grant can fund initial personnel costs, but an applicant should consider program sustainability beyond the grant term)

Examples of Non-Allowable Expenditures:

- • Indirect Costs
- • Entertainment costs (e.g., decorations, alcohol, etc.)

Submission Requirements: Please submit the institution’s application to SCHEV via email to Stacey Garnett, Business Operations Specialist, at staceygarnett@schev.edu. Please submit the proposal in a single pdf file; however, the detailed budget may be submitted in Excel.

Grantee Commitments: By and upon accepting grant awards from this program, a grant recipient commits to:

- Completion of semi-annual (6-month) performance-measure reports and required expenditure reports.

Application Processing, Review Criteria, & Award

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

Review of applications will occur in two steps. First, SCHEV staff will conduct an administrative review to ensure that a proposal packet is complete and conforms to administrative requirements in this Call for Proposals. An applicant may receive one or more follow-up questions from SCHEV staff. If issues of compliance are found, SCHEV staff will work with the applicant to resolve the issue(s), if possible.

A conforming application will move to the second stage where it will be evaluated and ranked by a team of professionals with relevant experience and knowledge.

Review Criteria: The number of points available for each section of the application is listed in “Required Content of Proposals.” While some points will be awarded based on compliance with instructions, other points will be awarded based on aspects such as the likelihood that the proposed activities will lead to development of a vision and comprehensive plan for experiential learning.

Reviewers understand that each institution has had varying levels of resources available to support experiential learning and will consider such when assessing the proposed activities.

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

Funds will be awarded in the form of a grant, with a Memorandum of Understanding (MOU) between SCHEV and the institution (see Appendix). Upon execution of the MOU, SCHEV will notify the Virginia Department of Planning and Budget (DPB) to release the approved funds to

the grantee for the fiscal year. Funds awarded to private TAG institutions are sent by check and do not go through DPB.

Deliverables

Each of Virginia's institutions of higher education is at a different stage of maturity. The Impact grants will provide funds for the institutions to take each of their experiential learning visions to the next level. The final deliverables for each track are described below.

Outcomes requested in these deliverables are the basis for the performance measures on which grantees will report semi-annually. Within the work plan, an institution must outline goals, objectives, and performance measures based on its proposed projects. An institution may use the V-TOP template.

Vision Grant Track

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

- Vision statement developed by the task force and endorsed by the president.
- List of final task force members and organizational chart showing each member's relationship to the president
- Evidence of senior-level leadership involvement as task force members and in support of internship expansion.
- A glossary of terms and descriptions of the levels of work-based learning activities within the institution
- A clear institutional plan to integrate internships and work-based learning within the curriculum or co-curricular activities for students from orientation (at least) will result in students with the skills needed for an entry-level role by graduation.
- Description of a structured pathway of increasingly intensive experiential learning opportunities for students that begins (at least) at orientation and ends with students who have the skills needed for an entry-level role by the time of graduation.
- Description of the institutional goals and the initiatives planned to achieve the vision and goals over time; include prioritization of the initiatives and associated strategies to implement the highest priority initiatives; consider including initiatives to:
 - Enhance coordination resulting in:
 - Consistent administration of experiential learning throughout an institution (adherence to national best practices as well as efficient and uniform institutional policies, practices and procedures), whether those

experiences are administered through a course, program, department, school, or at the career services office

- New or improved tracking of experiential learning across the entire institution, whether those opportunities are self-identified by students or matched to the student and supported at the course, program, department, or school level or at the career services office, including outcomes such as offer and acceptance rates for interns hired by the company at which they interned
- Evaluation of experiential learning program(s)
- Enhance employer engagement resulting in:
 - Single online starting point for all employers seeking to participate in experiential learning opportunities
 - Use of relationships with employers cultivated by departments and university-affiliated associations and foundations from across the institution to identify and recruit new employer partners for experiential learning.
- Enhance student access and equity resulting in:
 - Equity of information (all eligible students will have access to the same information about an experiential learning opportunity)
 - Removal of barriers to access created by institutional policies and practices
 - In collaboration with financial aid officials, implementation of paid internships at state and local government agencies and non-profit organizations through federal work-study
- Enhance consistency of student experience resulting in:
 - A formal process for recruitment, application and selection of students to participate in experiential learning
 - New or improved support for students prior to and throughout experiential learning, including ensuring that students are well-prepared.
 - Experiential learning designed for students to participate remotely from the company hosting the experience
 - Experiential learning for students enrolled solely online, for students attending courses at higher education centers and institutes, for students at satellite campuses, etc.
 - Experiential learning opportunities for students with lower GPAs.
- Enhance professional development for faculty and staff

