Request for Proposals

Ohio High School Manufacturing Pathways Innovation Grants Pilot Program

Updated January 13, 2025

Contact manpathway@battelle.org with questions

BATTELLE Education

BATTELLE

Request for Proposal (RFP)
Title: Ohio High School Manufacturing Pathways Innovation Grants School Pilot Program

A. Award Details

Battelle Education hereby requests your organization to submit a written proposal submission based on the following:

Type of Agreement. A Cost Reimbursement Subaward is anticipated.

Period of Performance. This Agreement will include a Base Period from February 24, 2025 through July 30, 2026.

Evaluation Criteria and Award and Basis of Award.
Best Value. The subawards resulting from this RFP will be awarded to the responsible offeror(s) whose offer conforms to this solicitation and is most advantageous to Battelle Education and its client, cost or other factors considered. The following evaluation factors and sub-factors and respective weightings shall be used to determine the "best value" to Battelle Education and its client.

1. Technical Evaluation (75%)
    a. Project Description
    b. Staffing
    c. Timeline
    d. Letters of support
2. Price Evaluation (25%)

Number of Awards. Battelle Education expects to make up to 10 awards to public Ohio schools/districts.

Eligibility. Traditional public school or district, public community school, public STEM school, public joint vocational school district. **1/13/2025 update: ESC-led consortia of small/rural school districts may apply.**

Award. Any effort expended and any costs or expenses incurred by the Applicant because of this RFP shall be the sole responsibility of the Applicant. There is no obligation for Battelle Education to cover any Applicant costs incurred because of this RFP.

Cost/Price Submittal Requirements. The detailed information requested in Cost Proposal Instructions shall be submitted as part of the Applicant's proposal/quote.

Terms and Conditions. The Terms and Conditions included herein shall apply to any subaward that is made because of this solicitation. Any exceptions or deviations taken to the terms and conditions must be noted in the proposal.

Funding. It is anticipated that up to $1.85 million will be available during this pilot project, contingent on availability of funds.

1. Cost Share
   a. Cost sharing or matching is not required to be responsive to this RFP.
2. Profit/fee
   a. Profit/fee is not permitted.
3. **Indirect costs (1/13/2025 update)**
   a. Grantees may apply an indirect rate of up to 15% on modified total direct costs (MTDC) to grant funds. Included in MTDC: direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first $50,000 of each subaward (regardless of length of award). Excluded from MTDC: equipment, capital expenditures, rental costs, tuition, scholarships and fellowships, and participant support costs.

Validity Date. The Applicant's proposal must remain valid for 120 days from the date of submission of the proposal and must be so stated in Applicant's proposal.

Gratuities. By acknowledgment of response to this RFP, the Applicant hereby certifies that no gratuities were offered by the Applicant or solicited by any Battelle Education employee either directly or indirectly. Any situation where a gratuity is solicited should be reported immediately to Battelle's Office of General Counsel.

Timeline for Selection Process

RFP released	January 6, 2025
Technical assistance webinar	January 13, 2025 at 4:00 p.m. EST
Proposals due	February 3, 2025 by 5:00 p.m. EST
Award notification	February 17, 2025
Start date	February 24, 2025

Technical and/or Contractual Inquiries. Any technical and/or contractual inquiries relative to this RFP should be directed to Battelle Education through the cognizant Subcontracting Representative, or Program Manager as follows. Please note that the Subcontracting Representative is the only individual authorized to legally commit Battelle Education to the expenditure of funds related to this RFP.

Subcontracting	**Program Manager**
Shannon Cherry	Program team
Email: cherry@battelle.org	Email: manpathway@battelle.org

Proposal Submission. Proposals are required to be submitted online by 5:00 pm EST on February 3, 2025.

Your consideration regarding a response to this solicitation is appreciated.

Sincerely,

Shannon Cherry
Subcontracts Representative
Battelle Memorial Institute

B. Background

A long-time manufacturing powerhouse, Ohio stands as the third-largest manufacturing state in the nation in terms of jobs and economic output. High-tech employers are pouring billions of dollars in investments into the state. Intel, Honda and LG Energy Solution, Ford, and SEMCORP are just a few of the manufacturers whose investments in high-tech manufacturing are reshaping Ohio's economy.

With this opportunity comes a critical challenge. Across the state, Ohio manufacturers will need over 30,000 technicians annually to fill the gap between the number of technicians needed and the number of technicians graduating with appropriate degrees or certificates. This need has turned our focus to the state's K-12 education system.

