

U.S. DEPARTMENT OF LABOR

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BUREAU OF INTERNATIONAL LABOR AFFAIRS

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OFFICE OF CHILD LABOR, FORCED LABOR AND HUMAN
TRAFFICKING (OCFT)

+ + + + +

FY 2008 COMBATING EXPLOITIVE CHILD LABOR
THROUGHEDUCATION IN GUINEA, JORDAN, MADAGASCAR,
NICARAGUA, AND YEMEN

+ + + + +

THURSDAY,
APRIL 24, 2008

+ + + + +

The Bidder's Meeting convened at
1:30 p.m. in the Department of Labor
Auditorium, 200 Constitution Avenue, N.W.,
Washington, D.C.

PRESENT:

DENNIS ADELSON
ANA ASLAN
LAWRENCE CASEY
CHARITA CASTRO
MARCIA EUGENIO
TROY HARGROVE
VICTOR LOPEZ
EILEEN MUIRRAGUI
MICHAL MURPHY
KEVIN WILLCUTTS

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TABLE OF CONTENTS

	PAGE
<p>Opening Remarks - (1:30 - 1:35) Lawrence Casey, Associate Deputy Under Secretary for the Bureau of International Labor Affairs (Lab)</p>	4
<p>Welcome - Ana Aslan, International Relations Officer, OCFT</p>	8
<p>Overview of OCFT and the Combating Exploitive Child Labor through Education Program - (1:35 - 1:45) Eileen Muirragui, Division Chief, Latin American and the Caribbean, OCFT</p>	9
<p>Review of Department of Labor Procurement Process - (1:45 - 1:55) Tony Hargrove, Senior Grants Specialists, Office of Procurement Services, OASAM</p>	22
<p>Review of the FY 2008 Combating Exploitive Child Labor through Education Solicitation for Grant Applications (SGA) and Overview of Forced Labor Research Notice of Intent - (1:55 - 2:10) Kevin Willcutts, Deputy Director, OCFT, Michal Murphy, International Relations Officer, OCFT</p>	29
<p>Review of Associations and Unallowable Items - (2:10 - 2:20) Dennis Adelson, Counsel for Appropriations and Contracts, SOL</p>	43
<p>Review of NICRA Issues - (2:20 - 2:30) Victor Lopez, Chief, Division of Cost Determination, OASAM</p>	56

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OFCT's Government Performance and Results Act (GPRA) Performance Measures - (2:30 - 2:40)	68
Charita Castro, Division Chief, Operations and Research Division OCFT	
Questions and Answers - (2:40 - 3:25)	77
(Introduce Lisa Harvey, Grant Officer, Office of Procurement Services, OASAM; Sharon Heller, Asia/MENA Division Chief; Patrick White, Acting Africa Division Chief; Amy Ritualo, International Relations Officer; and Ruben Cruz, International Business and Procurement Analyst)	
Closing - (3:25 - 3:30)	120
Marcia Eugenio, Director, OCFT	

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P R O C E E D I N G S

(1:30 p.m.)

MS. ASLAN: Good afternoon.

Welcome to our Bidders' Meeting, 2008, on behalf of the Office of Child Labor, Forced Labor and Human Trafficking.

I want to welcome you, and we're going to open our meeting with some remarks from Lawrence Casey. He's our Associate Deputy Under Secretary for the Bureau of International Labor Affairs.

MR. CASEY: Thank you. And again, good afternoon. I want to welcome you to our Bidders' Meeting, and also on behalf of Secretary Elaine Chao and our Deputy Under Secretary Charlotte Ponticelli, who couldn't be here. Today she's in Canada on another mission.

I wanted to make sure you all were welcomed properly. We've held this meeting for a number of years, and we're very happy that you all came.

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1 And there is a question I wanted
2 to ask you-- I see a lot of new faces here
3 and some old faces as well. How many of you
4 are here for the first time?

5 (Show of hands.)

6 MR. CASEY: Wow. And how many are
7 representing new organizations that have
8 never been through this process before?

9 (Show of hands.)

10 MR. CASEY: That's good. That's
11 good. We are always looking for new people
12 who want to be a part of our program.

13 The focus for our meeting today is
14 on projects to combat the exploitive child
15 labor in five countries and they'll all be
16 discussed in the process of our meeting.