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

Capacity-Building Grant Track

The final deliverable for this track is a comprehensive progress report on implementation of experiential learning efforts. The progress report should comment and provide data (as applicable) on the following:

- Description of a structured pathway of increasingly intensive experiential learning opportunities for students that begins (at least) at orientation and ends with students who have the skills needed for an entry-level role by the time of graduation, specifically pathways to full-time employment with Virginia-based employers.
- Description of any existing or planned alignment with specific state or regional programs or partnerships related to economic growth and diversification or workforce development in Virginia.
- A plan to expand, improve existing, or implement new systems to track and manage internships and work-based learning outcomes at an institutional level. This system should assist the institution in gathering, monitoring, and reporting internship and work-based learning data. Additionally, it may include a comprehensive, transcriptable record system to track students' participation in internships both in and out of the classroom. The system's capabilities should also assist the institution in intern recruitment and evaluation.
- Proper tagging of course-type codes for internships and cooperative education through course enrollments for SCHEV
- Dedicated personnel to solely support student and employer engagement in internships and work-based learning activities.
- Exploration and planning for opportunities to align current student employment on campus with internship best practices.
- Plans to leverage resources developed through the Virginia Talent + Opportunity Partnership (V-TOP) to enhance internship and work-based learning best practices, employer engagement, and regional collaboration.
- Training developed for and provided to applicable staff.
- Institutional alignment with state and regional economic and workforce development priorities.
- Institutional commitment to provide timely progress reports on student outcomes.

- A new or improved program infrastructure capable of scaling and sustainability, to include a plan for increasing partnerships to match student demand.
- Partnerships with diverse employers.
- A plan for and/or progress toward enhancing access and inclusion efforts for underrepresented students.
- An implementation timeline for future scaling efforts.
- Description of any funds reallocated or intended to be reallocated to support this initiative (e.g., institutional funds, philanthropic support, business partnerships, etc.).

Scaling Grant Track

The final deliverable for this track is a comprehensive progress report on scaling of experiential learning efforts. The progress report should comment and provide data (as applicable) on the following:

- Improved campus-wide access to internships, especially for underrepresented students, and enhanced employment opportunities post-graduation.
- A glossary of terms and descriptions for approved levels of work-based learning activities at the senior leadership level within the institution.
- Description of a structured pathway of increasingly intensive experiential learning opportunities for students that starts (at least) at orientation and ends with students who have the skills needed for an entry-level role by the time of graduation, specifically pathways to full-time employment with Virginia-based employers.
- Description of the institutional initiative's alignment with specific state or regional programs or partnerships related to economic growth and diversification or workforce development in Virginia.
- Description of the expansion, integration of resources (where applicable), and collaboration with the Virginia Talent + Opportunity Partnership (V-TOP) supporting the institution's internship and work-based learning efforts.
- Description of how your institution increased programmatic capacity for internships and work-based learning opportunities in high-demand occupations (To learn more about high-demand occupations in Virginia, visit the [Virginia Economic Development Partnership](#) website).
- The impact of scaling on the overall experiential learning program.
- Expansion of partnerships with diverse employers and other partner agencies across the region.
- Enhancements to the program infrastructure to manage higher volumes of interns.

- The level to which internship opportunities align with the number of students interesting in engaging in them, and a plan for maintaining or increasing opportunities to engage large volumes of students.
- New or improved systems for tracking student outcomes and performance and for evaluating partnerships / partner experiences.
- Description of any funds reallocated or intended to be reallocated to support this initiative (e.g., institutional funds, philanthropic support, business partnerships, etc.).

