

**Amendment No. 1**  
**Request For Application (RFA) No. DTFH61-07-RA-00118**  
**“Transportation Education Development Pilot Program (TEDPP)”**  
**Issued on July 2, 2007**

The purpose of this amendment is to makes changes to the RFA and provide answers to questions received.

Accordingly the RFA is amended as follows:

**SECTION IV - APPLICATION AND SUBMISSION INFORMATION**

**B. CONTENT AND FORM OF APPLICATION SUBMISSION**

Delete the note under the SF424A on page 15 of the RFA in its entirety and replace with the following:

**Note: Section A: block 1(a) print title TEDPP, block 1(b) print 20.200, block 1(e) print \$Total Year 1 Federal Funds Requested, block 1(f) print \$Total Year 1 Cost Share (if any), block 1(g) print \$Total Year 1 Federal Funds Requested plus Total Year 1 Cost Share, and leave blank columns (c) and (d) and rows 2, 3 and 4.**

**Section B: Print a breakdown of the first year Federal funds requested by cost element in column (1) and column (5) which will be the same.**

**Section C: blocks 8(b)-(e) fill in the non-Federal matching share for the first year by source if any is proposed.**

**Section D: rows 13, 14 and 15 print the Federal funds requested by first year quarters, cost share proposed by first year quarters, and total by first year quarters.**

**Section E: block 16(b) print \$Total Year 1 Federal Funds Requested, block 16(c) print \$Total Year 2 Federal Funds Requested, block 16(d) print \$Total Year 3 Federal Funds Requested, and block 16(e) print \$Total Year 4 Federal Funds Requested.**

**Section F: print an explanation of any cost elements from Section B that are uncommon.**

Add the following note under **Part 1 Technical Application** on page 16 of the RFA:

**Note: Letters of Support from Partnering Entities, Cover Sheets, Dividers, Table of Contents, Resumes and Reference Lists do not count against the 25 page limitation.**

**The due date for applications remains unchanged: August 30, 2007.**

**Questions and Answers**

**Question No. 1:** Should applications be Section 508 of the Rehabilitation Act of 1973 compliant?

**Response:** No, Section 508 applies to the deliverables submitted under the agreements awarded as a result of this RFA.

**Question No. 2:** What is the definition of key personnel?

**Response:** The only position required as key personnel under this RFA is the Program Manager or Principal Investigator(s). It is up to applicants to make the determination as to what, if any, other positions are considered to be key personnel.

**Question No. 3:** In the staffing application, should level of effort/allocation of time be shown in person months or other?

**Response:** Level of effort/allocation of time should be shown in labor hours.

**Question No. 4:** Should the staffing level of effort and budget application be broken down by funding source (i.e. Federal and non-Federal match sources)?

**Response:** Yes.

**Question No. 5:** Are there specific requirements regarding allowable costs aside from what is in the OMB Circulars?

**Response:** No.

**Question No. 6:** Must the institution of higher education be the applicant submitting the application through Grants.gov?

**Response:** Yes, in accordance with page 13 of the RFA, SECTION III, A. Eligible Applicants, competition is restricted to institutions of higher education in partnership with industry or State Departments of Transportation (DOTs)

***Federal Grant Opportunity  
Request for Applications (RFA)***

***Executive Summary***

Federal Agency Name: U.S. Department of Transportation  
Federal Highway Administration  
Office of Acquisition Management  
1200 New Jersey Avenue, SE  
Mail Drop: W36-457  
Washington, DC 20590  
Attn: Sarah Berman, HAAM-40F

Funding Opportunity Title: ***“Transportation Education Development Pilot Program (TEDPP)”***

Announcement Type: This is the initial announcement of this funding opportunity.

Funding Opportunity Number: ***RFA Number DTFH61-07-RA-00118***

Catalog of Federal Domestic Assistance (CFDA) Number: 20.200

Dates: RFA Issue Date is July 2, 2007  
Application Due Date is August 30, 2007

Direct Questions to: Sarah Berman, (202) 366-4233,  
[Sarah.Berman@dot.gov](mailto:Sarah.Berman@dot.gov)

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## SECTION I - FUNDING OPPORTUNITY DESCRIPTION

### A. STATEMENT OF PURPOSE

The Federal Highway Administration (FHWA) hereby requests applications to result in the award of up to fifteen (15) grant agreements for “Transportation Education Development Pilot Program (TEDPP).”

### B. LEGISLATIVE AUTHORITY

Section 5204(f) of Public Law 109-59, “The Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU),” states that the Secretary of Transportation shall, “establish a program to make grants to institutions of higher education that, in partnership with industry or State departments of transportation, will develop, test, and revise new curricula and education programs to train individuals at all levels of the transportation workforce.”

An “institution of higher education” has the meaning given in section 101 of the “Higher Education Act of 1965 (20 U.S.C. 1001). The definition of an “institution of higher education” is included under the “Eligible Applicants” section of this RFA on page 13.

Section 5204(f) of Public Law 109-59 provides funding in the amount of \$1,875,000 for each of fiscal years 2006-2009.

**Note: The amount authorized in the legislation is subject to FHWA’s obligation limitation process (see “Funding” on page 11 and “Obligation Ceiling Ratio” on page 29 of this RFA).**

Section 5204(f) of Public Law 109-59 also states that, “The amount of a grant under this subsection shall not exceed \$300,000 per year. After a recipient has received 3 years of Federal funding under this subsection, Federal funding may equal not more than 75 percent of a grantee’s program costs.” Accordingly, if an applicant proposes a period of performance that exceeds three years, the applicant is required to provide a minimum 25 percent matching contribution to the project cost beginning in the fourth year of the proposal.

### C. BACKGROUND

The design, development and management of transportation programs has changed dramatically over the last decade and change is expected at an even faster rate as improved technologies, policies and processes require new workforce skills and management practices. The need to assure a skilled, technically competent workforce is especially challenging in transportation as evidenced by the variety of disciplines, management and technical skills, in both the private and public sector at the national, state and local levels.

The combination of “baby boom” generation retirements, and changing technology and processes have raised serious concerns about the capacity and capability of the transportation workforce to deliver the Nation’s transportation program now and in the future. FHWA defines workforce development as a continuum that begins with transportation career outreach for grades K-12, and continues with career preparation and development through community college, technical school, university and post-graduate education, and the on-going development of transportation professionals as they progress through their careers.

The Transportation Education Development Pilot Program agreements can be used to address the curriculum and workforce program development needs at all education levels throughout the transportation workforce development continuum. A number of workforce development activities have been completed that may be helpful to applicants (**See Appendix A**).

#### D. OBJECTIVES

The objective of the “Transportation Education Development Pilot Program (TEDPP)” is to develop, test, and revise new curricula and education programs to train individuals at all levels of the transportation workforce.

