FORM **CD-511**
(REV 1-05)

U.S. DEPARTMENT OF COMMERCE

CERTIFICATION REGARDING LOBBYING

Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 15 CFR Part 28, 'New Restrictions on Lobbying.' The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Commerce determines to award the covered transaction, grant, or cooperative agreement.

LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 15 CFR Part 28, for persons entering into a grant, cooperative agreement or contract over $100,000 or a loan or loan guarantee over $150,000 as defined at 15 CFR Part 28, Sections 28.105 and 28.110, the applicant certifies that to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, 'Disclosure Form to Report Lobbying.' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure occurring on or before October 23, 1996, and of not less than $11,000 and not more than $110,000 for each such failure occurring after October 23, 1996.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

In any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, 'Disclosure Form to Report Lobbying,' in accordance with its instructions.

Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure occurring on or before October 23, 1996, and of not less than $11,000 and not more than $110,000 for each such failure occurring after October 23, 1996.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above applicable certification.

* NAME OF APPLICANT

Mercy College

* AWARD NUMBER

NTIA-Broadband-Connectivi

* PROJECT NAME

Connected, Credentialed and Ready (CCAR)

Prefix: Ms.

* First Name: Janet

Middle Name:

* Last Name: Partenza

Suffix:

* Title: Director, Office of Sponsored Programs

* SIGNATURE:

Janet Partenza

* DATE:

11/30/2021

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:
11/30/2021

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier: Choose State...

8. APPLICANT INFORMATION:

* a. Legal Name: Mercy College

* b. Employer/Taxpayer Identification Number (EIN/TIN):
131967321

* c. Organizational DUNS:
0448277640000

d. Address:

* Street1: 555 Broadway

Street2:

* City: Dobbs Ferry

County/Parish: NY

* State: NY: New York

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 10522-1134

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms.

* First Name: Janet

Middle Name:

* Last Name: Partenza

Suffix:

Title: Director, Office of Sponsored Programs

Organizational Affiliation:
Mercy College

* Telephone Number: 914-674-7657

Fax Number:

* Email: jpartenza@mercy.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

National Telecommunications and Information Admini

11. Catalog of Federal Domestic Assistance Number:

11.028

CFDA Title:

Connecting Minority Communities Pilot Program

* 12. Funding Opportunity Number:

NTIA-CMCPP-2021

* Title:

Connecting Minority Communities Pilot Program

13. Competition Identification Number:

NTIA-CMCPP-2021

Title:

Connecting Minority Communities Pilot Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

[Add Attachment] [Delete Attachment] [View Attachment]

* 15. Descriptive Title of Applicant's Project:

Connected, Credentialed and Ready (CCAR)

Attach supporting documents as specified in agency instructions.

[Add Attachments] [Delete Attachments] [View Attachments]

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant   NY-017   * b. Program/Project   NY-017

Attach an additional list of Program/Project Congressional Districts if needed.

[   ]   Add Attachment   Delete Attachment   View Attachment

17. Proposed Project:

* a. Start Date: 04/01/2022   * b. End Date: 03/31/2024

18. Estimated Funding ($):

* a. Federal	2,620,940.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,620,940.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on [   ].

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes   ☒ No

If "Yes", provide explanation and attach

[   ]   Add Attachment   Delete Attachment   View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms.   * First Name: Janet

Middle Name: [   ]

* Last Name: Partenza

Suffix: [   ]

* Title: Director, Office of Sponsored Programs

* Telephone Number: 014-674-7657   Fax Number: [   ]

* Email: jpartenza@mercy.edu

* Signature of Authorized Representative: Janet Partenza   * Date Signed: 11/30/2021

BUDGET INFORMATION - Non-Construction Programs

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Connecting Minority Communities-- Connected. Credentialed and Ready	11.028	$	$	$ 1,589,694.00	$ 0.00	$ 1,589,694.00
2.						
3.						
4.						
5. Totals		$	$	$ 1,589,694.00	$ 0.00	$ 1,589,694.00

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) Connecting Minority Communities-- Connected. Credentialed and Ready	(2) N/A	(3)	(4)	
a. Personnel	$ 320,000.00	$ 325,900.00	$	$	$ 645,900.00
b. Fringe Benefits	101,760.00	103,636.00			205,396.00
c. Travel	0.00	0.00			0.00
d. Equipment	0.00	0.00			0.00
e. Supplies	570,000.00	0.00			570,000.00
f. Contractual	392,584.00	392,584.00			785,168.00
g. Construction	0.00	0.00			0.00
h. Other	550.00	550.00			1,100.00
i. Total Direct Charges (sum of 6a-6h)	1,384,894.00	822,670.00			$ 2,207,564.00
j. Indirect Charges	204,800.00	208,576.00			$ 413,376.00
k. TOTALS (sum of 6i and 6j)	$ 1,589,694.00	$ 1,031,246.00	$	$	$ 2,620,940.00
7. Program Income	$ 0.00	$ 0.00	$	$	$ 0.00

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SECTION C - NON-FEDERAL RESOURCES

	(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e)TOTALS
8.	Connecting Minority Communities--Connected. Credentialed and Ready	$ 0.00	$ 0.00	$ 0.00	$ 0.00
9.					
10.					
11.					
12. TOTAL (sum of lines 8-11)		$ 0.00	$ 0.00	$ 0.00	$ 0.00

SECTION D - FORECASTED CASH NEEDS

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	$	$	$	$	$
14. Non-Federal	$				
15. TOTAL (sum of lines 13 and 14)	$	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

	(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
		(b)First	(c) Second	(d) Third	(e) Fourth
16.	Connecting Minority Communities--Connected. Credentialed and Ready	$	$	$	$
17.					
18.					
19.					
20. TOTAL (sum of lines 16 - 19)		$	$	$	$

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges:	22. Indirect Charges:

23. Remarks:

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TO: Ms. Janice Wilkins and CMC Application Reviewers
DATE: April 19, 2022
SUBJECT: Application Updates Required: Mercy College (GRANT13508426) - Connecting
          Minority Communities Pilot Program

As requested, we are responding to your request of April 13, 2022, for additional information in regard to Mercy College's application to the Connecting Minority Communities Pilot Program.

As stated in your email:

To complete the programmatic review, the following information needs to be addressed:

- Pre-Program staff has reviewed the HEER Fund database provided by the Department of Education to determine if the institution has expended any aid in funding categories potentially related to their proposed CMC Pilot Program activities. The institution has expended aid in: Technology hardware, faculty and staff training, and distance learning supplies. Funds provided by the CMC Pilot Program must support a different program purpose than other federal funds. Different program purposes may include:
  - Creating new programs,
  - Implementing a previously funded program plan,
  - Extending existing program to serve additional or new participants,
  - Adding new program elements to scale existing programs,
  - Continuing a program after previously awarded federal grant funds have been expended, or exhausted, or
  - Implementing new program improvements.
  Please indicate how the CMC funds will be used and accounted for to ensure that there is no duplication of funding.

Our aim is to extend existing programming and so serve additional or new participants. As noted, Mercy College received institutional funds under the Higher Education Emergency Relief Fund supported by the U.S. Department of Education. Part of those funds were invested in a modest laptop lending program for students in need for students who did not have access to basic technology to participate successfully in remote learning.

To date we have purchased 600 laptops with HEERF funds to lend out on an as-needed basis to students who were experiencing technology issues as a result of the Covid-19 pandemic and who did not have the requisite hardware to participate in remote instruction necessitated by the switch to online learning. Another 155 were purchased for faculty and staff.

A process was established for students to request a loaner laptop:
1. Students alerted their Personalized Achievement Contract (PACT) mentors if a loaner laptop was needed. PACT is Mercy's student success and mentoring program; the

staff focus on academic advising and also assist with enrollment processes, financial aid services, and student life.

2. The PACT mentors provided students with a link to submit official requests for a loaner laptop. The Student Loaner Laptop Request Form requested contact information from students as well as an explanation as to why a loaner laptop was needed.
3. Through a workflow approval process, the Executive Director of Student Success reviewed the reasons laptops were requested—and approved or disapproved such requests.
4. If approved, the Mercy College Bookstore fulfilled requests by allowing students to pick up the laptop at the campus bookstores or by shipping the laptops to their homes.

There were no specific regulations for the program relative to need. A student could borrow a laptop each semester, but it had to be returned if the student did not register for the following semester. This program was not advertised, as the number of available laptops was very small compared to the number of students enrolled. As indicated in our application, the Mercy student body consists of 7,991 undergraduate students and 3,331 graduate students, and the College enrolls a high percentage of economically disadvantaged students. Pell-eligible students (degree seeking undergraduates only) represent 56.2%; actual Pell recipients represent 53.9%, or 3,917 students.