Allowable Expenditures:

Some allowable expenditures for this grant opportunity include, but are not limited to:

- Purchase required materials or supplies to support student preparation in an internship.
- Create or enhance systems to track internships and work-based learning outcomes.
- Implement systems to track experiential learning and related outcomes across departments.
- Improve capacity to manage higher volumes of internships, including tracking systems for student outcomes and evaluating partnerships.
- Build new partnerships with diverse employers and agencies, particularly in high-demand industries in Virginia, to support internship opportunities and better align with the state's workforce needs.

Reporting Requirements:

Financial Report

The financial report is due 30 days after the end of the grant period.

SCHEV will accept a report generated from an institution's accounting system reporting function.

The report must include information regarding the total amount awarded, the amount forwarded to the institution at the beginning of the grant period, the amount spent and the amount remaining for each budget category and for the same budget categories for each sub award, if any.

Interim and Final Reports

Interim reports are due semi-annually (every six months) and the final report is due 30 days after the grant period ends.

For the interim report, each grantee is expected to report on the institution's performance measures (including narratives), progress, barriers and standardized program measures.

Performance measures include measures proposed by the institution (which are based on its work plan and the above list of deliverables above) and standardized measures for all reporting institutions. Performance measure proposed by the institution must be finalized in consultation with V-TOP within 45 days of award (to account for winter break) to ensure measures capture progress. The standardized performance measures will be provided as an attachment to the MOU at the time of award.

For the final report, each grantee is expected to report on the institution's performance measures (including narratives), standardized program measures, impact, lessons learned, and plans for sustaining efforts beyond the grant period. If a grantee is interested in pursuing the next impact grant track, determinations about advancement will be based on the final report and progress made toward performance measures and deliverables associated with each track. Each grantee should demonstrate a clear description of how the deliverables for the track were implemented and provide strong evidence to support implementation of the deliverable.

A grantee who fails to submit their reports on their respective due dates will be considered out of compliance, which may affect their institution's eligibility for future funding.

Award Administration:

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

Appendix 1: Assurances And Certifications – Terms & Conditions of Award

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

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

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

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

Signature lines will be added at time of award.

Attachment 1: Special Terms and Conditions

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

Should the grantee recruit students to participate in the pilot and collect primary data from them, the grantee is accountable for maintaining high standards of ethical conduct and following Institutional Review Board's due procedures when appropriate.

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

- Changes to the scope of the project
- Changes to milestones and timelines that would jeopardize the completion of activities by the end date of the grant period
- Changes to key personnel named in the approved proposal
- Plans for continued progress during extended absence of lead personnel
- Changes to the budget resulting in a deviation of 20% or more in any budget category; the request must include the current allocation of resources along with specific detail and justification for the reallocation

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

Disbursement of Funds, Accounting and Audit: Grantor will authorize the State Comptroller and the Virginia Department of Planning and Budget to release the awarded funds to the grantee.

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

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

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

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

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

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

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

Attachment 2: General Terms and Conditions

A. **VENDORS MANUAL:** N/A

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

C. **ANTI-DISCRIMINATION:** By signing this contract, the grantee certifies to the State Council of Higher Education for Virginia that they will conform to the provisions of the Federal Civil Rights Act of 1964, as amended, as well as the Virginia Fair Employment Contracting Act of 1975, as amended, where applicable, the Virginians With Disabilities Act, the Americans With Disabilities Act and §2.2-4311 of the Virginia Public Procurement Act (VPPA). The grantee shall not discriminate against any recipient of goods, services or disbursements made pursuant to the contract on the basis of the recipient's religion, religious belief, refusal to participate in a religious practice, or on the basis of race, age, color, gender or national origin and shall be subject to the same rules as other organizations that contract with public bodies to account for the use of the funds provided; however, if the faith-based organization segregates public funds into separate accounts, only the accounts and programs funded with public funds shall be subject to audit by the public body. (Code of Virginia, §2.2-4343 1.E.).

a. During the performance of this contract, the grantee agrees as follows:

- i. The grantee will not discriminate against any employee or applicant for employment because of race, religion, color, sex, national origin, age, disability or any other basis prohibited by state law relating to discrimination in employment, except where there is a bona fide occupational qualification reasonably necessary to the normal operation of the grantee. The grantee agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.