Ohio's Career-Tech programming offers students opportunities for career exploration, access to college courses, pathways to build 21st century skills, and the ability to earn industry credentials. Specifically, Ohio has identified a targeted list of high-value, industry-recognized credentials included in Appendix A that students can obtain either through these high-quality pathways or through outside education and training opportunities. High-quality pathways for this purpose are those where students earn state articulated or transcripted college credit aligned to the needs of the advanced manufacturing industry.

Even with the current advanced manufacturing pathways offered in schools, there is still a shortage of students completing advanced manufacturing-focused programming in high school and the number moving on to graduate with a degree is insufficient to meet the current and forecasted demand of manufacturing jobs in Ohio. What this tells us is the best education and training programs in advanced manufacturing will never produce the talent we need if students are not enrolling and completing these programs. This issue will require an approach that focuses on enhancing recruitment and enrollment efforts to connect students, earlier on, to the opportunities in advanced manufacturing.

To increase the number and diversity of students pursuing a path that prepares them for a relevant associate degree, and a career in the field, Ohio must expand the availability of manufacturing programs at local school districts. This includes leveraging innovative opportunities for students to earn valuable industry-recognized credentials and college credits, through programs like Ohio's College Credit Plus. This initiative will provide support for partnerships developing new innovative delivery models and expanding existing successful and innovative programs that focus on priority populations (Black, Hispanic, Native American, women, free or reduced-price lunch eligible and/or rural students) while removing barriers to participation and improving program quality.

Stakeholders also recognize the importance of closing yet another critical gap: the participation of minorities, women, and other underrepresented workers in these next-generation jobs. A January 2024 Brookings Metro Monitor report, for example, found that women and workers of color, and particularly Black, Native American, and Latino workers, are less likely to hold the most prized computer, engineering, and management jobs in the highly digital employment universe. This extends to employment in technician-level positions as well. Identifying and addressing the barriers to participation will be fundamental to our work. Growing the economy while also diversifying the workforce of the future is a top priority for the state.

C. Project Description

Battelle Education will partner with up to 10 public schools in Ohio to develop new innovative delivery models or expand existing successful and innovative Manufacturing pathway or Engineering and Science Technologies pathway programs that offer students the opportunity to earn the high-quality credits and credentials needed for careers in one of the state's largest industries. The grants are designed to elicit locally relevant innovative education, employer, and community partnership responses to the challenges of preparing a diverse advanced manufacturing workforce and removing barriers to participation especially for priority populations.

Potential grantees will be required to include a partnership comprised of a school/district, an institute of higher education and an industry partner. They will have to describe their new or expanded advanced manufacturing career pathway that includes innovative cross-sector partnerships, course/content delivery, career advising, connections to college credits and/or industry credentials, and work-based learning. Priority will be given to those applicants who propose to expand or build a new pathway that leads to one of the high-value, high-priority credentials identified in the Appendix A. In addition, they will have to include a description of their high priority populations and a plan for increasing their participation in their advanced manufacturing career pathway.

Grantees will be required to document their performance through reporting on a set of performance metrics and achievement of critical benchmarks for student success. Grantees must collect and report data on each student who is enrolled in the manufacturing pathway program during and for up to three full years of the program. The grantee is responsible for coordinating the collection of data, verifying the accuracy of the data, and submitting the data by the deadline established to Battelle Education. Some of the measures grantees are expected to collect and submit to Battelle Education include the number of students enrolled in the pathway, the retention rate of enrolled students, the number of students who earned a high value credential, student demographics, and student persistence in manufacturing pathway leading to a credential of value.

To support grantees throughout the project, Battelle Education will provide technical assistance consultants to strengthen school/district capacity and improve their performance. Technical assistance will be available to support schools/districts in the following areas: marketing/communications; engaging industry and higher education partners; recruitment (especially of priority populations); and implementation support. Once grantees identify the area(s) in which they need technical assistance, Battelle Education will match them with the consultant(s).

D. Statement of Work

1. Manage the Overall Project
Grantees will maintain quality control and timeliness throughout the life of the project. During all phases of the contract, the grantees will inform Battelle Education of progress as well as obstacles or issues encountered, proposed solutions, and next steps. Grantees are expected to participate in regular check-in calls with Battelle Education.