#### E. STATEMENT OF WORK

TEDPP Grant Recipients may perform grant activities within one or more of the following focus areas:

1. A National Strategy for Curriculum Development
2. K-12 Curriculum Development and Implementation
3. Community College Curriculum Development
4. Regional and State Curriculum Coordination
5. Return on Investment in Training and Workforce Development

**Note: Applicants may propose to perform activities under one, two, three, four or five of the above focus areas. A general description of each of the five focus areas are presented below.**

**Note: In addition to the five focus areas noted above, applicants are encouraged to propose other activities that support workforce development needs, such as, curriculum, education, training, or professional development programs that an applicant deems important to transportation workforce development, within the funding limitation on page 11 of this RFA.**

##### Area 1. A National Strategy for Curriculum Development

There are a wide range of activities currently underway to provide for transportation workforce development by education, and in-service training and professional development

organizations. There is also a focus by some transportation organizations and in the education community on transportation career awareness and preparation or “pipeline” programs for students and young people to provide for the next generation of transportation workers. The scope and diversity of the transportation workforce has created a challenge in coordinating industry programs and activities into a more cohesive, coordinated approach to workforce development in the transportation industry.

The focus on developing a “National Strategy for Curriculum Development” is intended to provide for better integration and alignment between the curriculums and education programs that are designed to develop the transportation workforce, and the knowledge and skills needed by the transportation industry. Identifying gaps in the education/training curriculum for various disciplines in the state, local, and private sector areas, and developing recommendations to close the gaps should also be considered in the proposals for this focus area.

It is the intent of this focus area to determine how the various interests, activities and programs across the transportation community can be linked together in a National Strategy to provide a framework to meet the needs of the transportation workforce now and for the future.

Recipients shall:

- Identify key education/training/professional development organizations that provide education and training for transportation professionals, and align the type of education/training provided with the knowledge, skills and abilities needed to operate effectively and efficiently in key transportation professions.
- Build on the current programs of the FHWA Professional Capacity Building Groups (safety, planning, environment, operations, freight, etc.), the National Highway Institute, the Local Technical Assistance Program, the Transportation Curriculum Coordination Council (TCCC), National Cooperative Highway Research Program (NCHRP) studies, the work of transportation and engineering professional organizations, state departments of transportation, and other workforce and professional capacity building initiatives to assure a comprehensive National Strategy for Curriculum Development (See Appendix A).
- Identify gaps in the education/training/professional development education and training, and make recommendations on how the shortcomings can be addressed.
- Describe the role for transportation community organizations in effectively providing for the next generation of transportation workers.
- Develop an action plan for implementing a National Strategy for Curriculum Development that includes recommendations for how the education/professional development and transportation communities can work together to develop effective “pipeline” (K-12<sup>th</sup> grade) and in-service transportation worker programs.

### Area 2. K-12 Curriculum Development and Implementation

The focus on developing a “National Strategy for K-12 Curriculum Development” is intended to provide for a more systematic approach to prepare the next generation of transportation workers. The U.S. Department of Education has recognized the workforce development challenge in the United States and has initiated the Career Clusters program that identifies 12 high workforce development need industries including transportation. The Department of Education Career Cluster program includes a model for providing K-12 students with career information and the opportunity to develop curriculum in the targeted industries. The Department of Education is unable to provide extensive resources to affect a transportation “Career Cluster” program, although resources may be available at the state and local level. The intent of a “National Strategy for K-12 Curriculum Development and Implementation” is to develop a framework for a national effort for a transportation career cluster, and to develop and implement at least one statewide pilot program.

Recipients shall:

- Develop a framework for a National Strategy for K-12 Curriculum through the Department of Education Career Clusters Program.
- Identify the current state of Career Clusters as it relates to transportation and other career cluster programs that can be used as models for transportation.
- Identify the resources available to develop and implement a transportation career cluster program at the local, state, and on a national level.
- Conduct a pilot(s) transportation Career Cluster program at the state level that will appropriately affect student transportation career awareness and preparation for careers in transportation.

### Area 3. Community College Curriculum Development

The contribution of colleges, universities and many transportation professional organizations in preparing students and continuing education programs for in-service transportation professionals is well known. However, the role of community colleges in transportation workforce development is not as well defined. Community colleges could play a greater role in developing the transportation workforce in several areas: 1) develop curriculum, course work and/or degree programs to prepare community college students for careers in transportation; 2) develop community college students to move onto a four year college or university in preparation for a transportation career; or 3) develop continuing education programs for current transportation professionals to enhance their knowledge, skills and abilities.

Recipients shall:

- Identify the current and potential role of community colleges in providing for transportation workforce development.
- Identify possible transportation careers or positions that are currently or would have the potential to be served by community college courses or a degree.
- Identify the potential curriculum that community colleges presently have in place or could administer that will prepare students for a career in transportation.
- Identify and discuss the issues or barriers community colleges face in being more engaged in transportation workforce development.
- Identify and discuss strategies and processes that may be utilized to address how community colleges can better identify transportation workforce development needs.
- Discuss the role of community colleges in providing continuing education for in-service transportation professionals, how community colleges can work with the transportation industry to identify those needs, and the strategies and processes to provide for transportation professional continuing education.

#### Area 4. Regional and State Curriculum Coordination

Private and public sector transportation organizations at the state and local levels are faced with the difficult challenge of assuring they have a sufficient number of workers and that those workers have the necessary knowledge and skills to be successful in their work. While National initiatives are important in providing a framework for transportation workforce development, it will be the efforts of education and training organizations working with the transportation industry at the state and local levels that will offer the greatest opportunity for success in transportation workforce development.

To meet the transportation workforce development challenge, the education and training community, and the transportation private and public sectors must coordinate and collaborate to understand workforce development needs, by developing curriculum, education, training and professional development programs to address those needs. State departments of transportation, local agencies, and private sector transportation organizations must work closely with middle and high schools, community colleges, vocational and technical schools, colleges and universities, and professional development and training organizations to assure a skilled, technically competent workforce now and for the future. The intent of this focus area is to provide for that coordination and collaboration between and among the education/training and transportation organizations within a state and/or region. The effort may be used as a model for other states and/or regions to make similar coordinated activities in support of transportation workforce development in their areas.

Recipients shall:

- Provide specific examples or strategies for the coordination, communication, and collaboration among education and training community organizations and key organizations and programs in the transportation community to develop and sustain efforts to address transportation workforce development.
- Identify the partner organizations, the role of each, the scope of the effort, the goal of the activity, and the intended or completed outcome.
- Provide information about the process for coordination and collaboration, identify barriers to developing the effort, devise major milestones necessary to complete the process, and discuss other relevant information that will provide insight into the activity/program development and activity.
- Develop a model that provides recommendations and strategies for coordination and collaboration between and among education/training, and transportation organizations within a state and/or region. Provide information about the major considerations and barriers to the development of the effort, and how the issues were addressed and barriers overcome.

Area 5. Return on Investment in Training and Workforce Development

The demands on the Nation's transportation system continue to increase at a rapid rate. While resources in some areas have also increased, the competition for investment in the range of transportation activities has become more intense and is likely to become more pronounced in the future. Workforce training and professional development programs compete with other transportation needs for investment of valued resources. The level of investment in workforce development in both the public and private transportation sectors has been a long standing issue in the transportation community. Some work has been done to address the workforce investment issue, however much of the material is general and of minimal value. More specific information is needed to assist transportation organization decision makers in assessing the value of investing in transportation education, training and workforce development. A better understanding of the "return on the investment" transportation organizations make in workforce development, education and training will assist managers in making resource allocation decisions.

Recipients shall:

- Provide detailed information on the education, training or workforce development program, including the financial, personnel and other organization investments made by the organization in the program. Both public and private sector transportation organizations shall be selected. Specifically, at least three state departments of transportation and two local agencies shall be selected from the public sector and at least two organizations with a significant role in transportation,

such as consulting engineering, construction or maintenance companies shall be selected from the private sector.