- ii. The grantee, in all solicitations or advertisements for employees placed by or on behalf of the grantee, will state that such grantee is an equal opportunity employer.
- iii. Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting these requirements.
- iv. The grantee will include the provisions of 1. above in every subcontract or purchase order over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

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

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

F. **DEBARMENT STATUS:** By signing this contract, grantee shall certify that they are not currently debarred by the Commonwealth of Virginia from contracts for the type of activities covered by the Scope of Work/proposal, nor are they an agent of any person or entity that is currently so debarred. (Not applicable to state agencies)

G. **ANTITRUST:** By entering into this contract, the grantee conveys, sells, assigns and transfers to the State Council of Higher Education for Virginia all rights, title and interest in and to all causes of action it may now have or hereafter acquire under the antitrust laws of the United States and the Commonwealth of Virginia, relating to the

particular goods or services purchased or acquired by the State Council of Higher Education for Virginia under said contract. (Not applicable to state agencies)

H. MANDATORY USE OF STATE FORM AND TERMS AND CONDITIONS FOR IFBs AND RFPs: N/A

I. CLARIFICATION OF TERMS: N/A

J. PAYMENT: See “Disbursement of Funds, Accounting and Audit” in Attachment 1: Special Terms and Conditions.

K. TESTING AND INSPECTION: The State Council of Higher Education for Virginia reserves the right to conduct any test/inspection it may deem advisable to assure goods and services conform to the specifications in the Scope of Work.

L. ASSIGNMENT OF CONTRACT: A contract shall not be assignable by the grantee in whole or in part without the written consent of the State Council of Higher Education for Virginia.

M. PRECEDENCE OF TERMS: The following General Terms and Conditions VENDORS MANUAL (N/A), APPLICABLE LAWS AND COURTS, ANTI-DISCRIMINATION, ETHICS IN PUBLIC CONTRACTING, IMMIGRATION REFORM AND CONTRAL ACT OF 1986, DEBARMENT STATUS, ANTITRUST, MANDATORY USE OF STATE FORM AND TERMS AND CONDITIONS (N/A), CLARIFICATION OF TERMS (N/A), PAYMENT shall apply in all instances. In the event there is a conflict between any of the other General Terms and Conditions and any Special Terms and Conditions, the Special Terms and Conditions shall apply.

N. QUALIFICATIONS OF (BIDDERS/OFFERORS): N/A

O. **TESTING AND INSPECTION:** N/A (duplicate of I. above)

P. **ASSIGNMENT OF CONTRACT:** N/A (duplicate of J. above)

Q. **CHANGES TO THE CONTRACT:** See Attachment 1: Special Terms and Conditions.

R. **DEFAULT:** See Attachment 1: Special Terms and Conditions.

S. **TAXES:** Sales to the Commonwealth of Virginia are normally exempt from state sales tax. State sales and use tax certificates of exemption, Form ST-12, will be issued upon request.

T. **USE OF BRAND NAMES:** N/A

U. **TRANSPORTATION AND PACKAGING:** N/A

V. **INSURANCE:** N/A

W. **ANNOUNCEMENT OF AWARD:** N/A

X. **DRUG-FREE WORKPLACE:** During the performance of this contract, the grantee and subcontractors agree to provide a drug-free workplace for the grantee's employees. Grantee will inform employees that the unlawful manufacture, sale, distribution,

dispensation, possession or use of a controlled substance or marijuana is prohibited in the grantee's workplace.

Y. NONDISCRIMINATION OF GRANTEEES: Grantee shall not be discriminated against because of race, religion, color, sex, national origin, age, disability, faith-based organizational status, any other basis prohibited by state law relating to discrimination in employment or because grantee employs ex-offenders unless the State Council of Higher Education for Virginia has made a written determination that employing ex-offenders on the specific contract is not in its best interest. If the award of this contract is made to a faith-based organization and an individual, who applies for or receives goods, services or disbursements provided pursuant to this contract, objects to the religious character of the faith-based organization from which the individual receives or would receive the goods, services or disbursements, the public body shall offer the individual, within a reasonable period of time after the date of his objection, access to equivalent goods, services or disbursements from an alternative provider.