Our application to the CMC Pilot Program will support a different program purpose by extending this existing program to serve additional or new participants. In addition, this program will be implemented under a new management structure and process to comply with regulations established under the CMC Pilot Program to prioritize those students most in need. As outlined in our application, we wish to purchase 800 laptop computers or tablets to be made available to students most in need through a loan program and to serve those students not already participating in our current program. Computers will be assigned to qualifying students for the duration of their educational career at the College, usually between four to six years and will be returned once they graduate or leave Mercy. Devices will be made available to other eligible students once returned. In addition, we will partner with Verizon, which will provide high-speed internet for Mercy students in need free of charge by supplying 800 Verizon Hotspot 4G Wireless Cards. We are also requesting the cost of Mobile Hotspot Card monthly service for two years at the reduced rate of $38.29 per month to be supplied by Verizon to 800 students, thus providing an affordable connectivity solution. Bandwidth is capped at 25GB/month, after which it slows down.

As required by grant regulations, we will provide grant-funded broadband internet access service or eligible equipment to students by prioritizing students in need in accordance with the following established criteria:
a. Students who are eligible to receive Federal Pell Grants;
b. Students who receive any other need-based financial aid from the Federal Government, a State, or Mercy College;

c. Students who are qualifying low-income consumers for the purposes of the program carried out under 47 C.F.R. part 54, subpart E, or any successor regulations;
d. Students who are low-income individuals as that term is defined in section 312(g) of the Higher Education Act of 1965 (20 U.S.C. 1058(g)); or
e. Students who have been approved to receive unemployment insurance benefits under any Federal or State law since March 1, 2020.

Equipment or devices will be lent to those students who we believe do not have access to such equipment. To be eligible for this program, students must complete a Free Application for Federal Student Aid (FAFSA®) application and be eligible to receive Pell funds or be eligible to receive other need-based financial aid from the Federal government, New York State, or Mercy College. They must also complete an application to participate in the CCAR program. As part of the process, students will submit a statement verifying their need for internet access and a connected device. Students with the highest financial need will be given priority for Hotspot Wireless cards as well as a laptop computer or tablet. Each Mercy College student has a PACT mentor, who will work with them to submit a CCAR application and receive the necessary equipment once qualified.

Once student applications are submitted, the Project Coordinator and designated College individuals will confirm student Pell grant eligibility with the Financial Aid office and will review applications for identified need. Internal Mercy teams will work with an advisory committee consisting of a member of the IT department, a faculty member, a PACT counselor, and PACT leadership to review applications and select eligible students for participation. All submitted applications will gain final approval by the Executive Director of PACT. **Participating students will be assigned necessary devices and tracked to be sure that there is no duplication with those students who have received a laptop in the past under the program supported by HEERF funds.** As part of project implementation, a dedicated full-time IT staff member will be hired to support these students and their technology needs. It is expected that 800 new, unique students will be served over the course of the two-year project.

Mercy College

Connecting Minority Communities Pilot Program—NTIA-CMCPP-2021

Connected, Credentialed and Ready **(CCAR)**

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a. **Executive Summary**

Mercy College, an independent Hispanic-Serving Institution with campuses in New York City and Westchester County, NY, is located in an eligible anchor community and is proposing a new project, ***Connected, Credentialed and Ready*** **(CCAR)**. This project will address the following purposes: (i) Provide broadband education, awareness, training, access, equipment, and support to students; (ii) Provide subsidized broadband access and equipment to qualified low-income/in-need students and communities; and (iii) Build digital skills and IT workforce capacity in MSI institutions and anchor communities including STEM/STEAM, coding, cybersecurity, technician, and work-based learning programs.

Our assessment of academic and personal challenges that Mercy students face and a review of best practices to address them has led us to propose objectives and strategies described in the project narrative. Our goal for Project CCAR is to improve student outcomes by expanding broadband internet access, connectivity, and digital inclusion that will facilitate educational instruction and learning, including through remote instruction. CCAR will expand student access to technology and build digital skills and IT workforce capacity that will provide ongoing and sustainable benefits to our students and the surrounding anchor communities.

Two key Activities, informed by an examination of institutional, student, and community needs, will be implemented:

Activity 1: Provide equipment and devices including laptops and hotspots to support connectivity for remote education for our low-income students with the greatest unmet financial need; and Activity 2: Provide and implement an asynchronous digital skills credentialing program that will build digital skills and IT workforce capacity for our students and anchoring communities including STEM/STEAM, coding, cybersecurity, web design, and other areas of

1

workforce needs.

Project CCAR will improve teaching and learning on an institution-wide basis and will allow for flexible and equitable delivery of instruction. The improvements will enable us to meet the following project objectives:

• Objective 1: By the end of Year 2, provide internet connectivity and/or equipment to 800 low-income students.

• Objective 2: By the end of Year 2, create and offer at least six courses or certificate programs to meet area workforce needs.

An independent evaluator will collaborate with CCAR's project team in the design and implementation of a comprehensive (formative and summative) evaluation plan that measures outcomes.

We believe that Project CCAR will facilitate and improve educational access, instruction, and remote learning opportunities; increase attainment of digital skills; and create opportunities for employment for students and those living in the surrounding anchor communities.

b. Eligibility and Qualifications

Mercy College is committed to providing students the opportunity to transform their lives through liberal arts, sciences, and professional education. The College is a comprehensive, independent, **federally-designated Hispanic Serving Institution (HSI) eligible to receive assistance under Title V of the HEA** serving 7,080 degree-seeking undergraduate and 2,467 graduate students as of fall 2020. Mercy College is accredited by the Middle States Commission on Higher Education and is authorized by the Board of Regents of the University of the State of New York to award Bachelor and Master degrees as well as a Doctoral degree in Physical Therapy. Mercy College promotes student-centered learning environments in its

Schools of Business, Education, Health and Natural Sciences, Liberal Arts, and Social and Behavioral Sciences. There are more than 90 academic programs, 40 of which are available online. In addition to health science degrees including Nursing, Mercy College offers six STEM majors leading to a baccalaureate degree: Biology, Psychology, Mathematics, Computer Science, Computer Information Science, and Cybersecurity. Approximately 231 full-time and 680 part-time faculty instruct students on the main campus in Dobbs Ferry, New York, as well as on campuses in the Bronx and Manhattan along with Mercy Online; all serve a broad cross-section of urban and suburban students. Our mission is to provide educational access to traditional and nontraditional students, including many who are racially or ethnically diverse, low income and/or first-generation. In fall 2020, the distribution among all students who self-identified their race/ethnicity was: 38.2% Hispanic; 24.4% Black; 23.8% White; 5.0% Asian; and 1.9% two or more races. Approximately 73.2% of students are female. Many students are first in their families to attend college or are from low-income families; 85% of full-time undergraduates receive federal or state financial aid. This assistance is supplemented by an average of $16.2 million each year in need-based tuition grants and scholarships. Mercy College is the recipient of numerous government grants aimed at strengthening student access, retention, and degree attainment. We have currently active federal grants such as US ED Title V, Title III HSI STEM & Articulation, TRIO McNair, and TRIO SSSP.

Other federal recognition focuses on curricular offerings. As pertinent to our presently proposed project, Mercy College has been designated for the third time as a National Center of Academic Excellence in Cyber Defense (CAE-CD) by the National Security Agency (NSA) through the 2025-2026 academic year. Awarded after a rigorous evaluation process, this recognition signifies the strength of Mercy College's cybersecurity programs. Mercy is one of

only 15 Centers of Academic Excellence (CAE) in New York State and one of about 350 nationwide.

Mercy College is committed to student success. Students, including transfer students, are paired with a Personalized Achievement Contract (PACT) mentor who also serves as "personal coach." PACT mentors counsel students and work to facilitate student access to needed services. Early Alerts regarding student performance in a course are submitted by faculty through the EAB Progress Report system. Alerts go to PACT mentors, who then follow up with the student. Research suggests that personalized counseling and advising for personal, career, and academic matters is likely to improve relevant outcomes. PACT provides proactive advising to help students select an academic path, persist, and graduate.

The Center for Academic Excellence and Innovation (CAEI) and learning centers on all Mercy campuses offer all students professional and peer tutoring in a welcoming learning environment. Students receive one-on-one and small group tutoring in writing, math, science, and other subjects from trained faculty, professional and peer tutors, and writing specialists dedicated to academic support. Students go to CAEI as needed, on their own and through referrals made by faculty.

Mercy College has libraries at each of its three campuses, with total collections of 150,000 book titles, 15,000 audio-visual titles and 700 current magazine and journal titles, plus databases of full-text external journals. Mercy College received a Title V DHSI grant from US ED to build a Learning Commons at the Dobbs Ferry campus to improve students' collaborative learning experiences and technological proficiency. The Learning Commons, located in the Library, provides students with direct access to library staff and enhances the quality of learning.

Mercy's Office of Enrollment Services is responsible for 'packaging' all students eligible

for financial aid. Given the College's large population of low-income students, financial aid counseling plays a crucial ongoing role in enabling students to attend the College, persist, and graduate. Special attention is placed on assisting each participant from incurring loan burdens to finance their education. Financial Aid staff assist students in completing the Free Application for Federal Student Aid scholarship applications and in identifying non-loan sources such as the campus work study program.