- Discuss the factors and circumstances that lead to organization's decision to invest in the education, training, or workforce development program for each of the public and private organizations.
- Identify and discuss information concerning each of the organization's policies and strategies for workforce and human capital development, to what extent organization policies or strategies influenced the organization's decisions to invest in the education, training, or workforce development program, or whether the decisions were driven by more specific circumstances for each of the public and private organizations selected.
- Describe the results of the program for each organization including the benefits to the company or organization, from the management and employee perspective.
- Develop a dollar-cost specific business case of the tangible and intangible value of investing in education, professional development and training for each of the organizations' from the perspective of senior management. Develop these business cases as a best practice that could be used by decision makers in assessing the value of investing in transportation education, training and workforce development.

#### Section 508 of the Rehabilitation Act of 1973

While the requirements of Section 508 of the Rehabilitation Act of 1973 as amended do not apply to assistance agreements, the FHWA is subject to the Act's requirements that all documents posted on an FHWA or FHWA-hosted website comply with the accessibility standards of the Act. As such, all electronic and information technology products that are submitted under this grant must be Section 508-compliant so that they can be web posted without further modification.

The Act requires that all electronic products prepared for the Federal Government be accessible to persons with disabilities, including those with vision, hearing, cognitive, and mobility impairments. View [Section 508 of the Rehabilitation Act \(http://www.access-board.gov/508/508standards.htm - PART 1194\)](http://www.access-board.gov/508/508standards.htm) and the [Federal IT Accessibility Initiative Home Page \(http://section508.gov/\)](http://section508.gov/) for detailed information. The following paragraphs summarize the requirements for preparing FHWA reports in conformance with Section 508 for eventual posting by FHWA to an FHWA-sponsored website.

##### a. *Electronic documents with images*

Provide a text equivalent for every non-text element (including photographs, charts and equations) in all publications prepared in electronic format. Use descriptions such as "alt" and "longdesc" for all non-text images or place them in element content. For all documents prepared, vendors must prepare one standard HTML format as described in this statement of work AND one text format that includes

descriptions for all non-text images. “Text equivalent” means text sufficient to reasonably describe the image. Images that are merely decorative require only a very brief “text equivalent” description. However, images that convey information that is important to the content of the report require text sufficient to reasonably describe that image and its purpose within the context of the report.

b. *Electronic documents with complex charts or data tables*

When preparing tables that are heavily designed, prepare adequate alternate information so that assistive technologies can read them out. Identify row and column headers for data tables. Provide the information in a non-linear form. Markups shall be used to associate data cells and header cells for data tables that have two or more logical levels of row and column headers.

c. *Electronic documents with forms*

When electronic forms are designed to be completed online, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

## SECTION II - AWARD INFORMATION

### A. FUNDING

The FHWA anticipates Federal funding up to \$6,000,000 will be made available in total for these grant awards subject to the availability of funds based on the following schedule:

Year 1	\$1,500,000
Option Year 1	\$1,500,000
Option Year 2	\$1,500,000
Option Year 3	\$1,500,000

**Note: The Recipient is required to provide a 25 percent matching contribution to the total project cost for project years proposed beyond the initial three years.**

**Note: The Government is not responsible for application preparation costs.**

### B. NUMBER OF AWARDS ANTICIPATED

The FHWA anticipates making up to fifteen (15) awards from this RFA. The minimum amount of each award will be \$50,000 per year and the maximum amount of each award will be \$300,000 per year. The total amount of each award may vary based on the proposed and approved activities of each award.

**Note: The Government reserves the right to award less than or more than the anticipated number of awards.**

### C. PERIOD OF PERFORMANCE

The period of performance for this (these) grant agreement(s) will be for one base year and up to three option years, commencing on the effective date stated on the agreement. The period of performance shall be proposed by the applicant (1-4 years) and included in the application. The FHWA may unilaterally elect to extend the term of the agreement for the option period specified under "Funding" above. A review will be conducted annually and the Recipient will be given a preliminary notice 60 days prior to the completion date of the agreement indicating whether FHWA intends to exercise the option period under the agreement. The preliminary notice does not commit the FHWA to an extension. The maximum total duration of this agreement, including the exercise of the option periods, is 48 months.

**Note: The U.S. DOT anticipates the effective date of this agreement will be on or about November 15, 2007.**

### D. TYPE OF AWARD

The FHWA intends to award Grant Agreements as a result of this RFA.

#### E. DEGREE OF FEDERAL INVOLVEMENT

The FHWA anticipates Federal involvement between the FHWA and the Recipient during the course of this project. The FHWA anticipates the Federal involvement will include:

- Technical assistance and guidance;
- Monitoring during performance; and
- Participation in status meetings and annual budget reviews as needed.

### SECTION III - ELIGIBILITY INFORMATION

#### A. ELIGIBLE APPLICANTS

**Competition is restricted to institutions of higher education, in partnership with industry or State Departments of Transportation (DOTs).**

To ensure that transportation is an integral part of the programs, the applicants (institutions of higher education) are strongly encouraged to enter into a partnership agreement with the state DOT's and/or industry organizations. Institutions of higher education should also consider partnering with state DOTs and industry in order to enhance efficiency and effectiveness within the state and maximize program impact. The applicants may also seek out opportunities to partner with other institutions of higher education. Partnerships are strongly encouraged to enhance the program's impact in terms of geographic span, target audiences, skill sets, and other key elements.

An "institution of higher education" has the meaning given in section 101 of the "Higher Education Act of 1965 (20 U.S.C. 1001):

(a) INSTITUTION OF HIGHER EDUCATION- For purposes of this Act, other than title IV, the term 'institution of higher education' means an educational institution in any State that—

`(1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;

`(2) is legally authorized within such State to provide a program of education beyond secondary education;

`(3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree;

`(4) is a public or other nonprofit institution; and

`(5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

`(b) ADDITIONAL INSTITUTIONS INCLUDED- For purposes of this Act, other than title IV, the term 'institution of higher education' also includes--

`(1) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and

`(2) a public or nonprofit private educational institution in any State that, in lieu of the requirement in subsection (a)(1), admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located.

#### B. COST SHARING OR MATCHING

Pursuant to Section 5204(f) of Public Law 109-59, if the period of performance exceeds three years, the Recipient shall provide a minimum of a 25 percent match to the total cost of the project for each year beginning in the fourth year.

**Note: See Section IV for documentation necessary to support proposed cost-share.**

## SECTION IV - APPLICATION AND SUBMISSION INFORMATION

### A. APPLICATION FORMS

Applicants shall complete all forms included in the Application Package for this RFA as contained at [www.grants.gov](http://www.grants.gov) . Applicants shall submit the Application Package online at [www.grants.gov](http://www.grants.gov) .

**Note:** See “E. Other Submission Requirements” below for more information.

### B. CONTENT AND FORM OF APPLICATION SUBMISSION

Applicants may submit an application that addresses anywhere from one, two, three, four or all five of the focus areas listed on page 4 of the RFA, as well as other non-focus areas in support of transportation workforce development. Applicants must clearly specify the focus area(s) for which they are applying.