2. Implement New or Expanded Advanced Manufacturing Pathway
Grantees will ensure all components are in place to implement a new or expanded manufacturing pathway including: planned and developed course of study; staff with appropriate licensure and experience; higher education and industry partnerships; workplace learning opportunities aligned with ODEW's definition of WBL; plan for the identification, recruitment, and enrollment of a full cohort of

students; and equipment/supplies. **All grantees are expected to implement their new or expanded manufacturing pathway at the beginning of the 2025-2026 school year.**

3. Participate in a Community of Practice (CoP)

At least two representatives (one must be administrator/project manager) from each selected grantee partnership will be required to participate in the CoP. The CoP will be a community and platform for grantees to share promising practices, connect with peers across the state, and build their knowledge, efficacy, and capacity to implement new/expand current advanced manufacturing pathways in their communities. The CoP will meet monthly from March 2025 – July 2026. Three meetings will be in-person, and the remainder will be virtual. Meetings will be a mix of peer-to-peer learning, issue-specific trainings, and targeted technical assistance.

4. Reporting

Grantees will complete quarterly project updates that include progress towards plan and student data including, but not limited tonumber of students enrolled in pathway; retention rate of enrolled students; number of students who earned a high value credential; student demographics; and student persistence in manufacturing pathway leading to a credential of value. Battelle Education will provide a reporting template to grantees.

5. Fiscal management

Provide monthly financial reports and invoices to Battelle Education, ensuring transparent and consistent accounting. Financial reports will include monthly planned cost and actual costs and a discussion of variances against the plan.

6. Quality Management

a. Each grantee is responsible for ensuring the quality of work and services provided to students.
b. Maintain records. Grantees are expected to maintain records of deliverables, issue resolutions, and critical discussions leading to decision making. Issue resolution records shall include issue identification, causal analysis of issue(s), and actions taken to resolve issues.
c. Issue resolution. Grantees shall follow Battelle's provided process for issue resolution to ensure early identification and timely resolution of issues related to implementing their pathway plan.
d. Performance Measures. Performance measures will be established in collaboration with Battelle Education with Grantees. Grantees are expected to meet or exceed performance measures throughout the life of the project. Performance measures may include:
   i. Timeliness (e.g., on-time submission of deliverables, maintaining schedule of school/district plan, etc.)
   ii. Responsiveness (e.g., response to and resolution of issues)
   iii. Quality of service (e.g., achievement of critical benchmarks for student success)
e. Performance Evaluations. Grantees may be subject to performance evaluations by Battelle. Performance evaluations are conducted to ensure (1) grantees provide quality deliverables and services in the performance of this project in accordance with this SOW, and (2) continuous improvement opportunities are provided to grantees. During performance evaluations, Grantees shall furnish, at no increase in the award price, all reasonable documents and assistance for the safe and convenient performance of these duties. Battelle Education shall bear its own expenses related to conducting performance evaluations and will provide performance evaluation results promptly upon completion.

E. Deliverables

1. Implementation plan
2. Recruitment plan
3. Quarterly project update
4. Monthly financial report
5. Program and student data
6. Final report

F. Period of Performance and Milestones

Start date	February 24, 2025
In-person kick-off meeting	March 13, 2025, tentative
Monthly Community of Practice meetings	To be determined
Quarterly reports due	6/15/2025, 9/15/2025, 12/15/2025, 3/15/2026
Monthly invoices due	15th of each month for prior month
Final report	August 15, 2026

G. Proposal Content and Requirements

Applicants must outline in detail how their specific proposal will address six key components of implementing a successful career pathway. Grantees will need to demonstrate their intentionality in developing or expanding innovative solutions to cross-sector partnerships, course and/or content delivery, awarding of college credit, work-based learning, career advising, and recruitment of priority populations. All proposals must be submitted online by 5:00 pm EST on February 3. The review team appreciates clear, concise, complete, carefully written, and proofread proposals that meet all guidelines.

Each proposal section should be saved as a PDF in the following format: DISTRICT OR SCHOOL NAME_PROPOSAL SECTION, e.g., BATTELLEHIGHSCHOOL_COVERPAGE.

Page limits are noted below and defined as 8.5" x 11" pages (standard letter size), double-spaced, with one-inch margins and using Arial 11-point font. Number all pages and include the applicant's name in the header of each page.