Mercy College's Office of Career and Professional Development has undertaken major collaborations with employers for the benefit of undergraduate and graduate students. All career education at Mercy is informed by employer needs. Mercy is a member of NACE (National Association of Colleges and Employers) and has access to various employer surveys that provide information about career skills that employers seek. The Office of Career and Professional Development has an employer relations team whose mission is to build relationships with local and regional employers that lead to internships and full-time job opportunities. Career counseling begins in the freshman year and continues through graduation and beyond. The Director of Career Services and staff provide guidance in exploring career options and offers Career Services Seminars, which enable students to prepare a resume and cover letter; learn interviewing techniques; and receive on-campus recruitment and job placement assistance.

The Center for Teaching and Learning (CTL) promotes teaching excellence for student success in alignment with the Mercy College mission. CTL is dedicated to fostering faculty development and the pursuit of teaching excellence by providing Instructional Design across all disciplines and modalities to support faculty development and enhance the qualitative nature of pedagogy. CTL goals include optimizing the quality of instruction to increase student learning

and success and offering high-quality and transformative faculty development events and activities.

Mercy College is committed to improving technology infrastructure as well as technology services to the community. The Mercy College Information Technology Services department is available to all faculty, staff, and students who use college resources and require technical support. The Office of Information Technology (OIT) is committed to protecting valuable and sensitive data of students, faculty, and staff and maintaining compliance with all local, state, federal, and international data and privacy laws and regulations.

The College's student laboratories and computer classrooms provide a foundation for technology-based instruction. All courses comprise a web-based online component. Faculty use this online capability to enhance the classroom experience or to provide a completely online course. Mercy offers robust curricula via Mercy Online, the College's online learning environment. The Mercy College portal, Mercy Connect, provides access to online learning, email, discussion lists, chat and web-based services such as registration, advising, grades, tuition payment, financial aid, and degree audit. Upon admission, all students are assigned a college email address and are expected to use both their email and web-based services as an integral part of their college experience.

The Mercy College academic and administrative computing environment uses hosted cloud computing services. The current administrative computing system includes Ellucian Banner Student Information System (SIS) - Students, Admissions, Financial Aid, Accounts Receivables, Finance, Human Resources, Integrated Analytics and Business Intelligence. The SIS is hosted in the Ellucian cloud and is delivered in a high performance cloud computing infrastructure, including 24/7 monitoring and disaster recovery.

The College currently has Smart Classrooms equipped with the necessary audio and video tools to enrich faculty lectures with rich media, such as videos, overhead displays, video conferencing, and Internet connections. The College has installed additional videoconferencing capability to address increased need for the delivery of online instruction due to the current Covid-19 pandemic. Mercy College uses Blackboard Collaborate as the primary web conferencing tool for the classroom. Blackboard Collaborate allows faculty to meet with students synchronously so that they continue teaching them in a live environment and also allows them to teach asynchronously through prerecorded sessions.

A new, fast and secure wireless network has been installed at Mercy College, making all four campuses 100% wireless. The new wireless network includes more than 250 wireless access points delivering superior performance and seamless coverage to all buildings.

Key Personnel

Connected, Credentialed and Ready (CCAR) will be overseen by two co-Project Directors. Shabad Sood, Director, Technical Services in the Information Technology department, will be responsible for implementation of Activity 1, which focuses on providing equipment and devices including laptops and hotspots to support connectivity for remote education for our low-income students most in need. Sood oversees systems and software development professionals in Mercy's IT department to perform custom software and application development.

Brian Amkraut, Ph.D., Vice President and General Manager for Workforce Credentialing and Community Impact at Mercy College, will oversee Activity 2, which will provide and an asynchronous digital skills credentialing program to build digital skills and IT workforce capacity. Dr. Amkraut has over 20 years of experience in higher education and has focused on

continuing professional studies and online learning, most recently at Case Western Reserve University. Prior to his role at Case Western Reserve, he served as provost and professor of Judaic Studies at Siegal College, where he also had served as Director of Distance Learning and Director of Assessment of Student Learning. He earned his Ph.D. from New York University. Throughout his career, Dr. Amkraut has published and presented on a range of topics including continuing education, lifelong learning, and the changing landscape of higher education.

Resumes for both Mr. Shabad and Dr. Amkraut are attached.

c. __Project Justification__

In spring 2020, in response to the coronavirus (COVID-19) situation in New York State, all academic instruction moved online beginning March 16. All events were canceled, and faculty and staff were instructed to work remotely. In addition, residential housing was closed and our libraries and on-campus resources were closed. While the College was well positioned to transition immediately to online delivery of coursework through our Mercy Online modality, it soon became clear that improvements were needed to expand remote learning opportunities; to resume operations at the right time; and to serve our students' needs in ways that provide necessary flexibility and maximum benefit, reduce disease transmission, and implement effective instructional delivery for safe in-person learning as well as remote learning. It also became apparent that our entire student body was not on equal footing when confronted with the realities and effects of fully online instruction due to the pandemic. The COVID-19 crisis showed that access to computers and the internet is now critical to a person's ability to access education and that a disproportionate share of those who lack access to a reliable internet connection and devices are Black, Hispanic, or come from low-income households. The Digital Divide has become one of income, race, and geography. This lack of equitable digital inclusion impacts the

ability of our highly diverse student body to succeed as it leads to lower engagement rates for students of lower socioeconomic status. Our students draw from some of the poorest areas in New York City such as the Bronx as well as from suburban areas of intense poverty such as Yonkers, NY, the third largest city in New York State. To compound the situation, and as shown by federal data, Black and Latino people have been disproportionately affected by the coronavirus in a widespread manner that spans the country; throughout urban, suburban, and rural areas; and across all age groups. Latino and Black residents of the United States have been three times as likely to become infected as their white neighbors, and Black and Latino people have been nearly twice as likely to die from the virus as white people (NY Times, July 5, 2020).

The COVID pandemic has forced many classes into either online or blended modalities, and we are only starting to learn what this means for students. Due to COVID-19 many students are either unable to make it to campus for a physical presence or prefer to be isolated for personal reasons including concern for health impacts. Therefore, technology in the classroom and for virtual platforms is critically necessary to enable and expand opportunities for students to participate actively in every facet of learning. It is vital for Mercy College administration and faculty to develop pedagogical practices and student support structures to improve outcomes in both online and blended learning environments. Because of COVID, the place of online and hybrid learning in higher education has been transformed in ways that could negatively impact many of our underrepresented students—unless we act strategically to deploy resources to those areas where we can address clear outcome gaps.

Project Purpose

The goal of our project, ***Connected, Credentialed and Ready*** **(CCAR)**, is to improve student outcomes by expanding broadband internet access, connectivity, and digital inclusion

that will facilitate educational instruction and learning, including through remote instruction. We will build students' digital skills along with resilience as "hybrid" learners able to succeed in the classroom and online as well as in flexible learning modalities—those that allow for students to participate in individual courses in more than one way, as well as those that allow for in-semester migration from online to on-campus and vice-versa. CCAR will expand student access to technology and build digital skills and IT workforce capacity that will provide ongoing and sustainable benefits to our students and the surrounding anchor communities. We seek to address the urgency to not only meet current needs, but also to make sure we are prepared to take our students into the future. In order for the United States to maintain the global leadership and competitiveness in science and technology as critical to achieving national goals, the nation must invest in research, encourage innovation, and grow a strong, talented and innovative science and technology workforce (Committee on Prospering in the Global Economy of the 21st Century, 2007). Economic projections point to a need for approximately one million more STEM professionals over the next decade than the U.S. is currently producing in order to maintain preeminence and competitiveness. Mercy College is committed to providing motivated students the opportunity to transform their lives through higher education by offering liberal arts and professional programs in personalized and high quality learning environments, thus preparing students to embark on rewarding careers, to continue learning throughout their lives and to act ethically and responsibly in a changing world. Mercy College's 2025 Strategic Plan guides the College's efforts to implement strategic goals focused on teaching and learning; support for student success, affordability, and financial health; and building a college community as follows:

☐ Teaching and Learning: Objectives include: Be student-ready to serve diverse communities of students and improve student performance including in introductory and

gateway courses; refine pedagogies and course design to increase student learning in online and campus formats; increase student preparedness to compete effectively in rapidly changing and diverse global, technological, and digital environments.

☐ Student Success: Provide a holistic portfolio of student success initiatives and interventions to improve student retention and graduation rates; create an environment that promotes inclusive excellence for all students; provide students with career education including exploration, preparation, and experiences that will lead to well-prepared graduates with positive career outcomes.

☐ Affordability and Financial Health: Pursue efficiencies to slow rising costs of higher education and the growth of student debt.

☐ College Community: Develop and sustain community connections and partnerships.