The application package shall consist of the following:

- SF424

**Note:** Applicants may leave 5a, 5b, 6, 7, 13 and blank on the form.

- SF424A

**Note:** Section A: block 1(a) print title *TEDPP*, block 1(b) print *20.205*, block 1(c) print \$ *Total Federal Funds Requested*, 1(d) print \$ *Total Cost Share*, and leave blank columns (e), (f), and (g) and rows 2, 3 and 4.

- SF424B

- SFLLL

**Note:** The form must be completed and submitted even if no lobbying to report. If no lobbying to report insert none or n/a in the relevant blocks.

- Grants.gov Lobbying Form

- Attachments Form

- 1) Technical Application\*- 25 page limit
- 2) Budget Application Detail\*-no page limit

**Note:** Applications under this RFA are not subject to the State review under E.O. 12372.

Applications shall be submitted in the following format:

Applications shall be submitted on 8.5 by 11 inch paper, except for foldouts used for charts, tables, appendices or diagrams, which shall not exceed 11 by 17 inches. A page is defined as one side of a piece of paper. A piece of paper with printing on both sides is considered two pages. Margins (excluding headers and footers) shall be no less than 1 inch on the sides, top and bottom of the page. Regular text print type shall not be less than 10 points or more than 12 character per inch, and shall not exceed 6 lines to the vertical inch.

The evaluation board may take into account when making its evaluation, any failure to conform to the instructions and rules in this section or any attempt to evade these specifications and rules on the basis of technicalities, as indicators of future performance.

If an applicant does not understand these instructions, then they must submit their questions(s) to the Agreement Officer for clarification sufficiently in advance of the deadline for the receipt of offers to get an answer in time to meet that deadline.

### **Part 1 – Technical Application**

The technical application shall be limited to 25 pages double spaced.

**Note: In the event the technical application exceeds the 25 page limitation, the Government will evaluate only the first 25 pages of the application.**

Technical applications shall include the following components and shall be organized accordingly:

#### **1.1 Technical and Management Approach**

The application shall include a program narrative statement that describes the technical and management approach. Describe in detail how you would proceed if awarded this agreement and how you propose to meet the program objectives.

Applicants shall propose a grant period of performance ranging from one to four years. Applicant's technical and management approach shall cover all years proposed. For those applicants who choose to submit multi-year applications, the approach for the option years may be high level in nature, i.e. may be less detailed than the base year approach.

**Note: In addition to the information below, applicants shall clearly provide information relevant to the Technical Evaluation Criteria contained in Section V, "Application Review Information."**

- *Area I. A National Strategy for Curriculum Development*

Include as a minimum a description of:

(1) the approach to identify key education/ training/ professional development organizations that provide education and training for transportation professionals, and align the type of education/ training provided with the knowledge, skills and abilities needed to operate effectively and efficiently in key transportation professions;

(2) the approach to identify and build on current programs including, but not limited to FHWA Professional Capacity Building (safety, planning, environment, operations, freight, etc.), the National Highway Institute, the Local Technical Assistance Program, the Transportation Curriculum Coordination Council (TCCC), National Cooperative Highway Research Program (NCHRP) studies, the work of transportation and engineering professional organizations, state departments of transportation, and other workforce and professional capacity building initiatives to assure a comprehensive National Strategy for Curriculum Development;

(3) the approach to identify gaps in the education/ training/ professional development areas, programs and activities, and the process and format for the recommendations to address the shortcomings;

(4) the approach to identify the role for transportation community organizations in effectively providing for the next generation of transportation workers, often referred to as “pipeline” (K-12) programs; and

(5) the approach to develop and format an action plan for implementing a National Strategy for Curriculum Development that includes recommendations for how the education/ training/ professional development and transportation communities can work together to develop effective “pipeline” (K-12), and key transportation professional development programs.

For each activity, explain what will be done, who will do it, when it will be done, and the results of the activity, as well as a flowchart/timetable which summarizes the overall plan, including submittal of deliverables in draft and final form.

▪ Area 2. K-12 Curriculum Development and Implementation

Include as a minimum a description of:

(1) the framework for a National Strategy for K-12 Curriculum Development and Implementation through the Department of Education Career Clusters Program that will be used or developed;

(2) the elements of Career Cluster programs currently in place that relate to transportation and other Career Cluster programs that can be used as models for transportation;

(3) the types of resources available to develop and implement a Transportation Career Cluster Program at the local, state and national levels; and

(4) the pilot program(s) to be conducted at the local and state level including the approach to acclimate teachers to a Transportation Career Cluster Program, how the program will be integrated into the state school system, the organization(s) that will be involved in the implementing a Transportation Career Cluster Program, and a description of how a Transportation Career Cluster Program can be institutionalized in the state education system.

For each activity, explain what will be done, who will do it, when it will be done, and the results of the activity, as well as a flowchart/timetable which summarizes the overall plan, including submittal of deliverables in draft and final form.

▪ Area 3. Community College Curriculum Development

Include as a minimum a description of:

(1) the approach to identify the current and potential role of community colleges in providing for transportation workforce development;

(2) the methodology to identify possible transportation careers or positions that are currently or would have the potential to be served by a community college degree;

(3) the approach to identify current and potential curriculum that community colleges presently have in place or could administer that will prepare students for a career in transportation;

(4) the approach to identify the issues or barriers to community colleges to be more engaged in transportation workforce development by providing curriculum, course work and degrees that align with transportation industry workforce needs;

(5) the approach to identify the strategies and processes to address how community colleges can better identify transportation workforce development needs; and

(6) the role of community colleges in providing continuing education for in-service transportation professionals, how community colleges can work with the transportation industry to identify those needs, and the strategies and/processes to provide for transportation professional continuing education.

For each activity, explain what will be done, who will do it, when it will be done, and the results of the activity, as well as a flowchart/timetable which summarizes the overall plan, including submittal of deliverables in draft and final form.

▪ Area 4. Regional and State Curriculum Coordination

Include as a minimum a description of:

(1) the approach to identify specific examples or strategies for the coordination, communication, and collaboration among education and training organizations, and key organizations and programs in the transportation community to develop and sustain efforts to address transportation workforce development;

(2) the approach to identify the education and transportation organizations, the role of each, the scope of their involvement, the goal of the activity, and the intended outcome;

(3) the approach to be taken to develop information about the process for coordination and collaboration between and among the education/training and transportation communities, the barriers to development of the effort, major milestones in completing the process, and other relevant information that will provide insight into the activity/program development and activity; and

(4) the approach to develop a model for regional and/or state workforce development coordination that will include recommendations and strategies for the coordination and collaboration between and among education/training, and transportation organizations within a state and/or region, including the methodology about how major considerations and barriers to the development of the effort will be identified, and how these issues will be addressed and barriers overcome.

For each activity, explain what will be done, who will do it, when it will be done, and the results of the activity, as well as a flowchart/timetable which summarizes the overall plan, including submittal of deliverables in draft and final form.

▪ Area 5. Return on Investment in Training and Workforce Development

Include as a minimum a description of:

(1) the number and types of public and private transportation organizations to be included in the research effort;

(2) the methodology to address the financial, personnel and other organization investment made by the organization in the education, training, or workforce development program, including identifying the factors to be considered in the organizations' decision to invest in the education, training, or workforce development program;

(3) the approach to be taken to identify each organization's policies and strategies for education, training and workforce development, including to what

extent the organizations' policies or strategies had on the organizations' decision to invest in the education, training, or workforce development program, or whether the decision was driven by a more specific set of circumstances;

(4) the methodology to be used to identify the results of the program and return on investment including the benefits to the organization, from both the management and employee perspectives; and

(5) the methodology to be used to assure the information provided will be dollar-cost specific to make the business case to senior management of the tangible and intangible value of investing in education, professional development and training for their agency/organization employees.