1) **Cover Page** with the date, organization's name, mailing address, telephone number, website, and name, email address, and telephone number for the technical and contractual points of contact. (1 page maximum)

2) **Project Abstract** should provide a summary of the planned advanced Manufacturing or Science and Engineering Technologies pathway project. It must provide the names of the school/district, higher education, and industry partners. (1 page maximum)

3) **Program Description** (10 pages maximum)
The program narrative should describe a well-designed approach to implement a new or expand an existing Manufacturing or Science and Engineering Technologies pathway. In addition to the details requested below, the narrative should provide details about the local/regional manufacturing employment needs. If expanding on an existing pathway, explain how this funding will be used to expand and/or improve the existing pathway. If implementing a new pathway, provide details about why this pathway is needed and how it might impact the community. Address any local challenges

for the specific program requirements. These may include, but are not limited to, transportation requirements, student recruitment from targeted population to meet enrollment goals, staffing, etc.

a) **Cross-Sector Partnerships:** Quality career pathways that lead to family sustaining wages and aid industry in filling their talent needs with high-quality talent are built on strong industry-education partnerships. These partnerships must be mutually beneficial and address the education and skill needs across K-12, higher education and into the workforce pipeline. Applicants must identify in their proposals which partners will be actively engaged in the design and implementation of the program and how it directly aligns to the industry's skill and talent needs. The description should include a clear and committed role of the district, higher education and industry partners, including identifying key staff, their roles, and institutional commitments. Partnerships can be existing or new and must have representation from K-12, higher education, and industry.

b) **Course and/or Content Delivery:** Applicants should describe which pathway courses will be offered and when and which students will be eligible to enroll in the courses. We expect to see innovation in the delivery methods and processes through which students are receiving instruction on advanced manufacturing skills. Innovative approaches to course or content delivery may include:
   i) Flexible learning environments
   ii) Independent learning and assessment of skill
   iii) Blended instructional models
   iv) Opportunities to learn while on the job
   v) Integrating technical and academic content
   vi) Shared instruction with an employer partner
   vii) Locally developed, innovative models

c) **College Credit:** Applicants must show how students can earn intentionally designed college credit that contributes to degree or high-value certificate program along a pathway to an engineering technologies or other related associate degree. Students may work toward this credit in many ways, and a program may include one or more of the below programs as a method of earning college credit. Methods for content delivery of coursework resulting in college credit should align with the above innovations in course and/or content delivery. Potential programs to award college credit include:
   i) College Credit Plus
   ii) Career Technical Assurance Guides (CTAGs)
   iii) Industry Credential Transfer Assurance Guides (ITAGs)
   iv) Advanced Placement courses
   v) International Baccalaureate courses
   vi) College Level Examination Program assessments (CLEP)
   vii) Other programs not listed here

d) **Career Advising:** To assist students with making educated decisions about entering a career pathway, applicants must ensure robust career advising is included as a part of the pathway design. It should be adaptable to address the needs of diverse students and communities and provide the necessary outreach and supports to ensure success. Applicants should design pathways that align with Ohio's Career Connections Framework that outlines career advising processes in grades K-12. Innovative approaches to career advising may include:
   i) Shared advising services between K-12, higher education, and industry partners
   ii) Advisors employed by partner and community organizations

    iii) Advising services that extend beyond the length of the program
    iv) Advising that intentionally integrates family members and other key adults
    v) Intentional use of interest and aptitude data to identify potential participants
    vi) Other innovations not listed here

e) **Work-Based Learning:** Applicants must include significant and sustained work-based learning as a part of each student's career pathway. Applicants should describe how they will create innovative solutions to address barriers to work-based learning. Work-based learning opportunities should be directly aligned to the skills needed for employment and should be a direct application of students' learning. Awarding high school credit for work-based learning experiences should be considered. Work-based learning has many formats including:
    i) Paid part-time roles for high schoolers in a manufacturing environment (ideal)
    ii) Employer-provided business problems for capstone projects
    iii) Manufacturing facility tours
    iv) Employer-led hands-on learning
    v) Career Readiness involvement – mock interviews, etc.

f) **Recruitment of Priority Populations:** Applicants must include a plan of how priority will be given to the recruitment of populations who have been traditionally underserved and underrepresented in the manufacturing industry (Black, Hispanic, Native American, women, free or reduced-price lunch eligible and/or rural). The narrative should describe the approach(es) to be used to identify and recruit students to participate in the pathway and describe in detail the project's efforts to recruit priority populations, including outreach to families.

g) **Plan for Sustainability:** Applicants should demonstrate the program's long-term fiscal sustainability, especially as the program expands to include additional cohorts of students. Applicants should identify how funds from multiple sources (including State Foundation Funding, Career Technical Education Weighted Funds, Industry Recognized Credential Reimbursement, Innovative Workforce Incentive Program, Career Exploration & Awareness Funding, Ohio Facilities Construction Commission, local tax revenue, grant funds, local contributions, in-kind resources, etc.) will be used to cover the costs to continue the program beyond pilot grant funding.

h) **Reporting:** Applicants should describe how they will ensure the provision of accurate and verified data for each student enrolled in the manufacturing pathway program during and for up to three full years of the program.

