

BRAC HIGHER EDUCATION INVESTMENT FUND

REQUEST FOR APPLICATIONS FY 2011

DEADLINE FOR APPLICATIONS: 4 p.m., September 1, 2010

**DELIVER ATTN: DR. JOHN STEPHENSON
MARYLAND HIGHER EDUCATION COMMISSION
839 BESTGATE ROAD, SUITE 400
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2011 RFA - Summary Timetable

BRAC RFA Issued.....June 7, 2010
Deadline for Technical Assistance Registration..... (See page 36).....June 17,
2010
BRAC Technical Assistance MeetingJune 21, 2010

9:30 a.m. - 12:00 p.m. -- BRAC Request for Applications (RFA) Overview

To be held at:

The Cade Center
Anne Arundel Community College
101 College Parkway, Arnold, MD 21012-1895

Directions: <http://www.aacc.edu/locationsandmaps/directions.cfm>

BRAC FY 2011 Grant Cycle Schedule

Application Due at MHEC..... 4 p.m. September 1, 2010
Grant Award Notification Between December 1 and 3, 2010
Grant Begins January 1, 2011
Interim Report Due August 1, 2011
Grant Ends December 31, 2011
Final Narrative & Financial Report Due..... March 31, 2012
(Unspent grant funds must be returned with report.)

TABLE OF CONTENTS

Background	5
Higher Education Needs and Capacities	5
Authorization.....	27
Purpose	27
Awarding.....	27
Grant Period	28
Eligible Grant Applicants	28
APPLICATION CHECKLIST	28
PROPOSAL APPLICATION FORMAT & REQUIREMENTS	30
1. GENERAL FORMAT REQUIREMENTS.....	30
2. PROPOSAL APPLICATION NARRATIVE	30
2.1 Needs Assessment	30
2.2 Project Objectives and Outcomes	31
2.3 Plan of Operation.....	31
2.4 Management Plan	31
2.5 Project Evaluation.....	32
3. BUDGET AND COST-EFFECTIVENESS.....	33
4. ASSURANCES	36
TECHNICAL ASSISTANCE	36
APPLICATION REVIEW PROCESS.....	37
EVALUATION AND SELECTION CRITERIA	37
NOTIFICATION OF AWARDS	37
APPEAL PROCESS	37
GRANT MANAGEMENT	38
1. FISCAL PROCEDURES	38
2. POST-AWARD CHANGES	38
3. PROJECT CLOSEOUT, SUSPENSION, TERMINATION	39
4. RECORDS	39
5. REPORTING REQUIREMENTS	40
6. INTERIM REPORTS	40
7. FINAL REPORTS.....	40
8. ACKNOWLEDGMENT OF SUPPORT AND DISCLAIMER.....	41
APPENDIX A: Proposal Forms	42
APPENDIX B: Report Forms	49

Background

Through the 2005 Base Realignment and Closure (BRAC) decisions, Maryland will be called upon to accommodate a significant expansion of the United States military installations located here. With the arrival of new residents, jobs, and national defense and security activities, postsecondary education will be more important than ever in meeting the challenge of providing a first-rate, highly-trained workforce. The State will need more trained individuals to fill the jobs created by BRAC. Many of the jobs associated with the military installations and the BRAC transition generally will require specialized or technical training. The State must, therefore, ensure that it establishes adequate education programs capable of producing a pipeline of future workers with the skills necessary for BRAC-related employment.

Over the next four years, Maryland will need to accommodate the thousands of employees and families expected to move into the State due to BRAC. Based on conservative estimates, the State will experience an increase of almost 15,500 direct jobs from the federal government, approximately 23,000 direct jobs consisting primarily of federal contractors, and more than 7,300 induced jobs that are related to services to support employees and their families. In addition, BRAC is expected to cause the relocation of more than 25,000 new households to Maryland.

As part of the O'Malley/Brown Administration's efforts to fully prepare Maryland for the impact of BRAC, the Maryland Department of Labor, Licensing and Regulation contracted with the Maryland Higher Education Commission to perform a study of higher education institutions in Maryland, Washington, DC, Northern Virginia and Delaware to determine their preparedness and capacity to meet the demands of BRAC postsecondary education needs facing Maryland. The information obtained through the study will be the basis for planning to meet the higher education needs throughout the State due to BRAC.

Higher Education Needs and Capacities

The following study conducted by the Maryland Higher Education Commission to provide information on the needs and capacities of the Maryland higher education system may be informative in developing proposals for the BRAC Higher Education Investment Fund. However, as new information and data is constantly being developed, applicants are encouraged to consult other sources as well.

It has recently become evident that, in 2010, the military and BRAC-related businesses are reporting difficulty in filling support positions such as clerical, administrative, security and lab assistant positions. Special attention will be paid to those applications which seek to provide training and workforce development.

BRAC Higher Education Study

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INTRODUCTION

The 2005 Base Realignment and Closure (BRAC) act has placed the state of Maryland in a pivotal and challenging position. The law calls for a significant expansion in the military installations located in Maryland. Thousands of military, federal, civilian, contractors, and supporting employees will be relocating into the state. According to the Maryland Department of Business and Economic Development (DBED), an estimated 60,000 jobs will be relocated, with approximately 20,000 of those jobs being in the Federal government and military.¹ Accompanying these employees will be their families. One estimate is for 28,000 households to move into the state over the next ten years.²

Aberdeen Proving Ground (APG) has the highest potential of transferees migrating into Maryland and a relative scarcity of higher education institutions in the general vicinity. The largest organizations moving to APG

include the Army Test and Evaluation Command, the Chemical Biological Defense Research Component of the Defense Threat Reduction Agency, the Joint Program Executive Office for Chemical Biological Support, and elements of the Army's Command, Control, Communications, Computers, Intelligence, Surveillance and Reconnaissance (C4ISR) primarily from Fort Monmouth, New Jersey. Fort Meade will experience significant migration from the Northern Virginia area as the Defense Information Systems Agency (DISA), the Defense Media Activity (DMA), and the Defense Department's Adjudication Activities relocate to the fort. Fort Detrick's expansion will mainly occur in function as opposed to migration as it acquires the Consolidated Reserve Center and the Research, Development, and Acquisition Facility. Two other installations experiencing a lesser impact from BRAC are Andrews Air Force Base and the National Naval Medical Center. Andrews Air Force Base will gain the Air Force District of Washington and the Air National Guard Headquarters. The National Naval Medical Center will merge with Walter Reed Army Medical Center into one tri-service military medical center.³ The arrival of these relocated individuals and families will raise the demand for new services, while simultaneously increasing the need for planning of future resources. By planning appropriately for the needs of these individuals, the State of Maryland seeks to not only attract transferees to relocate, but the State is also proactively attempting to produce a workforce that is both skilled and qualified to meet growing demands.

With the recognition that a highly skilled and qualified labor force will be necessary to fill the incoming jobs, the Maryland Higher Education Commission's (MHEC) role in the process becomes pivotal in coordinating efforts to provide an adequately trained and educated labor force. The high level of skills and education required by these positions has led MHEC to examine five main components that will assess the needs and capacity of Maryland's higher education system. First, the numbers and types of positions being added to the workforce as a result of BRAC will be analyzed to determine the potential needs of the future workforce. Second, the demographic and educational characteristics of transferees will be examined to provide further clarity on the assessment of the needs of the changing workforce. Third, an examination of the programs and degrees that will be deemed necessary to provide the installations with adequately trained personnel will be addressed. Fourth, the ability of the programs and degrees offered by Maryland higher education institutions to meet future BRAC needs will be analyzed. Finally, the higher education programs, practices, and services in other regions of Maryland and in other states will be examined to determine if any could be used as potential models for the State of Maryland.