For each activity, explain what will be done, who will do it, when it will be done, and the results of the activity, as well as a flowchart/timetable which summarizes the overall plan, including submittal of deliverables in draft and final form.

- *Non-Focus Area Proposals*

As indicated above, FHWA is soliciting proposals in the focus areas as well as proposals to address other areas of curriculum development associated with transportation education, training, and workforce development programs.

Include as a minimum a description of the approach/methodology to address the education, training, and/or workforce development program for each primary activity or objective included in the education, training, and/or workforce development activity.

For each activity, explain what will be done, who will do it, when it will be done, and the results of the activity, as well as a flowchart/timetable which summarizes the overall plan, including submittal of deliverables in draft and final form.

## **1.2 Staffing Application**

Provide a program organizational chart identifying proposed staff members assigned to the project. Include the title and a brief description of each position's responsibilities, as well as the proposed level of effort and allocation of time for each position.

Provide brief resumes for the proposed Program Manager and other key personnel to include name, experience, education, and proposed role in project.

**Note: Resumes do not count against the technical application's designated page limitation.**

## **Part 2 – Budget Application**

**Note: There is no page limit for budget applications.**

Provide a **separate** detailed budget plan for each focus area and/or non-focus area applied for (i.e. focus area 1....) by year and in summary form. The detailed budget plan will consist of the following:

- 2.1 Detailed spreadsheet and supporting information clearly delineating and supporting all estimated costs by area (per year and in summary form) as follows:
  - Provide labor categories, labor hours or percentage of time, labor rates.
  - Provide indirect rates and bases; include any audit information to support rates.
  - Provide supporting information to justify estimates for Other Direct Costs such as equipment, travel, etc.
  - Provide detail and support for cost share as part of overall project budget. Clearly delineate cost share match versus Federal share.

**Note: Travel will be reimbursed at cost in accordance with the Federal Travel Regulations in effect at the time of travel.**

- 2.2 If sub-recipients (lower-tiered organizations and/or individual consultants) will be used in carrying out this project, the following minimum information concerning such should be furnished:
  - Name and address of the organization or consultant.
  - Description of the portion of work to be conducted by the organization or consultant.
  - Cost details for that portion of work.
  - Letter of commitment from sub-recipient.
- 2.3 The use of a Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number is required on all applications for Federal grants or cooperative agreements. Please provide your organization's DUNS number in your budget application.
- 2.4 If a non- profit or not-for-profit status, please provide evidence of this status preferably from the Internal Revenue Service.
- 2.5 A statement to indicate whether your organization has previously completed an A-133 Single Audit and, if so, the date that the last A-133 Single Audit was completed.

### C. SUBMISSION DATES AND TIMES

Applications must be received electronically through [www.Grants.gov](http://www.Grants.gov) by 5:00 p.m. EDT on August 30, 2007.

The deadline cited herein is the date and time by which the agency must receive the application.

Late applications will not be reviewed or considered unless the Agreement Officer (AO) determines it is in the Government's best interest to consider the late application.

### D. FUNDING RESTRICTIONS

This award will not allow reimbursement of pre-award costs.

### E. OTHER SUBMISSION REQUIREMENTS

The FHWA uses [www.Grants.gov](http://www.Grants.gov) for receipt of all applications. Applicants must register with [www.Grants.gov](http://www.Grants.gov) and use the system to submit applications electronically. **Applicants are encouraged to register with Grants.gov in advance of the submission deadline.**

In the event of system problems or technical difficulties with the application submittal, applicants should contact the FHWA point of contact designated on page 1. If applicants are unable to use the [www.Grants.gov](http://www.Grants.gov) system due to technical difficulties, applicants must email applications to the FHWA point of contact listed on page 1 no later than the application deadline cited above.

## SECTION V – APPLICATION REVIEW INFORMATION

### A. EVALUATION CRITERIA

Proposals received will be evaluated in accordance with the evaluation criteria specified herein through a peer review process.

#### **Technical**

The FHWA will evaluate the technical applications based on the following criteria listed in descending order of importance (Criteria 2, 3, 4, 5 and 6 are of equal importance):

1. Emphasis on Targeted Population, as applicable:

**Note: Sub-criteria 1 a) – f) apply to only Focus Areas 1. “A National Strategy for Curriculum Development,” 2. “K-12 Curriculum Development and Implementation,” 3. “Community College Curriculum Development,” and 4. “Regional and State Curriculum Coordination,” as well as any other focus areas as may be proposed by applicants. Sub-criteria 1 g) applies to Focus Area 5. “Return on Investment in Training and Workforce Development” only.**

- a) The extent to which the new curricula or education program meets the specific needs of a segment of the transportation industry, States, or regions. Programs for state departments of transportation, local agencies, defined geographical regions, specific workforce disciplines, as well as programs to enhance workforce development in the private sector are deemed to meet the needs of a “segment” of the transportation industry as set for in the Section 5204(f) criteria.). Consideration will be given to the extent to which the proposal defines the transportation segment(s) that will be most affected by the proposed program or activity, and how the proposal contributes to the particular transportation segment, education/ professional development area, and/or geographic area(s).
- b) The extent to which the new curricula or education program provides for practical experience and on-the-job training. Practical experience and on-the job training includes, but is not limited to short term assignments or “details” for transportation professionals to gain experience, student internships and cooperative education programs.
- c) The extent to which the proposals are oriented toward practitioners in the field rather than the support and growth of the research community. Practical programs that are directed to students and in-service workers with interest or responsibility in transportation careers that directly affect the transportation enterprise.

- d) The extent to which the new curricula or program will provide training in areas other than engineering, such as business administration, economics, information technology, environmental science, and law. This criteria encourages a focus on disciplines other than engineering, however, the criteria is not intended to unilaterally exclude the engineering discipline. Engineering continues to be a core discipline in the transportation program development and delivery process.
- e) The extent to which the programs or curricula address nontraditional departments that train professionals for work in the transportation field, such as materials, information technology, environmental science, urban planning, and industrial technology.
- f) The extent to which there is a commitment of industry or a State(s) department of transportation to the program. This includes the extent to which there is support to leverage current and future partner financial, organization, and in-kind resources. Consideration will also be given to the extent to which the curriculum or workforce development program could or will be integrated into education and in-service training and professional development processes.
- g) Applies to Focus Area 5 “Return on Investment” only:
- The extent to which the proposal is transportation organization, project or program specific.
  - The extent to which both public and private sector transportation organizations are addressed in the proposal, including at least three state departments of transportation and two local agencies for the public sector, and for the private sector, organizations with a significant role in transportation companies such as consulting engineering, construction and maintenance.
  - The extent to which the proposal intends to address the factors and circumstances that lead to the organization’s decision to invest in the education, training, or workforce development program.
  - The extent to which the proposal intends to address the organization’s policies and strategies for workforce and human capital development, to what extent current organization policies or strategies influence the organization’s decision to investment in the education, training, or workforce development program, or whether the decision was driven by a more specific set of circumstances.
  - The extent to which the proposal intends to describe the results of the program including the benefits to the company or organization, from the management and employee perspective.
  - The extent to which the proposal intends to be dollar-cost specific that will make the business case to senior management of the

tangible and intangible value of investing in education, professional development and training for their agency/organization employees.