Areas of strategic focus for Mercy College include providing students with a transformative education that will champion the values of general education while making sure they are well equipped for their career choice. At the core of this plan are efforts to integrate best teaching and learning practices to increase student learning and persistence; focus on underserved communities of students, including first generation, low income, and minority students; increase students' preparedness to compete effectively in increasingly technological, complex, and global environments; and position students for career success by strengthening career services and cultivating employer partnerships, internships, and mentoring opportunities.

Therefore, **our project will meet the following purposes** as outlined in the NOFO:

ii. Provides broadband education, awareness, training, access, equipment, and support to students;

iii. Provides subsidized broadband access and equipment to qualified low-income/in need

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students and communities; and

vi. Builds digital skills and IT workforce capacity in HBCU, TCU, and MSI institutions, anchor communities, and MBE and tax-exempt consortia members, including STEM/STEAM, coding, cybersecurity, technician, and work-based learning programs.

To achieve these goals and the objectives cited below, two key Activities, informed by an examination of institutional, student, and community needs, will be implemented:

Activity 1: Provide equipment and devices including laptops and hotspots to support connectivity for remote education for our low-income students with the greatest unmet financial need.

Activity 2: Provide and implement an asynchronous digital skills credentialing program that will build digital skills and IT workforce capacity for our students and anchoring communities including STEM/STEAM, coding, cybersecurity, web design, and other areas of workforce needs.

To achieve project goals and to align with grant requirements, the following objectives are in place:

☐   Objective 1: By the end of Year 2, provide internet connectivity and/or equipment to 800 low-income students.

☐   Objective 2: By the end of Year 2, create and offer at least six courses or certificate programs to meet area workforce needs.

Project Needs and Benefits

    Community Needs and Challenges: Mercy College is listed in the CMC Anchor Community Eligibility Dashboard as an eligible HSI recipient institution and shows the qualifying census tracts within a 15-mile radius. Mercy College's anchor community consists of parts of Rockland County as well as Westchester County, where the main Dobbs Ferry campus is located. This also includes Bronx County, where our Bronx campus is located; this campus

offers many popular degree concentrations to approximately 1,200 undergraduates and 300 graduate students. Median household income in this anchor community ranges from a high of $29,470 (Census Track 36119003600) to a low of $13,097 (Census Track 36005002702). As a primarily commuter college, our students draw mainly from this anchor community. The Bronx is the northernmost of New York City's five boroughs and is home to nearly one-fifth of the City's population. More than 90 percent of Bronx residents are minority residents, a higher share than any other borough in New York City and includes people who identify as Hispanic or Latino, Black or African American, Asian American and Pacific Islander, and other non-White residents. In five of the 10 Census-defined neighborhoods in the Bronx, nearly all residents were minority residents in 2019 (more than 96 percent).[1] The Bronx has experienced persistent challenges with low household incomes and high poverty. In 2019, the median household income for the Bronx was $41,400, significantly lower than any other borough, with an overall poverty rate of 27.3%.[2] Characteristics that reflect economic and social inequities, such as lower household incomes, higher poverty rates, jobs less conducive to remote work and a higher share of minority residents, made the Bronx particularly vulnerable to the Covid-19 pandemic. The unemployment rate has tended to be higher in the Bronx than in other boroughs, and this trend continued and intensified during the pandemic because fewer residents were able to maintain employment by working remotely. In addition, while the incidence of COVID-19 cases, hospitalizations and deaths varied among the different racial and ethnic groups residing in the Bronx, Hispanics or Latinos had the highest case rates, while rates for hospitalizations and deaths were highest for Black or African American residents. With the shift to full-time remote

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[1] Recent Trends and Impact of COVID-19 in the Bronx, Report 4-2022, June 2021, Office of the State Deputy Comptroller for the City of New York (http://www.osc.state.ny.us).

[2] Ibid.

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learning and working from home immediately after the onset of the pandemic, followed by a gradual and partial return to in-person classes, the need for affordable high-speed Internet access at home increased sharply. However, as of 2019, the Bronx had the lowest share of households with cable, fiber-optic or DSL (digital subscriber line) broadband (61.3 percent) among the five boroughs.[3] Given the disparities in broadband access, Bronx residents have been challenged to find solutions to accommodate distance learning and working from home. There is no doubt that the pandemic has had a disproportionate effect on low-income minority communities, which make up the majority of neighborhoods in the Bronx. It will take time for the borough's residents to recover from the effects of COVID-19, as the effects of food insecurity, rent burden, and unemployment is likely to continue to plague the Bronx as it emerges from the pandemic. The past year has also emphasized the disadvantages faced by the borough in providing access to health care, education, the Internet, and jobs.

Student needs: Mercy College serves a population of students in which more than 50 percent of its undergraduate students are considered low income as outlined below; information is taken from the IPEDS 12-month report for 2020-2021 as well as from Mercy's Office of Enrollment Services:

(i) Student population size:

The student body consists of **7,991 undergraduate students and 3,331 graduate students**.

(ii) Number and percentage of students that are eligible to receive Federal Pell Grants:

Pell **eligible** students (degree seeking undergraduates only) represent **56.2%**; actual Pell

recipients represent **53.9%, or 3,917 students.**

(iii)   Number and percentage of students that receive other need-based financial aid from the Federal government, a State, or Mercy College:

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[3] Ibid.

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4,874 students, or **43%**, are recipients of other need-based financial aid. Our students depend on New York State financial aid in the form of Tuition Assistance Program (TAP) and Mercy College's Mercy Assistance Grant (MAG) funds. Mercy College offers need-based tuition grants to supplement federal and state aid. Applications are made by completing the FAFSA. Based on the Estimated Family Contribution, full time students are allocated funds to assist them in meeting their financial obligations to the College.

(iv) Number and percentage of students that qualify as low-income consumers for the purposes of the program carried out under 47 C.F.R. Part 54, Subpart E, or any successor regulations:

3,256 students are below 135% of poverty for their household size (based only on students for whom we had income data).

(v) Number and percentage of students that are low-income individuals as that term is defined in section 312(g) of the Higher Education Act of 1965 (20 U.S.C. 1058(g)):

3,607 students are below 150% of poverty for their household size (based only on students for whom we had income data).

Mercy's Hispanic and other minorities (over 60%) as well as low-income students face barriers when striving to complete their degrees. Competing family and work obligations, lack of professional role models, mounting educational expenses, and a lack of English competency skills are among the most significant factors contributing to stop-out and drop-out patterns in addition to the fact that these populations are disproportionately affected by the pandemic. Designing and implementing effective innovative strategies aimed at increasing retention are essential for the College to remain affordable and continue to serve underserved students.

The coronavirus has had an immediate and long-lasting impact not only on our educational delivery methodology but also on every facet of our institutional operations. The College's number one priority is to protect and support the health, wellness, safety and welfare

of students, faculty, staff and Mercy community. In an effort to resume operations safely, serve the needs of our students, reduce disease transmission, and develop more resilient instructional delivery models, Mercy has invested in a number of critical improvements including: upgrades to our HVAC systems for improved air flow and ventilation; sanitizing supplies for enhanced cleaning; PPE for students and faculty; Plexiglas and other physical barriers; new signage; quarantine and isolation facilities for dormitory students; and a host of other items to reduce the danger of disease transmission. It was clear that we needed better classroom technology to support synchronous online learning for students who cannot or choose not to attend classroom-based instruction. Mercy College devoted significant resources throughout the summer of 2020 to improve the technology available on campus and online to help our faculty design and implement blended and online courses for the 2020-21 academic year. This has included major upgrades to the Zoom-compatible technology in dozens of our classrooms, development of online "Master Courses" for online class delivery, and expansion of faculty training covering both pedagogy and technology. We have outfitted Level 2 rooms that add a room camera and ceiling microphones so that the instructor is free to move about the room in 70 of 153 classrooms. Level 3 Classrooms, which are streamlined Zoom rooms, have also been established. An Experiential Learning Lab for our health science students in clinical classes allows for remote learning that includes a portable Surface tablet mounted on a moveable cart. A total of $500k has been invested to date in Phase 1 of classroom technology upgrades. We have also invested in a modest laptop lending program and have provided a limited number of Internet MiFi (mobile Wi-Fi hotspot) cards for students who do not have access to basic technology to participate successfully in remote learning. As a private, tuition-dependent institution of higher education serving a largely low-SES student cohort, Mercy College is vulnerable to shifting

economic conditions, enrollment trends, and public health emergencies—yet maintaining affordability for students is central to our values. More than 90% of Mercy's annual operating budget comes from tuition.