These specific components were chosen by MHEC to analyze as the most appropriate indicators of capacity and preparedness by Maryland's higher education institutions as a response to future workforce NEEDS. A limitation of this study is that the best data available are often representative of only a small sample. Estimates and

projections are often based on a series of assumptions that are subject to change as plans are updated and implementation of the BRAC act proceeds.⁴

NUMBERS AND TYPES OF POSITIONS

The numbers and types of positions moving into the State of Maryland as a result of BRAC are critical factors to analyze in determining the needs that may arise. The aforementioned 60,000 jobs moving into Maryland as a result of BRAC can be broken into three main categories:

- *Primary positions. Military and government employees located on a military installation.*
- *Secondary positions. Indirect jobs consisting of government contractors, located around a military installation.*
- *Tertiary positions. Those jobs that are induced as a result of increased income or population growth, such as retail shops, restaurants, and other types of jobs mainly in the service industry sector, and are located around a military installation. Of the three categories, tertiary jobs are the most difficult to estimate because of various factors such as the number of people actually moving into the area, the capacity of the existing resources, trends, and preferences.*

Aberdeen Proving Grounds (APG) is expected to gain a significant portion of these positions. While the numbers of personnel moving with these positions still remains somewhat uncertain, estimates show that a total of

9,448 military, civilian, and embedded contractor positions will be transferred to APG.⁵ An estimate by the Chesapeake Science and Security Corridor (CSSC) shows that a total of 28,000 of the 60,000 positions will be moving to or created at APG. This estimate includes primary, secondary, and tertiary positions.⁶

Type and Number of Positions Moving to APG

<i>Type of Position</i>	<i>Number of Positions Moving to APG</i>
<i>Civilian Positions</i>	7,379
<i>Military Positions</i>	385
<i>Embedded Contractor Positions</i>	2,662

(Note: These reflect only positions moving into APG, excluding those leaving the installation. Therefore, these numbers do not reflect the total of 9,448).

While APG will be gaining a little less than half of all the positions expected to be moving to Maryland, Fort Meade will also experience substantial growth as a result of BRAC. A total of 5,717 military, civilian, and embedded contractor positions will be moving to Fort Meade.⁷ According to the BRAC Howard County Task Force, an estimated 22,000 positions will be moving to Fort Meade over the next 5 to 7 years. The Task Force estimates that 5,695 (similar to the projection from DBED) positions will be established at Fort Meade by the in-migration of DMA, DISA, and the Defense Security Clearance Activity.⁸ In addition to BRAC, it should be noted that an additional 4,000 positions are projected to be created by the National Security Agency, 10,000 positions through Extended Use

Lease (EUL), and an additional 2,000 positions in the Department of Defense growth over the next 5 to 7 years.⁹

Type and Number of Positions Moving to Ft. Meade

<i>Type of Position</i>	<i>Number of Positions Moving to Fort Meade</i>
<i>Civilian Positions</i>	718
<i>Military Positions</i>	3,339
<i>Embedded Contractor Positions</i>	1,660

Many of the positions moving to Maryland as a result of BRAC will require high skill levels and a college education. More specifically, these positions will be science, technology, engineering, and math (STEM) based. According to the CSSC, the following is a partial listing of the positions expected to transfer to APG:¹⁰

- *Budget Analysts*
- *Budget Clerks*
- *Clerical*
- *Computer Engineers*
- *Contracting Officers*
- *Electronics Engineers*
- *Equipment Specialists*
- *General Engineers*
- *Information Technology Managers*
- *Inventory Managers*
- *Logistics Managers*
- *Management and Program Analysts*
- *Safety Technicians*
- *Administrative Assistants*

- *Security Specialists*
- *Supply Managers*
- *Technical Writers*
- *Telecommunications*
- *Technicians/Managers*

The occupations expected to transfer to Fort Meade are similar to those moving to APG, but include some additions.¹¹

- *Data Transcribers*
- *Computer Science*
- *Equipment Operators*
- *Financial Administration*
- *Financial Management*
- *Human Resources Assistants/Managers*
- *Mail and File Clerks*
- *Management and Program Clerks/Assistants*
- *Miscellaneous Administration*
- *Operations Research*
- *Program Management*

Similar to both APG and Fort Meade, Fort Detrick expects an increase in the fields of engineering and logistics.¹² To ensure a smooth transition of military operations, Maryland must grapple with not only the sheer numbers of potential positions moving into the state, but also with supplying a workforce that is skilled and qualified to fulfill these positions.

DEMOGRAPHIC AND EDUCATIONAL CHARACTERISTICS
OF INCOMING BRAC PERSONNEL

The demographic and educational characteristics of the transferees most likely to migrate are important in determining possible gaps in the workforce, and the level of skill and qualifications. The current education levels for civilian positions were examined at APG. APG currently has slightly less than half of its civilian positions filled with individuals possessing a bachelor’s degree. Those possessing a masters or a doctorate degree constitute about 15% of the individuals.¹³

***Existing Educational Attainment Levels for
Civilian Positions at APG***

<i>Level of Education</i>	<i>Number</i>	<i>Percentage</i>
<i>High School</i>	<i>1208</i>	<i>31%</i>
<i>Associate Degree</i>	<i>275</i>	<i>7%</i>
<i>Bachelor’s Degree</i>	<i>1869</i>	<i>47%</i>
<i>Master’s Degree</i>	<i>547</i>	<i>14%</i>
<i>Doctorate Degree</i>	<i>40</i>	<i>1%</i>

Projections of education levels of future civilian positions (below) indicate an increase in the necessity for higher education beyond a bachelor’s degree. Thirty percent of individuals will be

required to have some education beyond a bachelor's degree in order to obtain or keep a job. Furthermore, the projections show a significant increase in the numbers of individuals seeking masters and doctorate degrees.¹⁴

Projected Education Levels for Civilian Positions at APG

<i>Level of Education</i>	<i>Number</i>	<i>Percentage</i>
<i>High School</i>	208	3%
<i>Some Education Beyond High School</i>	1001	14.3%
<i>Bachelor's Degree</i>	745	10.6%
<i>Some Education Beyond Bachelor's Degree</i>	2168	30.9%
<i>Master's Degree</i>	1156	16.5%
<i>Other Graduate Degree</i>	776	11.1%
<i>Doctorate Degree</i>	959	13.7%

A survey by DISA indicates that more than half of its employees have a bachelor's degrees and 32% have a master's degree.¹⁵

Current Level of Education at DISA

<i>Level of Education</i>	<i>Number</i>	<i>Percentage</i>
<i>High School</i>	177	10.6%
<i>Associates Degree</i>	163	9.8%
<i>Bachelor's Degree</i>	621	37.3%
<i>Master's Degree</i>	537	32.3%
<i>Doctorate Degree</i>	28	1.7%
<i>Other</i>	87	5.2%
<i>No Response</i>	51	3.1%

The survey by DISA asked in which state the employee or spouse planned on continuing their education after relocation. A total of 480 individuals (28.8%) said they planned on continuing their

education in Maryland. Twenty-three percent responded Virginia, 14.7% responded other, and 33.4% did not respond to the question. The survey also questioned the types of degrees that would be pursued by employees or their spouses. Thirty-two percent would be working towards a master's degree.¹⁶

Type of Degree to be Pursued by DISA Employee or Spouse

<i>Type of Degree</i>	<i>Number</i>	<i>Percentage</i>
<i>High School</i>	2	0.1%
<i>Associates Degree</i>	63	3.8%
<i>Bachelor's Degree</i>	263	15.8%
<i>Master's Degree</i>	531	31.9%
<i>Doctoral Degree</i>	220	13.2%
<i>Other</i>	167	10.0%
<i>No Response</i>	587	35.3%

Overall, between APG and Fort Meade, a large number of the current employees already have or are in the process of obtaining a bachelor's degree. The anticipated needs for the installations as a result of the BRAC decisions will require more individuals pursuing masters and doctorate level degrees.