## 2. Nature/Infrastructure of Partnership

The quality of the partnership infrastructure as demonstrated by the degree to which the partnership contains the following characteristics needed for a successful partnership:

- a) Active involvement of participating partners in the establishment of the mission, goals, objectives, and activities. A partnership agreement or memorandum of understanding for each partner is in place that clearly defines the partners' roles in the collaboration and the scope of services to be provided.
- b) A clearly defined management structure that identifies the lead organization's role and responsibilities, operating procedures describing how the partners will work together to achieve the desired outcomes, reporting requirements, and an overall strategy for fostering a successful collaboration.

## 3. Quality of Work Plan

In determining the quality of work plan, the following factors will be considered:

- a) A clearly defined mission or purpose, and identification of goals, objectives, and activities that are relevant and successfully addresses the unique needs of the targeted population. The goals, objectives, and expected outcomes are specific, time-framed, attainable, and measurable, and are neither too limited in scope nor too broad.
- b) The capacity to accomplish the goals, objectives, and activities on time and within the proposed budget as demonstrated by clearly defined actions, responsible persons(s), timelines, milestones, expected outcomes, and deliverables.
- c) The extent to which the program identifies and addresses specific gaps, weaknesses, or barriers to improve workforce skills for the targeted population, and proposes innovative techniques addressed such areas.

## 4. Quality of Personnel

- a) The qualifications of lead organization's key personnel (Project Director and other key personnel) that demonstrates a high level of fiscal, technical, administrative, and program management capacity to manage and disburse funds, provide monitoring and oversight, and perform all the duties needed for successful administration of program. Experience in providing service to the education and transportation communities is evident.

- b) The qualification, including relevant training and experience of key personnel of partners. Experience in providing services to the student and transportation professionals is evident.

5. Sustainability

The extent to which the proposed project is able to build capacity and be sustained after the federal funded period has ended. Evidence of sustainability is demonstrated by such factors as level of community commitment and ownership of the proposed project, level of in-kind contributions within the partnership, and/or an institutional financial commitment to the project.

6. Evaluation Plan

In determining the quality of the evaluation plan for the proposed project, the following factors will be considered:

- a) The extent to which the methods of evaluation are measurable and appropriate to the goals and objectives and outcomes of the proposed project, and will produce both quantitative and qualitative data as applicable.
- b) The extent to which the methods of evaluation will provide accurate performance feedback on the effectiveness of the partnership in meeting its stated goals and objectives.

**Cost**

Relative cost will be considered in the ultimate award decision. The budget application will be analyzed to assess cost reasonableness and conformance to the application principles.

**Past Performance**

The Government will evaluate the relevant merits of each applicant's past performance based on its reputation and record with its current and/or former customers with respect to quality, timeliness and cost control. Past performance will be reviewed to assure that the applicant has relevant and successful experience and will be considered in the ultimate award decision, but will not be rated. In evaluating past performance, the Government may consider both written information provided in the application, as well as any other information available to the Government through outside sources.

**B. REVIEW AND SELECTION PROCESS**

The Government will accept the application(s) that is (are) considered the most advantageous to the Government taking into account the best use of available funds to meet

the objectives of the program legislation. The three evaluation factors are listed in descending order of importance: Technical, Cost and Past Performance.

The Agreement Officer is the official responsible for final award selections. The Government will select for award the applicant(s) that, when taken into consideration as a group, best meet(s) the objectives of the program legislation.

The Government is not obligated to make any award as a result of this announcement.

#### C. ANTICIPATED ANNOUNCEMENT AND AWARD DATES

FHWA anticipates making awards on or about November 15, 2007.

#### D. AWARD NOTICES

If your application is selected for award, you will be notified and sent an award document for signature. Applicants not selected for award will be notified in writing by FHWA.

Only the Agreement Officer can commit the Government. The award document, signed by the Agreement Officer, is the authorizing document.

Notice that an organization has been selected as a Recipient does not constitute approval of the application as submitted. Before the actual award, FHWA will enter into negotiations concerning such items as program components, staffing and funding levels, and administrative systems. If the negotiations do not result in an acceptable submittal, the FHWA reserves the right to terminate the negotiation and decline to fund the applicant.

## SECTION VI – AWARD ADMINISTRATION INFORMATION

### A. ADMINISTRATIVE AND NATIONAL POLICY REQUIREMENTS

#### 1. GOVERNING REGULATIONS

Performance under this grant agreement shall be governed by and in compliance with the following requirements as applicable to the type of organization of the Recipient and any applicable sub-recipients:

“Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and other Non-profit Organizations (49 CFR 19)”, [located at: <http://www.dot.gov/ost/m60/grant/49cfr19.htm>];

“New Restrictions On Lobbying (49 CFR Part 20),” [located at <http://www.dot.gov/ost/m60/grant/49cfr20.htm>];

2 CFR Part 220 (OMB Circular A-21), “Cost Principles for Educational Institutions” [located at: <http://a257.g.akamaitech.net/7/257/2422/01jan20051800/edocket.access.gpo.gov/2005/05-16648.htm>];

OMB Circular A-133, “Audits of States, Local Governments, and Non-Profits” [<http://www.whitehouse.gov/omb/circulars/a133/a133.html>];

2 CFR Part 215 (OMB Circular A-110), “Uniform Administrative Requirements for Grants and Agreements With Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations” [located at: [http://www.access.gpo.gov/nara/cfr/waisidx\\_05/2cfr215\\_05.html](http://www.access.gpo.gov/nara/cfr/waisidx_05/2cfr215_05.html)]; and

Any other applicable Federal regulation or statute.

#### 2. RESPONSIBILITIES OF THE RECIPIENT

The Recipient shall provide overall program management. Specifically, the Recipient shall be responsible for the following, as a minimum:

- Performing the Statement of Work as described in Section I, Funding Opportunity Description.
- Coordinating and managing work, including issuing and managing subcontracts/sub awards and consulting arrangements, as necessary.
- Submitting all required reports including Quarterly Progress Reports and Annual Budget Reviews (see Paragraph B of this Section below, entitled Reporting).
- Meeting with the FHWA Agreement Officer’s Technical Representative (AOTR) as necessary.

- Participating in a kick-off meeting with the AO and/or the AOTR to discuss agreement expectations and procedures.
- Participating in Annual Budget Review meetings with the AO and/or AOTR.

### 3. TRAVEL AND PER DIEM

Travel and per diem authorized under this grant agreement shall be reimbursed in accordance with the travel costs section of 2 CFR Part 220 (OMB Circular A-21), "Cost Principles for Educational Institutions." Per the Circular, in the absence of an acceptable, written institution policy regarding travel costs, the rates and amounts established in the Federal Travel Regulations in effect at the time of travel shall apply. In addition, all non-domestic travel shall be approved by the AO prior to incurring costs. Travel requirements under this grant agreement shall be met using the most economical form of transportation available. If economy class transportation is not available, the request for payment vouchers must be submitted with justification for use of higher class travel indicating dates, times, and flight numbers.

### 4. AMENDMENTS

Amendments to this grant agreement may only be made in writing, signed by both parties for bilateral actions and by the AO for unilateral actions, and specifically referred to as an amendment to this grant agreement.