4) **Staffing:** Applicants should describe the approach to staffing, detailing the staff who will manage the overall project and implement key components including recruiting students, teaching courses in the pathway, liaising with higher ed and industry partners, data collection and reporting. The description should include the qualifications of key professional staff, including their education, training, and experience. If staff has not been identified to teach the pathway courses, include a plan for hiring including a potential job posting. (1 page maximum)

5) **Timeline:** Explain the timeline for the project in some detail. **All grantees are expected to implement their new or expanded manufacturing pathway at the beginning of the 2025-2026 school year.** Highlight the major project milestones with expected date of completion and responsible party. It may be helpful to reviewers if you present a visual version of your timeline. (1 page maximum)

6) **Letters of Support.** Letters of support from the institute of higher education and industry partner(s) are required. Letters of support should outline the partner's roles and responsibilities in the project and commitment to supporting the proposed project. Letters should include clear commitments from both higher education and industry partners such as providing credit opportunities or work-based learning opportunities. (At least one letter of support each from higher ed partner and industry partner.)

7) **Project Budget and Narrative** should include:

   a) An itemized budget reflecting requested support. Must use Budget Template form in Appendix B and attach as PDF. Personnel rates and hours must be included. All costs included in the budget must be directly related to the proposed project. See Appendix C for allowable and unallowable costs. The funding amounts in your Budget Narrative should match the funding amounts on your Budget Form.
   b) Specify cost-sharing or in-kind contributions (i.e., university in-kind support, school district support, leveraged funds from other state and national sources, etc). Cost-share is not a requirement for proposal submission.
   c) Cost per participant (entire budget/number of expected student participants in 2025-2026 school year).
   d) Indirect costs.
   e) A narrative that explains each budget line item for your budget request. Your budget must be consistent with your proposed activities, and your Budget Narrative must justify your proposed expenditure.

8) Evaluation Criteria

Proposals will be screened to ensure the applicant is eligible and the proposal is compliant with the RFP. A review panel consisting of members from Battelle Education and project partners will review applications. Reviewers will score the applications, basing their scoring decisions and funding recommendations on the evaluation criteria specified in this program announcement. The following criteria will be used to score proposals. Proposals must address all evaluation criteria.

1. Program Description - The narrative includes a well-designed pathway with the following factors:

   a. Industry and higher education partnerships that highlights the in-kind contributions and collaboration from the partners. The applicant identifies and leverages the unique assets of each partner (K-12, higher education, industry).
   b. Innovative curriculum that includes flexible delivery models.
   c. Opportunities to earn college credit and/or high-value industry credentials and be prepared for the skilled manufacturing workforce by the end of the program.
   d. Robust career advising to help students and families understand the expectations and benefits of enrolling in the pathway.
   e. Industry skills and curriculum-aligned work-based learning opportunities, preferably paid experiences for students in manufacturing facilities.
   f. Recruitment of priority populations: the applicant describes a plan including the approach to identify and recruit students from priority populations (Black, Hispanic, Native American, women, free or reduced-price lunch eligible and/or rural).
   g. A plan for how the program will be sustained beyond pilot grant funding.
   h. A plan to collect and report accurate and verified data for each student enrolled in the manufacturing pathway program during and for up to three full years of the program.

2. Staffing – The proposal describes the applicant's staffing plan to execute the project. Appropriately licensed staff are available or there is a plan to train or hire staff to meet curriculum requirements. Roles are clearly described. The staffing pattern clearly links responsibilities/levels of efforts to project tasks.
3. Timeline – Timeline provides project milestones highlighted with time frame and responsible party.
4. Letters of support from both one higher education and one industry partner that highlights their contribution and collaboration to the pathway project.
5. Project Budget/Narrative – Description of expenditures that are appropriate, reasonable, and necessary to support the project activities and goals. The expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. Program budgets will be evaluated based on the number of students to be served, the quality of the program design, and efficient use of funds and other resources.