PROGRAMS AND DEGREES NEEDED BY INSTALLATIONS

Categories of series for civilian employees moving from Fort Monmouth were identified in 2006. From a total of 3,935 positions, 21% of personnel will be in the electronics engineering series requiring an entry level bachelor's degree. The logistics management series represents 12.1% of the personnel and also requires an entry level bachelor's degree. Engineering, logistics, technology, and support services are a majority of the occupations moving. Most of these require a bachelor's degree at the entry level. The following

are occupational categories for which more than 25 positions will be moving to APG.¹⁷

Civilian Positions Moving from Fort Monmouth to APG

<i>Occupational Category</i>	<i>Number of Personnel</i>	<i>Percent of Personnel</i>	<i>Entry Level Education Requirement</i>
<i>Electronics Engineering Series</i>	834	21.2%	<i>Bachelor's degree</i>
<i>Logistics Management Series</i>	476	12.1%	<i>Bachelor's degree</i>
<i>Computer Engineering Series</i>	342	8.7%	<i>Bachelor's degree</i>
<i>Contracting Series</i>	307	7.8%	<i>Bachelor's degree</i>
<i>Management & Program Analysis Series</i>	268	6.8%	<i>Bachelor's degree</i>
<i>Miscellaneous Administration & Program Series</i>	228	5.8%	<i>Bachelor's degree</i>
<i>Computer Science Series</i>	189	4.8%	<i>Bachelor's degree</i>
<i>Secretary Series</i>	153	3.9%	<i>HS Diploma or equiv.</i>
<i>Inventory Management Series</i>	110	2.8%	<i>Bachelor's degree</i>
<i>General Supply Series</i>	94	2.4%	<i>Bachelor's degree</i>
<i>Supply Program Management Series</i>	87	2.2%	<i>Bachelor's degree</i>
<i>Budget Analysis Series</i>	79	2.0%	<i>Bachelor's degree</i>
<i>Management and Program Clerical Series</i>	55	1.4%	<i>HS Diploma or equiv.</i>
<i>Technical Writing & Editing Series</i>	47	1.2%	<i>Bachelor's degree</i>
<i>Telecommunications Series</i>	43	1.1%	<i>Bachelor's degree</i>
<i>General Engineering Series</i>	39	1.0%	<i>Bachelor's degree</i>

<i>Information Technology Management Series</i>	39	1.0%	<i>Bachelor's degree</i>
<i>Operations Research Series</i>	35	0.9%	<i>Bachelor's degree</i>
<i>Security Administration Series</i>	35	0.9%	<i>HS Diploma or equiv.</i>
<i>Equipment Specialist Series</i>	28	0.7%	<i>Bachelor's degree</i>

After discussions with CERDEC, DISA, and DMA, a listing of requisite degree categories was created. These include various types of engineering (general engineering, as well as more specific such as computer or electrical), information technology, and management. CERDEC identifies the engineering programs to be its main priority.¹⁸

CERDEC High Priority Programs and Degrees

Undergraduate

- *Communications*
- *Computer Engineering*
- *Computer Science*
- *Digital Signal Processing*
- *Electrical Engineering Education*
- *Electromagnetics*
- *Integrated Circuits*
- *Power*
- *Software Defined/Cognitive Radios*
- *Software Engineering*

Masters

- *Computer Engineering*
- *Electrical Engineering*
- *Electronic Engineering*

- *Systems Engineering*

Doctorate

- *Electrical Engineering*

DISA has taken a proactive approach in identifying programs that would provide the necessary background to fill its positions.¹⁹

- *Information Technology, Engineering, Telecommunication, and Computer Science*
- *Science, Technology, and Society Certificate*
- *Information Security and Assurance Certificate*
- *Information Systems Management Certificate*
- *Networking Technologies Certificate*
- *Systems Engineering Certificate*
- *Engineering Management Certificate*
- *Information Technology Certificate*
- *Information Security and Management Certificate*
- *Information and Telecommunications Systems Certificate*
- *Information Systems Analyst Certificate*

While both CERDEC and DISA expect their needs for engineering and high skill technology to increase, the Defense Media Activity (DMA) anticipates a different skill set from its employees. The DMA expects 652 positions to move to Fort Meade and due to their role in defense communications, their workforce needs range from communications to budget and financing. The Defense Media Activity estimates anywhere from 60 to 100 positions that will need to be filled, mainly by college graduates.²⁰

DMA High Priority and Degrees

- *Administration and Human Resources*
- *Budget and Finance*
- *Electronic Engineering and Technology*
- *Graphic Arts*
- *Information Technology*
- *Journalism (radio/TV and print/web)*
- *Management*
- *Photography/Videography*
- *Radio/TV Production*
- *Web Design*

At Fort Detrick, Battelle National Biodefense Institute (BNBI) considers the demand for staff as high. Technical staff (including scientists, technicians, support personnel) and subcontracted support (including the fields of maintenance, occupational health, and information systems) were identified as most immediate.²¹ While CERDEC, DISA, DMA, and BNBI describe needs specific to their functioning within the military installations, their needs also provide some insight into the overall needs of the workforce in these areas. We can safely project a significant increase in the demand for personnel with engineering, computer, and information technology skills and academic degrees. Along with those, support and administrative staff will become important as well.

CAPACITY OF PROGRAMS AND DEGREES BY MARYLAND INSTITUTIONS

An understanding of the capacity of relevant programs and degrees by Maryland institutions is needed in order to avoid any

future shortages in workforce. As the military units gradually move into the State, the demand for the previously mentioned careers will be known with more certainty. Currently, 9% of all jobs in Maryland are in the professional, technical, and scientific industries. Within these industries, computer systems design, architectural, and engineering occupations are among the most employed.²² Among the top 25 fastest growing occupations in Maryland between 2004 and 2014 are network systems and data communications analysts, database administrators, computer software engineers, applications and systems software engineers, network and computer systems administrators, and computer systems analysts.²³ While these projections are prior to the BRAC act, 11 out of the top 15 projected occupations that will be most in demand requiring a bachelor's degree or above in Maryland between 2004 and 2014 are the same occupations that will be needed to meet the needs of BRAC. It can be anticipated that the numbers in these fields will be higher once the relocation of BRAC positions is complete at Fort Monmouth. Officials project that about 30% to 40% of the current federal government civilian workforce will relocate to APG. If so, the military will need to hire approximately 3,700 employees by 2016.²⁴

While the above data give us some idea of the needs of BRAC employees, the data is too fluid to allow us to make observations concerning higher education's abilities to respond.

***Most In-Demand Occupations Requiring at Least a Bachelor's Degree in Maryland
2004 – 2014 Projections***

<i>Occupation</i>	<i>Annual Openings</i>
<i>1. Computer & Info. Systems Managers</i>	<i>312</i>
<i>2. Lawyers</i>	<i>407</i>
<i>3. Computer Software Eng., Sys. Software</i>	<i>636</i>
<i>4. Sales Managers</i>	<i>275</i>

5. General & Operations Managers	1,871
6. Financial Managers	326
7. Computer Software Eng., Applications	613
8. Computer Systems Analysts	815
9. Construction Managers	449
10. Medical & Health Services Managers	271
11. Management Analysts	608
12. Network Sys. & Data Comm. Analysts	477
13. Computer Programmers	221
14. Network & Computer Sys. Admin.	379
15. Civil Engineers	200

Technology and engineering dominate the list of most anticipated growth in occupations by 2014. While growth in these occupations is anticipated to continue to increase, the numbers of students expected to graduate within these programs is on the decline. The University of Maryland, Baltimore County, reported undergraduate computer science enrollment to be 60% lower than in 2001.²⁵ This trend applies to the universities and colleges throughout the State. Engineering is another occupation with an expected high demand in which there is a current decline in the number of degrees awarded both nationally and in Maryland.²⁶

**THE FORT BRAGG AND SOUTHERN MARYLAND BRAC
RESPONSES**

The higher education programs, practices, and services of other regions that have or will have experienced a large increase of employees due to BRAC were examined as potential models to ensure the preparedness of Maryland's higher education institutions. The Southern Maryland Higher Education Center, which serves the educational needs of transferees to the Patuxent River Naval Base, has similar results in its preparation to earlier BRAC changes.²⁷ The

expansions at Fort Bragg, North Carolina draw a parallel situation to the one Maryland is facing. In response, the Fort Bragg and Pope AFB BRAC Regional Task Force produced a study on workforce and higher education in June 2008. While some of the circumstances of Fort Bragg's expansion differ from those expansions at the bases in Maryland, Fort Bragg's planning efforts prove similar to those undertaken by Maryland.²⁸ However, we are aware that the uniqueness of the challenges presented to us by BRAC do not indicate we should adopt other models in an unqualified manner. Instead, the responses of these regions to BRAC changes provide good resources to gain insight on the impact of higher education due to the BRAC act.