This project builds on those resources and initiatives by directing new resources into the availability of internet access, connectivity, and digital inclusion where we know our students have faced outsized challenges regarding online learning, and allows us to expand remote learning opportunities where necessary and appropriate. Activity 1 will provide high speed Internet for identified students in need via Verizon Hotspot 4G Wireless Cards and monthly service as well as laptops and tablets to support connectivity for remote education. Students with the greatest financial need will receive priority. In addition, Activity 2 will implement an asynchronous digital skills credentialing program that will build digital skills and IT workforce capacity for our students and anchoring communities by connecting short-term certificate programs with workforce needs of the community. These credentialing programs will effectively prepare students of all ages to fill skills gaps in the labor markets of today and the unknown jobs of tomorrow. Activity 2 will focus on shorter-term certificates for those seeking preparation in very specific workforce needs, whether hard skills like cybersecurity, health care, or software coding; or soft skills like executive leadership or conflict resolution. Both activities will provide ongoing and sustainable benefits to our students and the supporting anchor communities.

d. **Project Activities**

Activity 1: Providing equipment and devices including laptops and hotspots to support connectivity for remote education for our low-income students most in need:

One of the most basic challenges facing Mercy College students in online and hybrid

environments is access to technology, equipment, and internet. Broadband internet and technology play a critical role and fosters student learning. Technology is an important facet in today's learning environment and is a key component for in-classroom and online learning. It allows students to attend and participate in courses either in person or virtually and be a part of larger community and can no longer be considered optional. Technology is a critical component and an enabler for student success. With broadband internet and technology, faculty and students can expand instruction and learning beyond the confines of the physical classroom and traditional confines of the College campus. High-speed internet also provides opportunities for students to access high-quality and personalized educational material and experiences using online tools and technologies, enabling improved information flow from teachers to students, thus significantly improving the learning experience.

Mercy College proudly provides a quality education to lower income households and adult learners, many of whom are first in their families to attend college. However, these same learners struggle if they do not have access to high-speed internet and computers at their homes, forcing them to go to one of Mercy's campuses and access available technology in labs, classrooms or library. Some of our students travel for more than one hour to get to campus to be able to access the Internet. Due to COVID-19 or other public health restrictions, many students are either unable to make it to on-campus for a physical presence or prefer to be isolated for personal reasons.

Mercy College's goal is to build an inclusive, collaborative, and multi-disciplined education innovation hub focused on preparing students for the future. With technology advancing faster than ever, high-speed broadband and computers and laptops will allow students to stay relevant and competitive. To this end, the College has collaborated with Verizon

Wireless, one of the largest communication technology companies in the world and providers of broadband internet access service. Verizon offers voice, data, and video services and solutions on its networks and platforms to deliver mobility, reliable network connectivity, security, and control. As a partner, Verizon will provide high-speed internet for Mercy students in need **free of charge** by supplying 800 Verizon Hotspot 4G Wireless Cards. In addition, Verizon will supply Mobile Hotspot Card monthly service for two years at the reduced rate of $38.29 per month to those 800 students, thus providing an affordable connectivity solution. Bandwidth is capped at 25GB/month, after which it slows down.

In addition, 800 laptop computers or tablets will be purchased and made available to students most in need through a loan program. Computers will be assigned to qualifying students for the duration of their educational career at the College, usually between four to six years and will be returned once they graduate or leave Mercy. Devices will be made available to other eligible students once returned. Items to be purchased and distributed include:

Verizon Orbic Speed Mobile Hotspot	HP 15 Laptop, 11th Gen Intel Core i5-1135G7 Processor, 8 GB RAM, 256 GB SSD Storage, 15.6" Full HD IPS Display, Windows 10 Home, HP Fast Charge, Lightweight Design (15-dy2021nr, 2020)

Student Priority for provision of broadband services, devices, and equipment

As required by grant regulations, we will provide grant-funded broadband internet access service or eligible equipment to students by **prioritizing students in need** in accordance with the following established criteria:

a. Students who are eligible to receive Federal Pell Grants;
b. Students who receive any other need-based financial aid from the Federal Government, a State, or Mercy College;
c. Students who are qualifying low-income consumers for the purposes of the program carried out under 47 C.F.R. part 54, subpart E, or any successor regulations;
d. Students who are low-income individuals as that term is defined in section 312(g) of the Higher Education Act of 1965 (20 U.S.C. 1058(g)); or
e. Students who have been approved to receive unemployment insurance benefits under any Federal or State law since March 1, 2020.

In addition, we will lend equipment or devices to students that we believe do not have access to such equipment.

In order to be eligible for this program, students must complete a Free Application for Federal Student Aid (FAFSA®) application and be eligible to receive Pell funds or be eligible to receive other need-based financial aid from the Federal government, New York State, or Mercy College. They must also complete an application to participate in the CCAR program. As part of the process, students will submit a statement verifying their need for internet access and a connected device. **Students with the highest financial need will be given priority** for Hotspot Wireless cards as well as a laptop computer or tablet. Each Mercy College student has a PACT mentor, who will work with them to submit a CCAR application and receive the necessary equipment once qualified.

Once student applications are submitted, the Co-Project Director, Shabad Sood, will confirm student Pell grant eligibility with the Financial Aid office and will review applications for identified need. A Project Coordinator will assist with program implementation. Mr. Sood

will work with an advisory committee consisting of another member of the IT department, a faculty member, and a PACT counselor to review the applications and select eligible students for participation in the program. Participating students will be assigned necessary devices. As part of project implementation, a designated and dedicated full-time IT staff member will be hired to support these students and their technology needs; it is expected that 800 students will be served over the course of the two-year project.

Activity 2: Provide and implement an asynchronous digital skills credentialing program that will build digital skills and IT workforce capacity for our students and anchoring communities including STEM/STEAM, coding, cybersecurity, web design, and other areas of workforce needs.

In 2021 the Division of Workforce Credentialing and Community Impact was established with the focus on workforce development and online credentials. Mercy created this division based on the new reality of ever-changing career demands as well as a new vision on the ongoing relationship between higher education and continued professional success for individuals and communities. Adult workers represent an important, even critical constituency whose needs are often ignored by schools and colleges. Currently, jobs remain unfilled because employees lack the skills to fill them. Mercy is prepared to fill that gap by connecting with the workforce needs of our anchor community. Research over the past year has shown that a majority of workers who have been displaced by the pandemic are looking for shorter-term skills preparation rather than degrees. Mercy is seeking to fill this need by providing critical in-demand skills in a broad range of subject areas for learners of all ages and by working with employer partners in the private and public sectors. The division is poised to be the region's premier non-credit credentialing program and will meet lifelong learning needs of the workforce through shorter term certificate programs

that can provide specific hard skills such as software coding or soft skills such as executive leadership or conflict resolution. The division will be proactive in connecting with business leaders and public officials in Westchester County and the tri-state area to survey needs and create a robust program to close the skills gap between open jobs and the unemployed and underemployed. The rapid pace of emerging technologies has put pressure on lower-skilled workers to retain their jobs or obtain new ones as well as created more unfilled positions in higher-skilled jobs.

This Activity will offer an opportunity for workers at all levels to obtain skill-based training and accompanying competency-based credentials to advance their careers and fill open positions. Asynchronous digital skills credentialing programs will be developed and offered over the two-year project period. Offerings will include programs developed in-house by Mercy faculty as well as those developed in direct collaboration with industry experts. In addition to recruiting participants from the geographic region we serve, these skill-based credentials would also be available to degree seeking students at Mercy College. The programs will include microcredentials as well as more intensive certifications. Subject areas include, but are not limited to, basic computing skills such as Microsoft and Google platforms, statistical modeling and data analytics, html and web design, cloud computing, networking, cybersecurity, digital marketing, and computer coding. By the end of project Year 2, we plan to create and offer at least six courses or certificate programs to meet area workforce needs. Mercy faculty and industry experts will be engaged to harness the content we would be licensing from third party provider into various new certificates.

In addition to the curricula, Mercy College will offer full student success support, in accordance with our overall mission of service and access. Mercy will look to collaborate with

local employers to develop course-based learning programs connected to the same digital platforms. Mercy College president, Timothy L. Hall, is a member of the Board of Directors of the Westchester County Association, a leading economic development and business advocacy organization serving Westchester County and the region. As one of its many initiatives, experts from business, higher education, training providers and support services meet and collaborate as members of the WCA's Workforce Development Committee to develop innovative solutions to the region's workforce challenges and to create a sustainable workforce ecosystem. The College also relies on the guidance of Mercy's Bronx Advisory Council, which was established in 2017 to better connect Mercy with the Bronx community. The Council is comprised of several community leaders — including religious leaders, business owners and principals from local high schools. The council advises Mercy on ways to improve outreach to the Bronx community, increase Mercy's base of support in the Bronx, strengthen Mercy's programs, and build awareness of what Mercy has to offer. The College seeks to be a community partner to help create positive change in the Bronx by asking how to best serve students and the community, and then making it happen.

In addition, Mercy College's Office of Career and Professional Development has established collaborations with employers for the benefit of undergraduate and graduate students. All career education at Mercy is informed by employer needs. Mercy is a member of NACE, the National Association of Colleges and Employers, and has access to various employer surveys that give information about the career skills they are looking for. Employers are invited to the College to make presentations about the skills they look for in potential employees and provide tips to help students be a great candidate.