Appendix A: High Value, Industry Recognized Credentials

Credential Name	Aligned Occupation
NIMS: Basic Hydraulic Systems, Basic Mechanical Systems, Basic Pneumatic Systems	Industrial Maintenance Technician
NIMS: Electrical Systems, Electronic Control Systems, and Process Systems	Advanced Manufacturing Technician
NIMS: Maintenance Operations, Maintenance Piping, and Maintenance Welding	Industrial Maintenance Technician
Smart Automation Certification Alliance (SACA) - Certified Industry 4.0 Associate I – Basic Operations	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Certified Industry 4.0 Associate II – Advanced Operations	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Certified Industry 4.0 Associate III – Robot System Operations	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Certified Industry 4.0 Associate IV – IIoT, Networking and Data Analytics	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Certified Industry 4.0 Automation Systems Specialist I - Electric Motor Control Systems I	Advanced Manufacturing Technician
Smart Automation Certification Alliance (SACA) - Certified Industry 4.0 Automation Systems Specialist I - Electrical Systems I	Advanced Manufacturing Technician
Smart Automation Certification Alliance (SACA) - Motor Control Troubleshooting I	Advanced Manufacturing Technician
Smart Automation Certification Alliance (SACA) - Electrical System Installation I	Advanced Manufacturing Technician
Smart Automation Certification Alliance (SACA) - Robotic System Operations I	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Robotic Systems Integration I	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Industry 4.0 Total Production Maintenance Management	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Ethernet Communications I	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Sensor Logic Systems I	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Smart Factory Systems I	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Smart Sensor & Identification Systems I	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Ethernet Communications I	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Programmable Controller Systems I	Automation and Robotics Technician
Smart Automation Certification Alliance (SACA) - Programmable Controller Troubleshooting I	Automation and Robotics Technician

Credential Name	Aligned Occupation
Smart Automation Certification Alliance (SACA) - Mechanical Power Systems I	Industrial Maintenance Technician
Smart Automation Certification Alliance (SACA) - Motor Control Troubleshooting I	Industrial Maintenance Technician
Smart Automation Certification Alliance (SACA) - Pneumatic Systems I	Industrial Maintenance Technician
Manufacturing Skill Standards Council (MSSC) - Certified Production Technician (Maintenance Awareness)	Production Technician
Manufacturing Skill Standards Council (MSSC) - Certified Production Technician (Manufacturing Processes & Production)	Production Technician
Manufacturing Skill Standards Council (MSSC) - Certified Production Technician (Quality Practices & Measurement)	Production Technician
Manufacturing Skill Standards Council (MSSC) - Certified Production Technician (Safety)	Production Technician

Appendix B: Cost Template

Organization:				
				Total Budget
Personnel	**Position**	**% effort**	**Projected Labor Hours**	
	Total Personnel Salaries			
	Total Fringe Benefits			
Equipment				
	TOTAL Equipment			
Travel	Workforce/college site visits			
	TOTAL Travel			
Materials/Supplies	Meetings			
	Technology			
	Miscellaneous (explain):			
	TOTAL Materials/Supplies			
Contractual Services	Professional development			
	TOTAL Contractual Services			
Student Support	Curriculum, textbooks, learning materials			
	Student transportation			
	Student uniforms			
	TOTAL Student Support			
	TOTAL Direct			
Indirect Cost	**TOTAL Indirect (Calculate):**			
	TOTAL			

Appendix C: Allowable and Unallowable Costs

Allowable expenditures:

- Professional development to enable educators to obtain needed licenses to teach pathway courses.
- Purchase of new equipment or upgrades to existing equipment.
- Workshops and planning meetings between partners and including counselors, families, higher ed staff/faculty, and business leaders to support program sustainability and build awareness on the benefits for having such programs.
- Software to track engagements with students.
- Curriculum, textbooks and other supplemental learning materials.
- Items to remove student barriers to participation including transportation, uniforms, tools, safety boots, etc.
- Workforce/college site visits.
- Creation and distribution of recruitment and enrollment materials/events.
- Technology/software needs outside of "program equipment".

Unallowable expenditures:

- Supplanting of existing funding and efforts, including costs otherwise necessary to operate a school without this grant.
- Acquisition of equipment for administrative or personal use.
- Acquisition of furniture (e.g., bookcases, chairs, desks, filing cabinets, tables) unless it is an integral part of an equipment workstation or is used to provide reasonable accommodations to students with disabilities.
- Purchase or rental of space.
- Remodeling that is not directly connected to accessibility to manufacturing career pathway instruction or services.
- Travel outside United States.
- The indirect costs of partner organizations.