CONCLUSION

This study was based on the best data available at a point in time and therefore the conclusions may be expected to change as plans are updated and implementation proceeds. However, the data do provide valuable insight into future needs of higher education in Maryland. It is anticipated that applications in response to this RFA will reflect cooperative and innovative approaches to respond to the BRAC needs.

The following bulleted statements are included to suggest kinds of steps that can be taken at this point in time, that make up a sufficient initial response to the needs of BRAC personnel:

- *Many of the jobs relocating in the state require an advanced skill set in the computer sciences, and information technology. A high level of education will also be required of these positions. It is anticipated that in many cases, a masters, doctorate, or other advanced certificate training will be necessary.*

Innovative delivery systems, such as internet-based courses and distance learning technologies, could be used to respond to these needs prior to the employees' moving to a Maryland base. For example, by using distance learning technologies or partnering with an institution near an affected military base such as Fort Monmouth, advanced degrees could be initiated, then concluded on campus after relocation.

- *In order to foster the growth of a competitive workforce in science, technology, engineering and mathematics (STEM) fields, higher education needs to explore new ways of encouraging students to enter these fields.*
- *Along with hiring practices that attract personnel with advanced skill sets and qualifications, the military anticipates filling many positions by promoting from within through the training of existing personnel. In addition, civilian contractors are seeking to partner with higher education institutions to meet the continuing education needs of their employees.*
- *Any in-migration of this size produces tertiary jobs. Estimates by the military indicate that there will be a substantial number of positions available in support areas such as laboratory technicians, data entry, administrative and logistical support. Community colleges are ideally positioned to respond to these mid-level needs.*
- *Literacy initiatives will be needed to develop skills for entry level tertiary jobs.*
- *DISA, in particular, is proactively working to meet its workforce's continuing education needs. It is creating*

cohorts who seek particular certificate training, and is seeking partnerships with higher education institutions to meet those needs.

MHEC is aware that the very fluid nature and paucity of the data on higher education needs makes responding to those needs a challenge. However, as we have attempted to illustrate above, we believe that meaningful steps can be taken during this initial phase of the BRAC process. In particular, responses to fill the projected availabilities of tertiary positions can impact the expected shortfall in that area.

ENDNOTES

- 1. Chesapeake Science and Security Corridor. BRAC & Aberdeen Proving Ground. Retrieved August 27, 2008, from <https://mwe.dllr.state.md.us/BRAC/docs/Aberdeen/BRAC%20FAQs.pdf>*
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- 4. The Government Accountability Office. (2008). Military Base Realignments and Closures (GAO-08-1010R). Retrieved August 27, 2008, from <http://www.gao.gov/new.items/d081010r.pdf>*
- 5. Maryland Department of Business and Economic Development. (2007). 2005 BRAC State of Maryland Impact Analysis: 2006-2020 Executive Summary. A Report to the U.S. Department of Labor.*
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- 7. Maryland Department of Business and Economic Development. (2007). 2005 BRAC State of Maryland Impact Analysis: 2006-2020 Executive Summary. A Report to the U.S. Department of Labor.*
- 8. Howard County Maryland Government. Howard County's Base of Operations for Fort Meade Growth (22,000 New Jobs on Fort Meade!). Retrieved August 27, 2008, from http://www.co.ho.md.us/PortalServices/HCG_ExecutiveBRAC.htm*

9. *Howard County Maryland Government. Howard County's Base of Operations for Fort Meade Growth (22,000 New Jobs on Fort Meade!). Retrieved August 27, 2008, from http://www.co.ho.md.us/PortalServices/HCG_ExecutiveBRAC.htm*
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BRAC Higher Education Fund

AUTHORIZATION

Annotated Code of Maryland, Education Article, §15-106.6– Higher Education Investment Fund

PURPOSE

The purpose of the BRAC Higher Education Investment Fund is to provide funding for initiatives to address the higher education needs related to the BRAC process. The BRAC Higher Education Investment Fund, administered by the Maryland Higher Education Commission (MHEC), will fund various programmatic initiatives directly related to BRAC educational needs.

AWARDING

For fiscal year 2011, MHEC is authorized to award \$864,706 through the BRAC Higher Education Investment Fund. These awards are contingent upon the availability of funds.

NON-AVAILABILITY OF FUNDING

If the General Assembly fails to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this Grant succeeding the first fiscal period, this Grant shall be canceled automatically as of the beginning of the fiscal year for which funds were not appropriated or otherwise made available; provided, however, that this will not affect either the State's rights or the Grantee's rights under any termination clause in this Grant. The effect of termination of the Grant will be to discharge both the Grantee and the State from future performance of the Grant, but not from their rights and obligations existing at the time of termination. MHEC shall notify the Grantee as soon as it has knowledge that funds may not be available for the continuation of this Grant for each succeeding fiscal period beyond the first.

The award range for grants will be \$25,000 to \$100,000, depending on the scope of the project.

While the awarding process is competitive, to the extent practicable, awards will be representative of the make-up of postsecondary education in Maryland.

TIMETABLE FOR FUNDING AWARDS

- Awards will be disbursed in two payments: 50% at the inception of project and 50% after the interim report has been submitted and accepted by MHEC. Interim reports may be received but returned for more information; funds are not disbursed until any further changes or additions to the report or program are complied with.
- MHEC reserves the right to request changes to the original plan for the project to move forward after the interim report. MHEC also reserves the right to end the project (see also "Termination," p. 13).
- Grantees may also wish to request changes to the original plan. They may request such changes at any point during the grant but must receive approval from the Commission's Office of Grants before such changes are made. (For more information about making programmatic changes, see "Grant Management," especially "Post-Award Changes.")

GRANT PERIOD

Project periods for this grant competition will run from January 1, 2011, to December 31, 2011. Applications may be submitted for one funding cycle only.

Grantees may request written approval to extend the expiration date of the grant if additional time beyond the established termination date is required to ensure adequate completion of the approved activity within the funds already made available. A single extension, which shall not exceed six (6) months, may be made for this purpose and must be requested *no less than 1 month prior* to the originally established expiration date. The request must explain the need for the extension and include an estimate of the unobligated funds remaining and a plan for their use.

ELIGIBLE GRANT APPLICANTS

- Maryland two-year, four-year, public or private institutions of higher education;
- Maryland research institutions;
- Maryland Regional Higher Education Centers; and
- Maryland private career schools approved by MHEC

Additional partners may be included in an application. Such partners may be other higher education institutions, businesses, nonprofit organizations, or any other entity that can and is willing to add value to the project. If partners are named in the application, all partner responsibilities must be spelled out in the application. Applications which contain partners must include a letter from each partner acknowledging their involvement and responsibilities.

An eligible grant applicant must be the lead partner and must serve as the fiscal agent.

Initiatives may include those that increase the number of graduates to fill direct jobs, indirect jobs, or tertiary jobs. Direct jobs are those coming from the federal government. Indirect jobs consist primarily of federal contractors, and tertiary jobs are those that are related to services to support employees and their families. BRAC induced occupations may include, but are not limited to, financial, business and professional services, educational and health services, trade, transportation and utilities, manufacturing, construction, and information.