These collaborations will help CCAR to respond to emerging workforce needs and provide digital skills credentialing programs targeted to developing a talent pipeline that will meet employers' needs. A future goal and outgrowth of this process would be developing apprenticeship models with specific employers where the training has a direct on-ramp to jobs. This will take time beyond this two-year project but is a pathway to sustainability.

Co-Project Director Brian Amkraut will oversee project implementation. The Project Coordinator (to be hired) will assist in developing courses and day-to-day project implementation. Mercy's computer science, cybersecurity, marketing, and data analytics faculty as well as consultants will provide input in the development of courses. Mercy's Center for Teaching and Learning will provide support for instructional design. Coursework with guided training experiences will be developed that will include exams, learning paths, interactive video modules, quizzes, hands-on labs, and training plans. Students will progress at their own pace. Depending on the program, students will be required to pass a final test or be eligible to sit for an industry-rated certification exam. Upon successful completion and depending on the intensity of the course, students will receive either a certificate of completion, a microcredential, or a more intensive certification. Courses will be of various lengths depending on the subject matter and the level of competence to be developed. Pre-requisites will not be required, but there may be some aptitude screening so that students are set up for success. Students will be supported in these efforts. Instructional support will be put into place to guide students in successfully completing course modules. Two PACT mentors will be hired to support students who are participating in the asynchronous digital skills credentialing programs. The challenge of working with underserved populations is to provide support structures to promote success. This is a key commitment Mercy provides to its degree-seeking students, and we would make the

same commitment towards those enrolled in these non-credit programs. Significant outreach will be made to the anchor community announcing the availability of these programs.

Management Plan

CCAR will be effectively managed to assure its goals and objectives are met on schedule and within budget. The timetable for each activity is realistic and likely to be attained. CCAR will be managed by the two Co-Project Directors (Co-PDs): Shabad Sood, Director, Technical Services, and Dr. Brian Amkraut, Vice President and General Manager for Workforce Development and Online Credentials. Mr. Sood has extensive experience in technology solutions and addressing technology needs. He reports to Camille Shelley, Chief Information Officer of Mercy College. Dr. Amkraut has over 20 years of experience in higher education and has focused on continuing professional studies and online learning. He reports to President Tim Hall. Resumes for both are attached.

Management Plan Components and Key Responsibilities

> - Ongoing oversight in planning and implementing CAR's two Activities to ensure steady progress toward achieving goals and objectives in accordance with the project timeline.
> - Ongoing assessments of activities with revisions and modifications of activities as needed.
> - Ensuring that required reports are submitted on time.
> - Assuring that all approved project expenditures are in compliance with federal regulations.

The following table summarizes the responsibilities, timelines, and milestones to be achieved:

Activity 1: Provide equipment and devices including laptops and hotspots to support connectivity for remote education for our low-income students with the greatest unmet financial need.

Specific Actions To Be Completed	Persons Responsible	Timeframe	Key Milestones
Hire IT technology support personnel to support participants.	Co-PD Sood	April 2022—May 2022	Position created and filled
Hire Project Coordinator (PC) to assist with project implementation.	Co-PDs Sood and Amkraut	April 2022—May 2022	Position is created and filled
CCAR webpage created on Mercy's website and updated regularly listing available opportunities	Co-PDs, PC, and IT specialist	April 2022 and ongoing	CCAR webpage created
Develop application form for students to apply for participation in Connected and Ready program.	Co-PD Sood, PC, and advisory committee	April 2022—June 2022 and ongoing	Application is in place and available on Mercy website.
Submitted student applications are reviewed for eligibility and participants selected.	Co-PD Sood, PC, and advisory committee	July 2022—August 2022 and ongoing	# of students selected to participate in program
Work with Verizon to obtain Verizon Mobile Hotspot Cards and enroll eligible students in Verizon's Mobile Hotspot Card monthly service.	Co-PD Sood, PC, and IT specialist	August 2022 and ongoing	# of Mobile Hotspot Cards Students are enrolled in monthly service program
Purchase laptops and tablets for distribution to participants under the loaner program.	Co-PD Sood, PC, IT specialist, PACT Counselors	August 2022—September 2022 and ongoing	Students are assigned connected devices for the duration of their enrollment
Evaluator will provide performance feedback on a formative and summative basis and conduct periodic assessment of progress toward achieving intended outcomes. Assess effectiveness of Mobile Hotspot Cards, monthly service, and laptop loaner program.	Co-PD Sood, advisory committee, Evaluator	October 2022 and March 2023; October 2023 and March 2024	Evaluation reports created; annual/final reports submitted; performance measures met

Activity 2: Provide and implement an asynchronous digital skills credentialing program that will build digital skills and IT workforce capacity for our students and anchoring communities including STEM/STEAM, coding, cybersecurity, web design, and other areas of workforce needs.

Specific Actions To Be Completed	Persons Responsible	Timeframe	Key Milestones
Meet with employer partners to ascertain essential workplace skills	Co-PD Amkraut, Project Coordinator (PC), area employers	April 2022 and ongoing	Active partnerships established
Develop certificates incorporating content into workplace-ready credentials based on feedback from local employers and input from Mercy College faculty.	Co-PD Amkraut, Project Coordinator (PC), faculty, consultant	May 2022 - September 2022	# of courses and certificates that are designed
Develop training program for student success staff to support certificate programs.	Co-PD Amkraut and PC	May 2022--May 2022	Training program is in place
Hire and train support staff to serve program participants.	Co-PD Amkraut and PC	May 2022—July 2022	Two PACT mentors are hired and trained
Provide outreach to targeted anchor communities (Bronx and underserved areas of Westchester); market available training options.	Co-PD Amkraut, PC, Director of Marketing	May 2022 and onward	Information campaign developed and outreach to anchor community and Mercy student body in place
Create registration platform that includes full scholarship opportunities for targeted communities.	Co-PD Amkraut, PC, IT Department	April 2022-June 2022	Application is in place and available on Mercy website.
Open registration platform for targeted communities	Co-PD Amkraut, PC	June 2022 and ongoing	# of students registered for the program
Evaluator will provide performance feedback on a formative and summative basis and conduct periodic assessment of progress toward achieving intended outcomes. Assess effectiveness of digital credentialing program; revise as needed.	Co-PD Amkraut, PC, Evaluator	October 2022 and March 2023; October 2023 and March 2024	Evaluation reports created; annual/final reports submitted; Performance measures met

e. __Project Results and Evaluation__

Data elements and collection procedures will measure the attainment of objectives and measure success in achieving our goals. There is an active institutional commitment to a culture of assessment—and significant investments have been made in technology and personnel to support assessment planning and activities. To measure CCAR's success, we have developed comprehensive assessment processes to provide ongoing feedback on progress made towards achieving each objective. The assessment has also been linked to the proposed budget to ensure effective and efficient allocation of resources throughout the project's duration. An independent evaluator will play a major role in assessments, enabling data-based decision making. We will work with the American Evaluation Association to select someone with the necessary expertise. The evaluator will guide the comprehensive assessment plan, which will indicate what data to collect; which methods to use; how data will be analyzed; and when assessments will take place to measure progress on attaining objectives. Process and outcome performance measures along with baseline data and benchmarks will monitor progress toward meeting each of the project's objectives. Quantitative and qualitative data will be gathered annually and used systematically as a basis for continuous sound decision-making and inform any changes as may need to be made. We will evaluate, track, and document program outcomes and best practices.

Data elements to be collected for Activity 1 include the number of students applying for the CCAR program, the number of students selected, the number of Verizon Mobile Hotspot Cards distributed, the number of loaner laptops or tablets purchased, the number of devices distributed, and the number of students receiving Verizon Mobile Hotspot Card monthly service. In order to determine how this activity facilitated educational instruction and learning, GPAs for participants will be tracked to determine how many students successfully maintained at least a C

average and how many persisted year to year.

Data elements to be collected for Activity 2 include the number of digital credentialing courses and certificates developed, the number of participants enrolled in these courses, and the number of completed courses and certificates. In addition, focus groups will be held with area employers to garner information on workforce needs. Student focus groups will be held to get feedback on their satisfaction with program services. Surveys will be completed by students at the end of each course to determine their satisfaction with course content and delivery methodology. Curricula developed by the program will be reviewed on an annual basis for content and will be assessed to see what changes if any need to be made so that course content is relevant, up-to-date, and continues to meet employer needs.

Application will be made to Mercy College's Institutional Review Board for approvals as needed before research on program outcomes is conducted.

Project Budget

The CCAR budget will efficiently support the implementation of all activities and services. Each is supported by a commensurate resource request. The College's grant accountant will track all grant expenditures and submit budget reports to the Co-PDs monthly. Mercy has effectively administered many government grant programs. Our CCAR budget draws from this experience and will provide the resources necessary to achieve each goal and objective.