### 5. AGREEMENT OFFICER'S TECHNICAL REPRESENTATIVE (AOTR)

The AO has designated \_\_\_\_\_TBD\_\_\_\_\_ as Technical Representative to assist in monitoring the work under this agreement. The AOTR will oversee the technical administration of this agreement and act as technical liaison with the performing organization. The AOTR is not authorized to change the scope of work or specifications as stated in the agreement, to make any commitments or otherwise obligate the Government or authorize any changes which affect the agreement funding, delivery schedule, period of performance or other terms or conditions.

**The AO is the only individual who can legally commit or obligate the Government for the expenditure of public funds. The technical administration of this agreement shall not be construed to authorize the revision of the terms and conditions of performance. The Agreement Officer shall authorize any such revision in writing.**

### 6. OBLIGATION CEILING RATIO

Pursuant to Section 1102 of SAFETEA-LU, the FHWA is required to annually redistribute a portion of allocated program authorization. Funds available for subsequent years of this agreement shall be adjusted for each fiscal year, which may

increase or decrease the total estimated funding available.

## 7. INDIRECT COSTS

Indirect costs are allowable under this agreement as follows:

<i>Indirect Rate Type</i>	<i>Rate (%)</i>	<i>Base</i>
<i>(Information to be filled in at award)</i>		

In the event the Recipient determines the need to adjust the above listed rates, the Recipient shall notify the FHWA of the planned adjustment and provide rationale for such adjustment. In the event such adjustment rates have not been audited by a Federal agency, the adjustment of rates must be pre-approved in writing by the Agreement Officer.

This Indirect Cost provision does not operate to waive the limitations on Federal funding provided in this document. The Recipient's audited final indirect costs are allowable only insofar as they do not cause the Recipient to exceed the total amount of Federal funds obligated to the agreement.

## 8. DATA RIGHTS

The Recipient shall make available to the Government copies of all work developed in performance of this grant agreement, including but not limited to software and data. The Government and others acting on its behalf shall have unlimited rights to obtain, reproduce, publish or otherwise use the data developed in the performance of this grant agreement pursuant to 49 CFR Part 19.36 or 49 CFR Part 18.34 as applicable.

## 9. PAYMENT

The Recipient may request advances or reimbursement of costs incurred in the performance hereof as are allowable under the applicable cost provisions [see 49 CFR Part 19.27 and 2 CFR Part 215] not-to-exceed the funds currently available as stated in this grant agreement. The Recipient shall submit an original and one copy of the SF 270, Request for Advance or Reimbursement, no more frequently than monthly, to the AO address, and one additional copy to the AOTR address.

Advance Payments: Recipients may be paid in advance, provided they maintain or demonstrate the willingness to maintain the following in accordance with 49 CFR Part 19: (1) written procedures that minimize the time elapsing between the transfer of funds and disbursement by the Recipient, and (2) financial management systems that meet the standards for fund control and accountability. When these items are

not met, reimbursement will be the method for payment.

Payments by Reimbursement: When requesting reimbursement of costs incurred, the Recipient shall submit supporting cost detail with the SF 270 to clearly document costs incurred. Cost detail includes a detailed breakout of all costs incurred including direct labor, indirect costs, other direct costs, travel, etc.

The Agreement Specialist and the AO reserve the right to withhold processing requests for reimbursement until sufficient detail is received. In addition, reimbursement will not be made without AOTR review and approval to ensure that progress on the Agreement is sufficient to substantiate payment. After AOTR approval, the Agreement Specialist will certify and forward the advance or request for reimbursement to the payment office. *Note: Standard Forms may be located at <http://fhwa.dot.gov/aaa/hamhome.htm>.*

#### 10. ACKNOWLEDGEMENT OF SUPPORT AND DISCLAIMER

An acknowledgment of FHWA support and a disclaimer must appear in any publication of any material, whether copyrighted or not, based on or developed under the grant agreement, in the following terms:

“This material is based upon work supported by the Federal Highway Administration under Grant No. DTFH61-07-(to be filled in)”.

All materials must also contain the following:

"Any opinions, findings, and conclusions or recommendations expressed in this publication are those of the Author(s) and do not necessarily reflect the view of the Federal Highway Administration."

#### 11. SITE VISITS

The Federal Government, through its authorized representatives, has the right, at all reasonable times, to make site visits to review project accomplishments and management control systems and to provide such technical assistance as may be required. If any site visit is made by the Federal Government on the premises of the Performing Organization or a sub-recipient under this grant agreement, the Performing Organization shall provide and shall require their sub-recipients to provide all reasonable facilities and assistance for the safety and convenience of the Government representative in the performance of their duties. All site visits and evaluations shall be performed in such a manner as will not unduly delay work.

#### 12. TERMINATION AND SUSPENSION

The Government may terminate this agreement in whole or in part in accordance with 49 CFR Part 18.44 or 49 CFR Part 19.60 as applicable.

### 13. BUDGET REVISION/REALLOCATION OF AMOUNTS

The Recipient is required to report deviations from budget and program plans, and request prior approval for budget and program plan revisions in accordance with 49 CFR Part 18.30 or 49 CFR Part 19.25 as applicable.

**Note: The Recipient must obtain prior written approval from the Agreement Officer to transfer amounts budgeted for direct cost categories when the cumulative value of such transfers will exceed 10% of the value of Federal share of this agreement. When requesting such approval, a letter request suffices.**

### 14. FINANCIAL MANAGEMENT SYSTEM

By signing this agreement, the Recipient verifies that it has, or will implement, a financial management system adequate for monitoring the accumulation of costs and that it complies with the financial management system requirements of 49 CFR Part 19. The Recipient's failure to comply with these requirements may result in agreement termination.

### 15. ALLOWABILITY OF COSTS

Allowable costs will be determined in accordance with the applicable Federal cost principles, e.g., Non-Profit Organizations-2 CFR Part 230; Educational Institutions-2 CFR Part 220.

### 16. AVAILABLE FUNDING

The total not-to-exceed amount of Federal funding that may be provided under this grant agreement is \$TBD for the entire period of performance, subject to the limitations shown below:

(1) Currently, Federal funds in the amount of \$\_\_\_\_\_ (to be filled in at award), are obligated to this agreement.

(2) Subject to availability of funds, and an executed document by the Agreement Officer, \$\_\_\_\_\_ (to be filled in at award) may be obligated to this agreement.

(3) The government's liability to make payments to the Recipient is limited to those funds obligated under this agreement as indicated above and any subsequent amendments.

### 17. CENTRAL CONTRACTOR REGISTRY (CCR)

The Recipient must be registered in the CCR in order to receive payments under this agreement. Use of the CCR is to provide one location for Applicants and Recipients to change information about their organization and enter information on where government payments should be made. The registry will enable Recipients to make a change in one place and one time for all Federal agencies to use. Information for registering in the CCR and online documents can be found at [www.ccr.gov](http://www.ccr.gov).

#### 18. KEY PERSONNEL

The Recipient shall request prior written approval from the AO for any change in key personnel specified in the award.

#### 19. PROGRAM INCOME

Program Income earned during the project period shall be retained by the Recipient and added to funds committed to the project by the Federal awarding agency and the Recipient, and used to further eligible project or program objectives.