Priority will be given to proposals that include the development of programs and/or courses that specifically meet the educational needs of the military installations.

Priority will be given to proposals that produce trained workers for one of the five Maryland BRAC-impacted military installations (Aberdeen Proving Ground (APG), Andrews Air Force Base, National Naval Medical Center (Bethesda Naval Hospital) Fort Detrick, and Fort George G. Meade).

APPLICATION CHECKLIST

Every application must contain an original and four (4) photocopies of the proposal application packet, which must include the following, in the order indicated:

1. ____Cover Sheet*
2. ____Abstract*

3. ____ Table of Contents
 4. ____ Proposal Narrative (maximum of 15 pages for a-e)
 - a. ____ Needs Assessment
 - b. ____ Project Objectives and Outcomes
 - c. ____ Plan of Operation
 - d. ____ Management Plan
 - e. ____ Evaluation Plan
 5. ____ Budget and Cost-Effectiveness
 - a. ____ Budget Summary*
 - b. ____ Budget Narrative*
 6. ____ Assurances*
- ____ Project staff résumés

*Use the appropriate forms included in Appendix A. Forms are also available in electronic format at www.mhec.state.md.us/grants.asp

PROPOSAL APPLICATION FORMAT & REQUIREMENTS

1. GENERAL FORMAT REQUIREMENTS

Grant applications not meeting the following criteria will not be read:

- Typed in 12-point Times New Roman, or a similar font type and size (single-spaced okay);
- 8-1/2 by 11-inch pages—numbered and with one-inch margins;
- **The proposal narrative must *not exceed 15 pages*.** The page limit includes only elements of the proposal narrative, not the cover sheet, abstract, budget, budget narrative, cooperative planning agreements, résumés, or appendices. Also, the requirement that the pages be numbered applies only to the proposal narrative.
- All parts of the application must be submitted together, using appropriate forms; and
- 4 copies and one original of the application must be submitted.

The grant application must include the following, though no points are awarded for these:

- **APPLICATION COVER SHEET** (use the form in Appendix A)
- **ABSTRACT** (use form in Appendix A; 250 words or fewer to describe project services)
- **TABLE OF CONTENTS**

2. PROPOSAL NARRATIVE

(85 of 100 points)

The following outline should guide proposal writing and will also be used to guide proposal review. Individual sections do not have point divisions other than what is indicated below. Label the narrative sections with the headings as indicated below:

2.1 Needs Assessment

(10 points)

- Describe the BRAC educational needs to be addressed by the project.
- Explain how those needs were determined.
- Identify the target population/audience.
- Show how the proposed project addresses the needs being described.
- Do not provide summaries of needs from national studies. These may be referenced, but the needs assessment must be specific to Maryland.

2.2 Project Objectives and Outcomes	(15 points)
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- **List the project goals and their supporting objectives.**
- **The project objectives should be described as what you plan to accomplish and the expected results in specific terms.** Specific objectives must be presented and directly tied to at least one proposed activity. Applications will be assessed on not only the project scope, but also how specific, achievable, and measurable the project outcomes are.

For each objective, provide an outcome statement.

Outcome statements:

- **Are realistic.** Outcomes must be attainable.
- **Are measurable.** Outcomes must demonstrate clear achievement. A good outcome statement will reference quantifiable indicators such as increased test scores.
- **Have deadlines.** All outcome statements must indicate when they are to be achieved.
- **Reference baseline data.** (In other words, must show current status to convey that your goal is reasonable and ambitious.)

2.3 Plan of Operation	(30 points)
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- This section must describe the activities that will achieve the project objectives and outcomes.
- The plan of operation must:
 - be a detailed plan that describes where and how each activity will be implemented and key personnel responsible for each activity;
 - explain how the services/activities to be provided are appropriate to the needs identified in the needs assessment;
 - provide detailed information about what will be taking place during each activity (when will it take place, how long will it last, etc);
 - estimate the number of participants to be served by the project and by each activity; and
 - offer a timeline for the implementation of all activities.

2.4 Management Plan	(10 points)
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- The management plan must support the implementation of the project. In other words, the management plan should not contain direct service activities. Direct service activities belong in the Plan of Operation.

- The management plan must:
 - include a work plan that lists major management actions for the project. Project duties must be clearly linked to the budget and plan of operation;
 - include, in chronological order, all major management activities;
 - indicate what each key staff member's responsibilities are; assign responsibilities for major management actions to key staff personnel (attach résumés in an appendix);
 - provide a clear organizational structure, a timeline, and milestones for accomplishing the management actions;
 - demonstrate that the project director and other key staff have sufficient time to conduct the grant project effectively;
 - demonstrate the adequacy of the project team to achieve the objectives of the proposed project on time and within budget; and
 - if applicable, indicate what each partner's role in the project will be.

2.5 Project Evaluation	(20 points)
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- The project evaluation must be an integral part of the project's design and implementation, not something done after the project is completed. The evaluation must be clearly tied to project objectives and outcomes.
- The evaluation must be a systematic means for monitoring and evaluating the program throughout the grant period based on the project's goals and objectives.
- The evaluation must be a tool for making mid-grant programmatic changes. The application must describe a plan for collecting data throughout the project to be used for project improvement.
- The evaluation plan must describe what data will be collected, how frequently, by whom the data will be collected, and whether a quantitative and/or qualitative method of analysis will be employed.
- The application must describe how the baseline data was established.
- **Evaluation results must be included with the interim and final reports.***
 - **Phase one** of the evaluation plan must be submitted with the interim report and indicate what activities have occurred during the reporting period, the intended objective for these activities as originally identified in the application, and whether the objective was met. If the objective was not met, the evaluation report must discuss why.

- **Phase two** of the evaluation plan must be submitted with the final report and must include a comprehensive, complete evaluation of the entire project. Much like the phase one evaluation, it must include the activities conducted, the corresponding objectives, and discuss how outcomes measured against the proposed objectives.

* See also the description of reports in “Grant Management.” That section indicates what basic information is to be kept by all projects.

3. BUDGET AND COST-EFFECTIVENESS	(15 Points)
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- The budget and budget narrative must clearly link all costs to the project activities detailed in the Plan of Operation section.
- The budget and budget narrative must provide evidence of institutional commitment to the project including the amount of staff time dedicated to the project and in-kind contributions. Institutional match must be included in the appropriate column on the budget summary.
- **The application’s budget and cost-effectiveness will be evaluated on the extent to which:**
 - the budget is adequate to support the project; it must be clear that all activities are accounted for in the budget;
 - the costs are reasonable in relation to the objectives and design;
 - the costs are reasonable in relation to the number of students, teachers, and/or parents to be served;
 - the budget complies with the guidelines laid out in this RFA;
 - in-kind contributions are identified and included;
 - there is adequacy of support—including facilities, equipment, supplies, and other resources—from the lead institution and the any other partners identified; and
 - administrative costs are kept to a minimum.
- **Indirect costs charged to the grant cannot exceed 8%.**
- **THE BUDGET SUMMARY** form must show all planned expenditures for the project (see Budget Summary form in Appendix A):
 - Column 1, “BRAC Funds Requested,” is the amount of the grant being applied for.
 - Column 2, “Matching Funds,” will include both cash and in-kind contributions from the applicant who will serve as the fiscal agent if the grant is awarded. Although projects are not required to have matching funds, contributions that are provided must be documented. While matching funds are not required, reviewers view matching funds as

evidence of institutional commitment to the project. (See also “Grants Management—Records.”)