All costs requested are reasonable and are directly correlated to the design, objectives, and potential significance of CCAR. Costs for staffing and training and equipment/technology purchases have been researched. Costs for new personnel charged to the grant are in keeping with Mercy's policies for salaries and fringe benefits. Importantly, some expenses for sustaining CCAR activities beyond the grant's duration (such as equipment maintenance and supplies) will

be assumed by the College. Every effort has been made to keep costs reasonable in today's market and at the appropriate level necessary. A detailed project budget spreadsheet has been included and reflects the cost categories that appear on the SF-424A and include itemized calculations. A complete budget narrative that outlines the basis for each funding request has been provided. The budget narrative explains the necessity and basis for all costs, clearly corresponds to the information included in the Detailed Project Budget spreadsheet, and reflects only allowable costs that are consistent with the project scope.

Table of Funded Project Participants and Unfunded Informal Collaborators

Organization	Administrative Role	Scope of Work	Proposed Funding Amount
Mercy College 555 Broadway Dobbs Ferry, NY 10522	Applicant	This project will provide broadband education, awareness, training, access, equipment, and support to students; provide subsidized broadband access and equipment to qualified low-income/in-need students and communities; and build digital skills and IT workforce capacity including STEM/STEAM, coding, cybersecurity, technician, and work-based learning programs.	$2,620,940
Verizon Wireless 1095 Avenue of the Americas New York, NY 10036 Contact: Ali Gonzalez, 917-626-5248; Alezdaliza.Gonzalez@VerizonWireless.com	Collaborator		

SHABAD SOOD

914-674-7898 ● ssood@mercy.edu

SUMMMARY   Results oriented and hands-on professional overseeing a group of technical professionals (systems & software development) to perform Infrastructure and Operations Management.

EDUCATION   **Stevens Institute of Technology**, Hoboken, NJ
M.S in Information Systems; █████

Rochester Institute of Technology, Rochester, NY
B.S in Management Information Systems; █████

SKILLS

Languages:	JAVA, J2EE, EJB 2.X, JNDI, JDBC, C++, JSP, VB.NET, ASP.NET, DCL PHP, PERL, XML/XSLT, DHTML,JSF, JavaScript, CSS, CGI,Coldfusion 8, Ruby
Databases:	SQL Server 2008/2012/2016, Oracle, MySQL, PostgreSQL, Access
IDE:	Visual Studio.net, jEdit, Eclipse, JCreator LE, Dev C++, CVS, TOAD
Operating Systems:	Unix (Solaris), Linux (various), Windows, OpenVMS, Mac OS
Hardware:	VAX, ALHPA, IBM AIX, MAC
Enterprise:	TCP/IP, Exchange, BES, AD, DNS, DHCP, IBM Tivoli 6, Veritas, Deep Freeze, Exim, Spamsassassin, Forefront, ModusGate, MS-Print Server, Sharepoint, SPSS, WSUS, Blackboard CE & Transact, SunOne iPlanet Mail & LDAP, ClamAV, TracDat, Luminis, Raisers Edge
Virtualization:	Hyper-V, Vbox, VMWare, Quest, App-V
Network Core:	Cisco, Checkpoint R80.40, Juniper, ACS, Monowall, Radius
Cisco:	6880-X, 4500-X, 4431, 3850, 3750X Catalyst, ASR1001X, ISR4431 and Core
VoIP:	CUCM, UCCX, PRI's, Asterisk, MS-Unified, Unity

EXPERIENCE   Mercy College Dobbs Ferry, NY
Director, Technical Services

- Oversee a group of technical professionals (systems & software development professionals) to perform custom software and application development.
- Work closely to understand business requirements, interpret requirements to team members. Contact at the site for the academic community; identify ways in which the client can improve processes, efficiencies, and effectiveness utilizing technology.
- Perform based on knowledge and experience, perform and manage virtualization, UNIX, Linux, cabling & Ethernet technologies, WAN, Wireless, TCP/IP, VoIP, Java, EJB 2.X, JNDI, JDBC
- Perform and manage MS-SQL, Oracle, SOA using JSP, Servlets, XML, XSLT and scripting languages, CMS, Junit, Log4J, ANT and tools
- Manage LAMP server development, email management exchange and backups solutions to manage servers, storage systems, network and enterprise applications.
- Perform & Manage installation, configuration and administration of hardware and software applications including system backups.
- Work in highly matrix environment to troubleshoot and resolve problems.
- Monitor the designing and implementing of all aspects of software development, infrastructure, and related efforts.
- Manage overall operations of functional unit, including continuous improvement and maintenance of 100% systems and uptime targets.
- Perform project management and take part in IT-wide strategic planning and implementation of strategic initiatives
- Responsible to oversee day-to-day production issues, act as an escalation point to resolve urgent and/or complex issues and manage expectations.
- Report directly to CIO and perform project management and take part in strategic planning and member of the CIO's management team

Brian Amkraut
Curriculum Vitae

Education
PhD: European History and Judaic Studies, New York University, ▮▮▮▮
MA: Hebrew & Judaic Studies, New York University, ▮▮▮▮
BA: Chemistry, Columbia College, Columbia University, ▮▮▮ .
Strategic Perspectives in Non-Profit Management Seminar: Harvard Business School, ▮▮▮

Higher Education Administrative Roles
Mercy College – Dobbs Ferry, NY – November 2021 – present
    VP and GM, Division of Workforce Credentialing and Community Impact
- Inaugural leader of new division dedicated to providing in-demand skills training and competency-based credentialing for unemployed, underemployed, career transition and career enhancement.
- Developing centralized on-line strategy of programming and support to increase access and reach learners of all ages.

Case Western Reserve University Cleveland, OH – July 2012 – October 2021
    Founding Executive Director, The Laura and Alvin Siegal Lifelong Learning Program
- Developed vision and strategic plan for long-term growth and sustainability
- Doubled community outreach over 4 years (two times)
- Coordinated program growth and development with both internal and external constituencies
- Formed centralized non-degree/non-credit community outreach arm of a major research university
- Supported development of centralized on-line learning strategy
- Engage Northeast Ohio employers to assess workforce development needs
- Implemented competency-based career development programming for industry partners and working professionals
- Secured public funding for advanced training programs from local, state, and federal resources

Siegal College – Cleveland, OH - Provost – 2007 – 2012
    Direct Report to the College's Board of Trustees with following responsibilities:
- Chief Academic Officer, Budget Oversight, Community Engagement and Resource Development

    Director of Distance Learning – 2006
    Faculty Representative to Strategic Development Committee – 2005
    Director of Assessment of Student Learning - 2004
    Faculty in Judaic Studies - 2001

Higher Learning Commission of the North Central Association of Colleges and Schools – 2008 – 2013 (volunteer role):
- Consultant-Evaluator for the Peer Review Corps, serving the Program to Evaluate and Advance Quality (PEAQ)

Mercy College: Connected, Credentialed and Ready (CCAR)				
Activity 1: Provide equipment and devices including laptops and hotspo	Year 1		Year 2	
Activity 2: Asynchronous digital skills credentialing program that will build digital skills				
Personnel				
Project Coordinator, TBD (100% time)	$	60,000	$	61,200
IT Technology Support--IT specialist (1 x $75,000)	$	75,000	$	76,500
PACT Counselors to support students enrolled in digital skills credentialing program (2 x $45,000)	$	90,000	$	91,800
Faculty stipends to develop modules for digital skills credentialing program ($5,000 per module x 5 modules in Year 1 and 2)	$	25,000	$	25,000
Instructional support for course delivery ($70,000)	$	70,000	$	71,400
Subtotal	$	**320,000**	$	**325,900**
Fringe Benefits				
Full-time benefits, 31.8%	$	**101,760**	$	**103,636**
Travel				
Equipment				
Supplies				
Computer, printer for Project Coordinator, IT specialist, PACT Counselors (2), and Instructor ($2,000 computer bundle x 5)	$	10,000		
HP 15 Laptops or Microsoft Surface Tablets ($700 each x 800)	$	560,000		
Subtotal	$	**570,000**	$	**-**
Contractual				
Evaluator	$	10,000	$	10,000
Consultant to assist in design and implementation of online course modules for digital skills credentialing ($150/hr. x 100 hrs.)	$	15,000	$	15,000
Verizon Mobile Hotspot Card Monthly Service ($38.29/month x 12 months x 800 students): MOBILE BROADBAND UNLIMITED + DTL 25GB $37.99 (Subsidized) plus Surcharges and aditional fees of .30	$	367,584	$	367,584
Subtotal	$	**392,584**	$	**392,584**
Construction				
Other				
Copying, postage, printing of brochures, posters, etc.	$	550	$	550
Total Direct Costs	$	1,384,894	$	822,670

Indirect Costs (64% of salaries and wages) (Base: $320,000 in Yr. 1 and $325,900 in Yr. 2)	$	204,800	$	208,576
Total Costs	$	1,589,694	$	1,031,246
Total amount over two years	$	2,620,940		

Budget Narrative

All project costs allocated for *Connected, Credentialed, and Ready (CCAR)* are reasonable, allowable, and necessary to carry out the activities outlined in the proposal.   It is important to note that our project request for funding is aligned to the proposed goal and objectives and will support their successful achievement. Costs are requested as follows and as delineated in the supporting budget spreadsheet.