#### 20. SUBAWARDS

Unless described in the application and funded in the approved award, the Recipient shall obtain prior written approval from the AO for the subrecipient, transfer, or contracting out of any work under this award. This provision does not apply to the purchase of supplies, material, equipment, or general support services.

#### 21. DEBARMENT AND SUSPENSION REQUIREMENTS

The Recipient shall comply with Subpart C of 49 CFR Part 29, Government Debarment and Suspension (Nonprocurement). Further, the Recipient shall flow down this requirement to applicable sub-awards by including a similar term or condition in lower-tier covered transactions (see 49 CFR Part 29 for details of the requirement, available online at <http://www.dot.gov/ost/m60/grant/regs.htm>).

#### 22. DRUG FREE WORKPLACE

The Recipient shall comply with Subpart B of 49 CFR Part 32, Government wide Requirements for Drug-Free Workplace (Financial Assistance) (see 49 CFR Part 32 for details of the requirement, available online at <http://www.dot.gov/ost/m60/grant/regs.htm>).

#### 23. DISPUTES

The parties to this agreement shall communicate with one another in good faith and in a timely and cooperative manner when raising issues under this Disputes provision. Any dispute, which for the purposes of this provision includes any disagreement or claim, between the FHWA and the recipient concerning questions

of fact or law arising from or in connection with this Agreement and whether or not involving alleged breach of this Agreement, may be raised only under this Disputes provision.

Whenever a dispute arises, the parties shall attempt to resolve the issues involved by discussion and mutual agreement as soon as practical. In no event shall a dispute which arose more than three months prior to the notification made under the following paragraph of this provision constitute the basis for relief under this article unless FHWA waives this requirement.

Failing resolution by mutual agreement, the aggrieved party shall document the dispute by notifying the other party in writing of the relevant facts, identify unresolved issues and specify the clarification or remedy sought. Within five working days after providing written notice to the other party, the aggrieved party may, in writing, request a decision from the Agreement Officer. The other party shall submit a written position on the matters in dispute within thirty calendar days after being notified that a decision has been requested. The Agreement Officer shall conduct a review of the matters in dispute and render a decision in writing within thirty calendar days of receipt of such written position. Any decision of the Agreement Officer is final and binding unless a party shall, within thirty calendar days, request further review as provided below.

Upon written request to the FHWA Director, Office of Acquisition Management or designee, made within thirty calendar days after the Agreement Officer's written decision or upon unavailability of a decision within the stated time frame under the preceding paragraph, the dispute shall be further reviewed. This review shall be conducted by the Director, Office of Acquisition Management. Following the review, the Director, Office of Acquisition Management, will resolve the issues and notify the parties in writing. Such resolution is not subject to further administrative review and to the extent permitted by law, shall be final and binding. Nothing in this Agreement is intended to prevent the parties from pursuing disputes in a United States Federal Court of competent jurisdiction.”

## B. REPORTING

### 1. ADDRESSES FOR SUBMITTAL OF REPORTS AND DOCUMENTS

The Recipient shall submit all required reports and documents to the Agreement Specialist electronically, referencing the grant agreement number, at the following address:

[Sarah.Berman@dot.gov](mailto:Sarah.Berman@dot.gov)

The Recipient shall submit an original and one copy of the SF 270, Request for Advance or Reimbursement to the Agreement Specialist at the following address:

Federal Highway Administration  
Office of Acquisition Management  
1200 New Jersey Avenue, S.E.  
Mail Drop: W36-457  
Washington, DC 20590

Attention: Sarah Berman, HAAM-40F

The Recipient shall submit two hard copies and one electronic copy to the AOTR at the following address:

Federal Highway Administration  
Office of Professional & Corporate Development  
4600 North Fairfax Drive  
Suite 800  
Arlington, VA 22203

Attention: (TBD)

(TBD)@dot.gov

## 2. QUARTERLY PROGRESS REPORT

The Recipient shall submit two hard copies and one electronic copy of a letter-type progress report to the AOTR and one electronic copy to the Agreement Specialist on or before the 30th of the month following the calendar quarter being reported. Calendar quarters are as follows: (1) January-March; (2) April-June; (3) July-September; and (4) October-December. Each report shall contain concise statements covering the research activities relevant to the study, including:

- (a) A clear and complete account of the work performed each quarter.
- (b) An outline of the work to be accomplished during the next report period.
- (c) A description of any problem encountered or anticipated that will affect the completion of the work within the time and fiscal constraints as set forth in the grant agreement, together with recommended solutions to such problems; or, a statement that no problems were encountered.
- (d) A section addressing how the results of the work performed supports one or more of the FHWA and Department of Transportation (DOT) strategic goals of safety, mobility, global connectivity, environmental stewardship, security, and organizational excellence.
- (e) A tabulation of the current and cumulative costs expended by quarter versus budgeted costs, including cost share.

(f) SF269 or SF269A, Financial Status Report.

(g) If advance payments are used, SF272, Report of Federal Cash Transactions.

### 3. ANNUAL BUDGET REVIEW AND PROGRAM PLAN

The Recipient shall submit two copies of the Annual Budget Review and Program Plan to the AOTR and one copy to the Agreement Specialist 60 days prior to the end of each year. The Annual Budget Review and Program Plan shall provide a detailed schedule of activities, estimate of specific performance objectives, include forecasted expenditures, and schedule of milestones for the upcoming year. If there are no proposed deviations from the Approved Project Budget, the Annual Budget Review shall contain a statement stating such. The Recipient will meet with FHWA to discuss the Annual Budget Review and Program Plan. Work proposed under the Annual Budget Review and Program Plan shall not commence until Agreement Officer written approval is received.

### 4. DELIVERABLES

The specific deliverables will depend upon the scope and objectives of the negotiated award. At a minimum, the Recipient shall present results for at least one peer review and submit a final report, with technical summary, that documents the research conducted in each task identified in the proposal. Additional deliverables such as interim reports, computer programs and documentation, instrumentation and prototype equipment may be required and the specific deliverables will be identified in the negotiated statement of work.

Deliverables are anticipated to be made available to the public.

<u>Deliverable</u>	<u>To be Completed On or Before</u>
(to be inserted at award)	

## **SECTION VII - AGENCY CONTACT**

Address any questions to:

Sarah Berman, HAAM-40F  
Agreement Specialist  
Federal Highway Administration  
Office of Acquisition Management  
1200 New Jersey Avenue, S.E.  
Mail Drop: W36-457  
Washington, DC 20590

Sarah.Berman@dot.gov; (202) 366-4233

Secondary point of contact is Carl Rodriguez, Agreement Officer,  
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**APPENDIX A – REFERENCES**

- Transportation Curriculum Coordination Council  
[www.nhi.fhwa.dot.gov/tccc/](http://www.nhi.fhwa.dot.gov/tccc/)
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- National Cooperative Highway Research Program Studies: Project 36-07 Training Program Policies, Processes, and Practices  
<http://www.trb.org/trbnet/projectdisplay.asp?projectid=87>
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- Project 20-24(40) Analysis and Benchmarking of State DOT Recruitment and Hiring Practices  
[http://www4.trb.org/trb/crp.nsf/All+Projects/NCHRP+20-24\(40\)](http://www4.trb.org/trb/crp.nsf/All+Projects/NCHRP+20-24(40))
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- Project 20-72 Tools to Aid State Departments of Transportation in Workforce Issues (In Progress)

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