- Column 3, “Other Funds,” shows funds or in-kind contributions committed by cooperating institutions, businesses, or others for this project. If more than one entity is committing funds for this project, indicate the specific breakdown of such funds on a separate page.
- Column 4, “Totals,” shows the line-by-line sum of columns 1, 2, and 3.
- **THE BUDGET NARRATIVE** must explain the rationale for each line of the budget summary, both for grant expenditures and matching funds. This narrative must show how the amounts indicated were determined. Label the budget narrative as the budget summary has been labeled.
- **These budget guidelines apply (arranged by line item corresponding to the budget summary):**

A. Salaries and Wages

Note on Personnel:

Estimates of personnel time must be justified in terms of the tasks to be performed and the instructional contact hours. **Salaries are to be a function of regular appointment (% time commitment) for the academic year or the summer session, if applicable. Salaries cannot be drawn at a higher pay rate than that which the individual normally receives.**

1. Professional Personnel

List individually all key personnel and the requested salary amounts to be funded during the summer and/or academic year by indicating what percent of the individual’s annual time will be committed to the project. Actual instructional compensation, if requested, is restricted to one course load equivalent for academic semester courses and/or one summer course equivalent.

If effort is committed as an in-kind institutional contribution, the value must be noted in column 2 or column 3.

2. Other Personnel

List individually all support personnel by support category and the requested rate of pay. Support personnel must be clearly justified and may include clerical and graduate or undergraduate assistants. If effort is committed as an in-kind institutional contribution, that must be noted in column 2 or column 3.

B. Fringe Benefits

These are calculated at the costs normally paid by the institution for the salaried members of its faculty and staff who will be involved in the project (the amount is calculated for the percentage of effort in the project).

C. Travel

Enter travel costs if necessary for key personnel to conduct off-campus activities. Mileage allowances may not exceed the State's approved rate for mileage reimbursement at the time of travel. Currently this rate is \$0.55 per mile. All travel funding must be specifically designated by place and position, approximate date, distance, and method of travel and be approved in the project budget. No out-of-state travel for conferences is allowed, excluding travel throughout the Maryland and District of Columbia metro area.

D. Equipment

Equipment means an article of non-expendable tangible personal property having a useful life of more than one year and an acquisition cost per unit that is consistent with institutional policy. Equipment expenses must be documented with written estimates, invoices, etc.

E. Materials and Supplies

Non-expendable supplies, including but not limited to books and materials and computer software necessary for the effective implementation of the funded activity, may be purchased only if they are necessary and appropriate to the project activities.

F. Consultant and Contractual Services

Use of program consultants must be justified and reasonable, and their pay must be a reflection of instructional time or time spent delivering other direct services. Travel and per diem expenses for consultants must not exceed the institutional or State rate or that allowed by federal OMB circulars, whichever is less. Preparation time for consultants will not be paid by the grant. Properly documented contractual agreements for expenditures to consultants or outside agencies for fees, travel, and routine supplies must be filed per institutional policy; and contractual payments may not exceed institutional salary levels for similar work. Documentation for consultant services performed must be filed showing:

- a. Consultant's name, dates, hours, and amount charged to grant;
- b. Names of grant participants to whom services were provided; and
- c. Results of subject matter of the consultation.

G. Other (specify)

- a. Subsistence (if meals provided, State regulations apply and require that an agenda and an attendance list be supplied)
- b. Rental of space, if necessary
- c. Any other costs not included above that are necessary to implement the project; provide specifics. Note that expenses for souvenir items will not be allowed.

H. Total Direct Costs

Enter sum of Items A, B, C, D, E, F, and G.

I. Indirect Costs

Up to 8% of funds requested (Column 1, Item H, total direct costs) from the grant program monies to cover the direct cost of the project may be claimed for indirect costs recovery. Any indirect cost exceeding this limitation must be provided from matching funds or in-kind services.

J. Total

Enter sum of Item H and I. Observe that the Total (Item J) in Column 1 for “BRAC Funds Requested” is the amount of the grant being applied for. Be sure to reconcile the total in each line and each column.

4. ASSURANCES	(required - no points)
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Each grant application must be accompanied by a Statement of Assurances signed by the appropriate organizational representative.

- Use the form in Appendix A.

TECHNICAL ASSISTANCE

A technical assistance meeting will be held June 21, 2010, at:

The Cade Center
 Anne Arundel Community College
 101 College Parkway, Arnold, MD 21012-1895

Directions: <http://www.aacc.edu/locationsandmaps/directions.cfm>

If you plan to attend, please RSVP Dr. Stephenson at jstephen@mhec.state.md.us by June 17, 2010.

If you have questions about the application process or require other assistance, contact:

John Stephenson, Ph.D.
 BRAC Coordinator
 Maryland Higher Education Commission
 839 Bestgate Road, Suite 400
 Annapolis, MD 21401-3013
 Phone: 410.260.4531
 Cell: 410.708.8024
 Fax: 410.260.3203
jstephen@mhec.state.md.us

APPLICATION REVIEW PROCESS

Applications must be received by the deadline and include all requisite forms. Applicants will be notified that their application has been received and assigned an application number.

A panel of qualified reviewers will read each application and score each according to the criteria named below. Reviewers will have an opportunity to add comments. Reviewers may be from Maryland or from other states and will have suitable qualifications to review the applications. The panel will make recommendations as to funding and adjustments that the project staff might make to improve either the project to be implemented or the application if it is rejected for funding in this funding round and the applicant chooses to resubmit in subsequent funding rounds.

The rating given for each criterion (see below) will serve as a significant, but not the only, aspect of the judgment made by the Secretary of Higher Education. Regional need and the applicability of each proposal to need will also be considered. The Secretary of Higher Education (or the Secretary's designee) will review all panel evaluations and select those applications that best meet the established criteria.

EVALUATION AND SELECTION CRITERIA

Each application will be evaluated and scored based on the following categories:

Category	Maximum Points
Needs Assessment	10
Project Objectives & Outcomes	15
Plan of Operation	30
Management Plan	10
Project evaluation	20
Budget and Cost Effectiveness	<u>15</u>
Total	100

NOTIFICATION OF AWARDS

A grant award will be issued after approval of awards and acceptance of the negotiated grant award amount by the project director. Preliminary notification of awards will be made on or about December 1, 2010, by phone or e-mail. Written grant awards will be issued shortly thereafter.

APPEAL PROCESS

The following procedures have been established regarding appeals of disapproved grant applications:

- A. The applicant shall be notified in writing if the application is not selected for funding support.
- B. Upon request of the applicant and within 14 days of receipt of that request, the Maryland Higher Education Commission will provide additional information outlining the reasons for disapproval.

- C. If the applicant wishes to appeal, a request for a hearing must be made within 30 days of the date of the notification that the application was not selected for funding support
- D. The sole basis for appeal is violation of State statutes or regulations.
- E. Within 30 days of receipt of the appeal, the Maryland Higher Education Commission shall hold a hearing.
- F. Not later than 10 days after the hearing, the Maryland Higher Education Commission shall issue its written decision.
- G. The decision of the Commission is final and is not subject to further administrative appeal or judicial review.

GRANT MANAGEMENT

1. FISCAL PROCEDURES

All funds under this program must be assigned to a specific account. If an institution receives more than one grant award, separate accounts must be established for each. For this grant cycle, institutions will receive two payments, one at the time of the award and one after the interim report has been accepted. Expenditures in excess of approved budget amounts will be the responsibility of the recipient institution.

2. POST-AWARD CHANGES

The grant recipient shall obtain prior written approval for any change to the scope or objectives of the approved project. This includes any changes resulting in additions or deletions of staff and consultants related to or resulting in a need for budget reallocation. The grant recipient shall obtain **prior written approval** from the MHEC BRAC Coordinator, specifically:

1. to continue the project during any continuous period of more than three months without the active direction of an approved project director;
2. to replace the project director (or any other person named and expressly identified as a key project person in the application) **or** to permit any such person to devote substantially less effort to the project than was anticipated when the grant was awarded; and
3. to make budget changes exceeding \$1,000 or 10% in any category, whichever is greater.

If project activity dates have changed significantly since the application submission, you must submit a revised calendar of activity dates.