Z. eVA BUSINESS-TO-GOVERNMENT VENDOR REGISTRATION, CONTRACTS AND ORDERS: N/A

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

BB. SET-ASIDES: N/A

CC. BID PRICE CURRENCY: N/A

DD. AUTHORIZATION TO CONDUCT BUSINESS IN THE COMMONWEALTH: N/A

Additional Terms and Conditions - ATTACHMENT #3

A. RENEWAL OF CONTRACT: N/A

B. ADDITIONAL INFORMATION: N/A

C. DELIVERY POINT: N/A

D. eVA BUSINESS-TO-GOVERNMENT CONTRACTS AND ORDERS: N/A

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

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

G. PROPOSAL ACCEPTANCE PERIOD: N/A

H. WARRANTY: N/A

I. SUBCONTRACTS: No portion of the work shall be subcontracted without prior written consent of the purchasing agency. In the event that the grantee desires to subcontract some part of the work specified herein, the grantee shall furnish the purchasing agency the names, qualifications and experience of their proposed subcontractors. The grantee

shall, however, remain fully liable and responsible for the work to be done by its subcontractor(s) and shall assure compliance with all requirements of the contract.

Appendix 2: Grant Track Summary and Eligibility

Grant Track	Eligible Institutions	Prior Grant Eligibility	Award Term & Maximum Funding	Primary Purpose	Expected Deliverable / Outcome	Next Step Opportunity
Vision Grant	<ul style="list-style-type: none"> • Private four-year non-profit institutions participating in the Tuition Assistance Grant (TAG) program 	<ul style="list-style-type: none"> • Institution must not have previously received a Vision Grant 	<ul style="list-style-type: none"> • One-year award • Up to \$25,000 total 	<ul style="list-style-type: none"> • Support institutional planning and design of an internship and work-based learning (WBL) vision and comprehensive plan 	<ul style="list-style-type: none"> • Comprehensive institutional plan for expanding paid internships and WBL opportunities 	Eligible to apply for Capacity-Building Grant upon completion and fulfillment of deliverables
Capacity-Building Grant	<ul style="list-style-type: none"> • Public four-year institutions • Richard Bland College • Private TAG-eligible four-year non-profit institutions that have completed a Vision Grant 	<ul style="list-style-type: none"> • Institution must not have previously received a Capacity-Building Grant 	<ul style="list-style-type: none"> • One-year award • Up to \$150,000 total 	<ul style="list-style-type: none"> • Build and strengthen infrastructure, personnel, and partnerships to expand and sustain internship and WBL programs 	<ul style="list-style-type: none"> • Comprehensive progress report demonstrating infrastructure development, personnel assignment, and systems for tracking and reporting internships 	Eligible to apply for Scaling Grant upon completion and fulfillment of deliverables
Scaling Grant	<ul style="list-style-type: none"> • Public four-year institutions only* 	<ul style="list-style-type: none"> • Institution must not have previously received a Scaling Grant 	<ul style="list-style-type: none"> • Two-year award • Up to \$250,000 total (Up to \$125,000 per year, contingent on demonstrated progress) 	<ul style="list-style-type: none"> • Expand existing internship and WBL programs to reach more students, employers, and geographic regions 	<ul style="list-style-type: none"> • Comprehensive report on program scaling, employer engagement, and increased student participation 	May be considered for recurring annual funding based on substantial yearly progress and outcomes

Notes:

- *The colleges of the Virginia Community College System (VCCS) are eligible under a separate opportunity managed directly by VCCS.
- Each institution is eligible for only one award per track.
- An applicant must meet all eligibility criteria and reporting requirements for any prior grant before advancing to the next track.
- Future funding opportunities will continue to build on this Vision → Capacity-Building → Scaling progression model.