Personnel

Project Coordinator (PC): a Project Coordinator (PC) at 100% time will be hired to coordinate and direct project activities and will be responsible for the day-to-day project coordination. The PC will collaborate closely with the Co-PDs and the project team to ensure that all programmatic components are being implemented and are progressing in accordance with the timetable. The PC will plan and schedule program activities, assist with project purchases as needed, attend meetings to assure project objectives are met, and will maintain participant student records and project records. The PC will work a 12-month year at a starting salary of $60,000, with cost-of-living increases requested at 2% annually.

IT Technology Support: One 100% time IT professional will be hired at a starting salary of $75,000 (with a 2% cost-of-living increase in Year 2) to manage the distribution of 800 free Verizon Orbit Speed 4 GB Mobile Broadband Hotspot cards to eligible low-income students as well as provide ongoing student support for the use of the hot spots and the monthly service as needed. Responsibilities will include commissioning cards and activating them with Verizon; providing IT support to end users and troubleshooting such as using the Hotspot cards, connecting their personal devices (laptops etc.), and connectivity issues. In addition, the IT

1

specialist will coordinate procurement, asset management, and inventory of 800 new Laptop units; image them and prep them for students; and handle all aspects of inventory management.

PACT Counselors: Two PACT Counselors will be hired to support students enrolled in the digital skills credentialing program. These counselors will review student progress in coursework, refer students as needed to the Learning Center, and help them select the best courses for their needs and goals. Funding is requested at $45,000 each per year with a 2% cost-of-living increase included for Year 2.

Faculty Stipends: Faculty stipends of $5,000 each are requested in Years 1 and 2 for faculty to develop modules for digital skills credentialing program. We are requesting funding of $25,000 in Years 1 and 2 for five modules to be developed annually.

Instructional Support for course delivery: Instructional support will be put into place to guide students in successfully completing course modules. These support personnel will be paid an average of $6,500 per course to deliver the credentialing program to students. Funding in the amount of $70,000 in Year 1 is requested for this purpose with a 2% cost-of-living increase included for Year 2.

Fringe Benefits

Mercy College is requesting fringe benefits for staff. Mercy College's fringe benefit rate for full-time employees is 31.8% of salaries. This includes: medical benefits, pension, FICA, Workmen's Compensation, Unemployment, and Disability Insurance. The College's fringe benefit rate for part-time employees is 9%.

Supplies

Computers and Printers: Technology resources are requested for project administration. A laptop

and printer will be needed for the Project Coordinator, the IT support specialist, the two PACT counselors, and the Instructor at a cost of $10,000 in Year 1 (5 x $2,000).

HP 15 Laptops or Microsoft Surface Tablets: Laptop computers or tablets are requested to lend to 800 low-income students who are participating in CCAR ($700 each x 800 = $560,000) in Years 1. We anticipate purchasing the HP 15 Laptop, with 11th Gen Intel Core i5-1135G7 Processor, 8 GB RAM, 256 GB SSD Storage, 15.6" Full HD IPS Display, Windows 10 Home, HP Fast Charge, Lightweight Design (15-dy2021nr, 2020). Computers will be assigned to qualifying students for the duration of their educational career at the college, usually between four to six years and will be returned once they graduate or leave the College. Devices will be made available to other eligible students once returned.

Contractual

Evaluator: We are requesting funds for an independent evaluator to conduct CCAR's assessment, including enabling more data-based decision making. The evaluator will help create a comprehensive plan that utilizes baseline data and establishes benchmarks, indicates data to collect, selects instruments and methods to use, and structures how data will be analyzed and when assessments will take place to measure progress. We will reach out to the American Evaluation Association to select an evaluator best suited to assess this project. We have budgeted $10,000 for evaluation in Years 1 and 2.

Consultants: We will engage a consultant to assist in design and implementation of online course modules for digital skills credentialing at a cost of $15,000 annually in Years 1 and 2 ($150/hr. x 100 hrs.).

Verizon Wireless: We will contract with Verizon Wireless to provide a Mobile Broadband

Unlimited + DTL 25GB two-year plan for 800 eligible low-income students for the discounted cost of $38.29 per month for a funding request of $367,584 in Year 1 and again in Year 2. Please note that Verizon has also agreed to supply 800 Orbit Speed Hotspot cards (4 GB Mobile Broadband) **free of charge** for the CCAR program. A Wireless Service Quote has been attached with this application.

Other

<u>Copying, postage, and printing</u>: We are requesting $550 each year to cover the cost of copying, printing, and advertising and disseminating project information.

Indirect Costs

Indirect costs are applied to the budget at our federally-negotiated rate of 64% of salaries and wages only according to Mercy College's negotiated and approved rate agreement with the Department of Health and Human Services dated 6/25/2018. Amount requested is $204,800 in Year 1 on a base of $320,000. In Year 2 the amount requested is $208,576.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1131967321A1

ORGANIZATION:

Mercy College

555 Broadway

Dobbs Ferry, NY 10522-

DATE:06/25/2018

FILING REF.: The preceding
agreement was dated
10/22/2014

The rates approved in this agreement are for use on grants, contracts and other
agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED   FINAL   PROV. (PROVISIONAL)   PRED. (PREDETERMINED)

EFFECTIVE PERIOD

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PROV.	07/01/2016	Until Amended	64.00	On-Campus	All Programs

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid
absences but excluding all other fringe benefits.

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits applicable to direct salaries and wages are treated as direct costs.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

** The next proposal based on actual costs for the fiscal year ending 06/30/2017 is due in our office by 12/31/2017. An extension has been granted.

** This rate agreement amends the previous rate agreement dated 10/22/2014.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $1,000.

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION: ON BEHALF OF THE FEDERAL GOVERNMENT:

Mercy College

                                                      DEPARTMENT OF HEALTH AND HUMAN SERVICES
_____   _____
(INSTITUTION)   (AGENCY)

_____   _____
(SIGNATURE)   (SIGNATURE)

  Donald B. Aungst   Darryl W. Mayes
_____   _____
(NAME)   (NAME)

  VP and CFO   Deputy Director, Cost Allocation Services
_____   _____
(TITLE)   (TITLE)

  7/6/2018   6/25/2018
_____   _____
(DATE)   (DATE) 4371

                                                      HHS REPRESENTATIVE: Michael Stanco
                                                                           _____

                                                      Telephone: (212) 264-2069
                                                                           _____

Appendix A

Certification regarding Compliance with Statutory and Programmatic Requirements

[To be completed and submitted by each applicant as part of its application and by each grant recipient on an annual basis thereafter, within 30 days after the end of each Federal fiscal year in which grant funds are available, pursuant to the requirements in 47 C.F.R. § 302.8.]

On behalf of Mercy College, I, Timothy L. Hall, hereby certify that my organization complied with the required statutory and programmatic conditions in submitting its application. I further certify that my organization is in compliance with the requirements regarding eligible uses for grant funds listed in 47 C.F.R. § 302.7, including the following statutory prioritization requirements:

1. *Student priority for the provision of broadband services, devices, and equipment.* The HBCUs, TCUs or MSI applicant must certify that if it receives a grant under this part to provide broadband internet access service or eligible equipment to students that it will, as a condition of that grant, prioritize students in need, in accordance with the following criteria:
   a. Students who are eligible to receive Federal Pell Grants;
   b. Students who receive any other need-based financial aid from the Federal Government, a State, or the eligible recipient;
   c. Students who are qualifying low-income consumers for the purposes of the program carried out under 47 C.F.R. part 54, subpart E, or any successor regulations;
   d. Students who are low-income individuals as that term is defined in section 312(g) of the Higher Education Act of 1965 (20 U.S.C. 1058(g)); or
   e. Students who have been approved to receive unemployment insurance benefits under any Federal or State law since March 1, 2020.

2. *Prioritization of students and patrons without equipment and/or broadband access.* Any recipient that lends or provides eligible equipment to students or patrons must prioritize the lending or providing of such equipment or devices to students or patrons that the recipient believes do not have access to such equipment.

I agree that, if I or my organization knowingly provide false or inaccurate information in this certification, the organization shall:

1. Not be eligible to receive the grant under 47 C.F.R. Part 302;
2. Return any grant awarded under 47 C.F.R. Part 302 during the time that the certification was not valid; and
3. Not be eligible to receive any subsequent grants under 47 C.F.R. Part 302.

Signature of Authorized Organization Representative

Timothy L. Hall

Title: President

Date: 11/29/2021