Grantees must also request written approval to extend the expiration date of the grant if additional time beyond the established termination date is required to ensure adequate completion of the approved activity within the funds already made available. A single extension, which shall not exceed six months, may be made for this purpose and must be requested *no less than 1 month prior* to the originally established expiration date. The request must explain the need for the extension and include an estimate of the unobligated funds remaining and a plan for their use. The fact that unobligated funds may remain at the expiration of the grant is not in itself sufficient justification for an extension. The plan must adhere to the previously approved objectives of the project.

3. PROJECT CLOSEOUT, SUSPENSION, TERMINATION

Closeout: Each grant shall be closed out as promptly as feasible after expiration or termination. In closing out the grant, the following shall be observed:

- The grant recipient shall immediately refund, in accordance with instructions from MHEC, any unobligated balance of cash advanced to the grant recipient.
- The grant recipient shall submit all financial, performance, evaluation, and other reports required by the terms of the grant within 90 days of the date of expiration or termination.
- The closeout of a grant does not affect the retention period for State and/or federal rights of access to grant records.

Suspension: When a grant recipient has materially failed to comply with the terms of a grant, MHEC may, upon reasonable notice to the grant recipient, suspend the grant in whole or in part. The notice of suspension will state the reasons for the suspension, any corrective action required of the grant recipient, and the effective date. Suspensions shall remain in effect until the grant recipient has taken action satisfactory to MHEC or given evidence satisfactory to MHEC that such corrective action will be taken or until MHEC terminates the grant.

Termination: MHEC may terminate any grant in whole or in part at any time before the date of expiration, whenever MHEC determines that the grant recipient has materially failed to comply with the terms of the grant, the grant proposal or the application. MHEC shall promptly notify the grant recipient in writing of the termination and the reasons for the termination, together with the effective date.

The grant recipient may terminate the grant in whole or in part upon written notification to the MHEC setting forth the reasons for such termination, the effective date, and, in the case of partial terminations, the portion to be terminated. However, if, in the case of a partial termination, MHEC determines that the remaining portion of the grant will not accomplish the purposes for which the grant was made, MHEC may terminate the grant in its entirety.

Closeout of a grant does not affect the right of MHEC to disallow costs and recover funds on the basis of a later audit or review, nor does closeout affect the grantee's obligation to return any funds due as a result of later refunds, corrections, or other transactions.

4. RECORDS

A grant recipient shall retain the following records for a period of five years after the completion of the BRAC Higher Education Investment Fund grant project:

- records of significant project experience and evaluation results; and
- records that fully show amount of funds under the grant, how the funds were used, total cost of projects, *all costs and contributions provided from other sources*, and other records to facilitate an effective audit.

A grant recipient shall keep financial records in accordance with uniform accounting standards.

5. REPORTING REQUIREMENTS

To ensure accountability and sound fiscal management, the MHEC BRAC Coordinator serves as the State monitor of grant activities. In addition to requiring interim and final reports, MHEC staff may conduct site visits, undertake telephone interviews, or request written materials for this purpose.

Formal interim and final reports will also be required from all grantees. At the end of the grant, both a financial and a narrative report will be due to the Commission. The project evaluation must be an integral part of the narrative report.

6. INTERIM REPORTS

- **For the report to be acceptable, it must include:**
 - phase one of the evaluation plan (see Application Narrative, Section 2.5 Evaluation Plan for details)
 - a budget that shows how much of the grant has been spent and how much remains in each line item of the original accepted budget proposal
 - responses to the other questions posed on the interim report form
 - evidence that the project is progressing sufficiently to continue.

- See Appendix B for the interim report form.

7. FINAL REPORTS

Final reports must address items on the interim report but for the full term of the grant.

- Final reports must be submitted. Failure to submit a final report may make the project director ineligible to apply for future grants.
- Final reports have a financial report section and a narrative report section (see below for details).
- The final report includes the comprehensive evaluation of the grant. This evaluation will include the evaluation plan components from the accepted application. The evaluation must restate the objectives included in the application and discuss how the project outcomes compared to those stated in the application and the evaluation instrument(s) used

7A. THE FINANCIAL REPORT must be structured like the approved budget, with both a budget summary and a budget narrative (see Appendix B for the specific form/format to use). It must be signed by a financial officer at the institution serving as the fiscal agent. Grantees must keep records indicating how funds are expended, the total cost of project activities, the share of the cost provided from other sources (in-kind or otherwise), and any other relevant records to facilitate an effective audit; such records must be held for five (5) years after the grant ends. Any unspent grant funds must be returned with the financial report.

7B. NARRATIVE REPORTS include the results of the evaluation plan outlined in the project application and document the project outcomes. These reports will:

- address the objectives and outcomes of the project, comparing those that were named in the application to the actual results and explaining how and to what extent project activities were successful in meeting project objectives and goals;
- include phase 2 of the evaluation plan (see Application Narrative, Section 2.5 Evaluation Plan); this will include the results of the evaluation plan described in the application—and include the results and report of any evaluator paid by the grant; and
- note where or how the project activities might be improved.

8. ACKNOWLEDGMENT OF SUPPORT AND DISCLAIMER

An acknowledgment of the Maryland Higher Education Commission must appear in any publication of materials based on or developed under this project. Such published materials, except those published in academic journals, must contain the following disclaimer:

“Opinions, findings, and conclusions expressed herein do not necessarily reflect the position or policy of the Maryland Higher Education Commission, and no official endorsement must be inferred.”

All media announcements and public information pertaining to activities funded by this grant program must acknowledge support of the Maryland Higher Education Commission.

At such time as any article resulting from work under this grant is published in a professional journal or publication, two reprints of the publication must be sent to the Maryland Higher Education Commission, BRAC Coordinator, clearly labeled with appropriate identifying information.

APPENDIX A: Proposal Application Forms

Cover Sheet
Abstract
Budget Summary
Budget Narrative (example format)
Assurances

**MARYLAND HIGHER EDUCATION COMMISSION
BRAC HIGHER EDUCATION INVESTMENT FUND**

FY 2011 APPLICATION COVER SHEET

Lead Applicant Institution: _____

Title of Project: _____

Other partner institutions, businesses, organizations, etc: _____

Project Director(s): _____ Campus Telephone: _____

FAX Number: _____ E-mail: _____

Campus Mailing Address: _____

Grants Office Contact, Name & Title (post award): _____

e-mail address: _____ Phone number: _____

Finance or Business Office Contact, Name & Title: _____

e-mail address: _____ Phone number: _____

Certification by authorizing official (V.P. level or above):

Name: _____ Title: _____

Signature: _____

Abstract

FY 2011 BRAC Higher Education Investment Fund Grant

Lead Institution: _____

Project Title: _____

In 250 words or less, describe (for an educated general audience) your project activities.

(Note that this may be reproduced as is or edited by Commission staff for inclusion in press releases and other publications describing the grant program.)

BUDGET SUMMARY (use this format)

FY 2011 BRAC Higher Education Investment Fund Grant Application (MHEC)

Applicant Institution & Project Title: _____

	SOURCE OF FUNDS			COLUMN 4 <i>Totals</i>
	COLUMN 1 BRAC FUNDS REQUESTED*	COLUMN 2 INSTITUTION'S CONTRIBUTION**	COLUMN 3 OTHER CONTRIBUTIONS***	
A. Salaries & Wages Professional Personnel [List each by name followed by title in brackets]				
1.				
2.				
3.				
4.				
Other Personnel (list categories & # of each in brackets)				
5. []				
6. []				
7. []				
8. []				
Total Salaries and Wages				
B. Fringe Benefits				
C. Travel				
D. Equipment				
1.				
2.				
E. Materials and Supplies				
F. Consultant and Contractual Services				
G. Other (specify)				
1.				
2.				
H. Total Direct Costs (A through G)				
I. Total Indirect Costs (max. 8% of H)				
J. Total (H and I)				

*Include all grant-funded expenses.

**Include any contributions from applicant institution in this column. Include both cash and in-kind contributions, distinguishing in the budget narrative which type of contribution is provided for a given item.

***Include any contributions from other partners in the grant project in this column.

BUDGET NARRATIVE (use this format)

FY 2011 BRAC Higher Education Investment Fund Grant Application (MHEC)

Applicant Institution & Project Title: _____

[Provide justification for each line of the budget summary, as outlined in the RFP.]

A. Salaries & Wages

Ex.: *Professional Personnel:*

1. Dr. Jill Smith [Project Director] will spend 10% of her time in project activities during the 2010-11 academic year. Maryland State University requests for this time only the amount it will cost the university to pay an adjunct to replace Dr. Smith in one course (\$4,500). The university will contribute the difference between the \$4,500 requested and 10% of Dr. Smith's 10-month annual salary as in-kind cost share valued at \$3,500.

Other Personnel:

1. Administrative Assistant (1): Request = \$12.00/hour x 5 hours/week x 52 weeks = \$3,120
Column 2: Maryland State Univ. will provide release time for a database programmer (1) to help develop and maintain a database for the project: \$27/hr x 2 hrs/wk x 26 wks = \$1,404
2. 2 faculty members develop on-line courses @ \$2,500 each per course
Request = \$2,500 x 2 faculty x 6 courses = \$30,000

B. Fringe Benefits

Ex.: 1. Fringe benefits for Dr. Smith's release time are calculated at 32%
Request = \$17,750 x .32 = \$5,680.00

C. Travel

Ex.: Travel for BRAC project director
Request = \$0.58 cents per mile x 6 trips x 60 miles/trip = \$208.80

D. Equipment

Ex.: Desktop computer for project director
Column 3: \$500 assessed value as provided by ABC contractor (donor)

E. Materials and Supplies

Ex.: Software for Internet-based course offering
Request = \$2,100/software package with site license = \$2,100

F. Consultant and Contractual Services

Ex.: Instructional Technology consultant to be hired to assist college faculty with development of integrated course, website upload of the presentation, and related classroom materials; one-hour introduction and two follow-up sessions of 3 hours each (see timeline); hourly fee of \$65
Request = 7 hours x \$65/hour = \$455

G. Other

Printing recruitment brochures = \$1,200

H. Total Direct Costs = [Item H, column 1 ONLY] = \$46,328.40

I. Indirect Costs = 8% x \$46,328.40 = \$3,706.27

J. Total Cost [column 1 total is the grant request]

ASSURANCES

The Applicant hereby affirms and certifies that it will comply with all applicable regulations, policies, guidelines, and requirements of the Maryland Higher Education Commission (MHEC) and the State of Maryland as they relate to the application, acceptance, and use of BRAC Higher Education Investment Fund Program funds in this project. Also, the Applicant affirms and certifies that:

1. It possesses legal authority to apply for the grant; e.g., an official act of the applicant’s governing body has been duly adopted or passed, authorizing filing of the application, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the application and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity, with the Americans with Disabilities Act, Public Law 101-336, and any federal or State discrimination law.
3. It will enter into formalized agreement(s) with the local education agency or agencies (LEAS) named in the application in the area(s) of proposed service, as well as with other members of the collaborative, where applicable.
4. It will expend funds to supplement new and/or existing programs and not use these funds to supplant non-grant funds.
5. It will participate in any statewide assessment program or other evaluation program as required by the MHEC.
6. It will give the MHEC and/or the Legislative Auditor, through any authorized representative, the right of access to, and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the MHEC concerning special requirements of law and other administrative requirements.

Institution

Signature of Authorized Institutional Authority

Name and Title, Printed

Date

APPENDIX B: Report Forms

**Interim Report Form, including participant table
Interim Report Budget Summary
Final Report Budget Summary
(Use the budget narrative format used in proposal forms.)**

For more on final reports, see Grant Management in this RFA. There is no final narrative report form but see Grant Management, Section 7 Final Reports and especially 7B Narrative Reports for report requirements.

**MHEC BRAC Higher Education Investment Fund Grant Program
Interim Report Response Questions (July 31, 2010)**

Project Title and Grant #:	
Submitted By:	Reporting Period: January 1, 2011 – July 31, 2011

Please attach additional sheets for your responses. Address all questions and feel free to add any other additional information you think pertinent. The budget form is available at <http://www.mhec.state.md.us/grants.asp>

1. Evaluation

- a. Include phase one of the evaluation plan (see RFA on Evaluation Plan for details).
- b. Please describe the level of attainment of the specific and measurable project objectives and outcomes submitted in the approved application. This section must state whether each project objective was met or not. If not, present the actual results and explain why the project objective/intended outcome was not met.
- c. **Discuss any factors that made it possible or not possible to meet the expectations of the project objectives.**

2. Activity Assessment Information

Submit a summary of each activity and the interim results for each activity.

3. Please provide an overview of how your project is progressing:

- (a) Did the project start on time? If not, please discuss why.
- (b) Are you on target to implement the project activities as submitted in the application? If not, please discuss the why.
- (c) What are the greatest challenges and/or major issues faced by the project?

4. Do you anticipate any difficulties completing all activities on schedule and according to the proposed budget? If so, please explain any anticipated modifications. *(Note that when such difficulties arise, project directors are encouraged to contact MHEC as soon as possible to begin discussing possible ways of addressing the problems encountered.)*

5. Financial Report: complete a budget summary like the table on following page and attach a brief budget narrative (if the summary is not fully self-explanatory) describing expenditures made.

**MHEC BRAC Higher Education Investment Fund Grant Program
Interim Report Budget Summary
(Due August 1, 2011 for the reporting period 12/1/11-7/31/2011)**

	(A)	(B)	(A)-(B)	Estimated Match Provided to Date	
	Approved Budget	Estimated Grant Expenditures thus Far	Estimated Funds Remaining in Grant	Institution Contributions for Reporting Period	Other Contributions for Reporting Period
A. Salaries & Wages Professional Personnel [List each by name followed by title in brackets]					
1.					
2.					
3.					
4.					
Other Personnel (list categories & # of each in brackets)					
5. []					
6. []					
Total Salaries and Wages					
B. Fringe Benefits					
C. Travel					
D. Equipment					
1.					
2.					
E. Materials and Supplies					
F. Consultant and Contractual Services					
G. Other (specify)					
1.					
2.					
H. Total Direct Costs (A through G)					
I. Total Indirect Costs (max. 8% of Column A, Item H)					
J. Total (H and I)					

FINAL REPORT BUDGET SUMMARY

MHEC FY 2011 BRAC Higher Education Investment Fund Grant Program

Lead Institution & Project Title: _____

	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
A. Salaries & Wages Professional Personnel List each by name and title	BRAC FUNDS BUDGETED	BRAC FUNDS SPENT	INSTITUTION'S MATCH BUDGETED	INSTITUTION'S MATCH	OTHER MATCH*	FUNDS REMAINING**
1.						
2.						
3.						
Other Personnel (list by job category & note # of each)						
4.						
5.						
Total Salaries and Wages						
B. Fringe Benefits						
C. Travel						
D. Equipment						
1.						
2.						
E. Materials and Supplies						
F. Consultant and Contractual Services						
G. Other (specify)						
1.						

2.						
Total Other Costs						
H. Total Direct Costs (A through E)						
I. Indirect Costs (cannot exceed 8% of G)						
J. Total (H & I)						

* If any of these parties, or another agency, committed funds or in-kind donations for this project, indicate the specific breakdown and explanation of such funds for each on a separate sheet, while putting the totals for appropriate categories here in column 3 and summarizing the match in the budget narrative. Project directors should work with their finance offices to ensure that funds are used for their intended purposes.

Signature of Finance Officer: _____

Name & Title of Finance Officers (printed): _____

Date: _____