17 We're very proud of the record we
18 have achieved at the Department of Labor
19 through the great professionalism of the
20 people in the Office of Child Labor, Forced
21 Labor and Human Trafficking. The kind of
22 progress we've had over the last eight years

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1 is significant- rescuing over a million
2 children from exploitive labor.

3 We have presently 80 active
4 projects in 75 countries, worth over \$300
5 million. Overall, we've expended about \$560
6 million around the world- trying to do our
7 best to combat exploitive child labor.

8 And these folks up here and some folks
9 out in the audience have really done a
10 remarkable job of trying to get qualified
11 people to handle these grants and then
12 assumed the oversight responsibility we have.

13 So, I want to thank them
14 personally on behalf of the Department of
15 Labor for all the work they do in helping to
16 make this a better world.

17 As many of you know, this
18 Administration places great importance on
19 competition, and through competitive awards,
20 ILAB is just proud to be able to support
21 these efforts for so many years.

22 And this year, we look forward to

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1 another round of competition and the
2 proposals that will highlight new ideas,
3 approaches and time test strategies that are
4 now acknowledged as best practices.

5 Our office has been acknowledged
6 around the Government as supporting some of
7 the best strategies and efforts. So, again,
8 the professionalism here is quite impressive,
9 and I'm happy that the successful Bidders'
10 will have the opportunity to work with our
11 team.

12 In closing, I want to thank each
13 of you for being here today and for improving
14 the lives of children-in-need around the
15 world. And so, on behalf of, again, the
16 Secretary of Labor and our Deputy
17 Undersecretary Ponticelli, thank you for
18 coming, and I turn to the group here to take
19 the meeting from here.

20 Thank you so much.

21 (Applause.)

22 MS. ASLAN: Thank you, Larry.

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1 We prepared some presentations
2 that will help you in preparing your
3 proposals and responding to the solicitation
4 for cooperative agreement applications.

5 We're going to have plenty of time
6 to answer your questions after the
7 presentations. If we run out of time, we
8 have a system to get to your questions,
9 anyway. There's a green box, I'm sure you've
10 seen it outside, where you can put some
11 additional questions in case something is not
12 totally clarified.

13 I want to introduce the Panel who
14 is going to be doing the presentations from
15 the Office of Child Labor, Forced Labor and
16 Human Trafficking. Marcia Eugenio, she is
17 the Director. Kevin Willcutts, the Deputy
18 Director. Eileen Muirragui, the Division
19 Chief for the Latin American and Caribbean
20 Region. Charita Castro, Division Chief for
21 Operations and Research Division. Michal
22 Murphy, International Relations Officer for

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1 OCFT.

2 We also have Panelists from the
3 Office of the Assistant Secretary For
4 Administration and Management, OASAM, Troy
5 Hargrove. He's the Senior Grant Specialist
6 for the Office of Procurement Services.

7 Victor Lopez, he is the Chief of
8 Division of Cost Determination.

9 And we also have a representative
10 from the Office of the Solicitors, Dennis
11 Adelson. He's the counsel for Appropriations
12 and Contracts.

13 So, we're going to start with
14 their presentations. First Eileen Muirragui
15 will do an overview of OCFT and the Combating
16 Exploitive Child Labor Through Education
17 Program.

18 MS. MUIRRAGUI: Good afternoon,
19 everybody, and welcome. It was very
20 interesting when all of you -- about half of
21 you raised your hands to tell us that you
22 were new here. So, I think that this

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1 overview, then, will give you an idea of what
2 our office is about and you will understand a
3 little bit more about what we seek when we
4 fund our projects.

5 And for those of you that are
6 already familiar with our projects, hopefully
7 this will be a little refresher course as you
8 get ready to develop new projects.

9 All right, so, let me start first
10 with a little drawing that came out of one of
11 our projects in the Latin America region. I
12 don't know how well you can see it, but what
13 we see here are some pictures at the top and
14 some pictures at the bottom.

15 And if you see, on the top you
16 have the word "Si," and you have the word,
17 "No." This was done by a young child. And I
18 think what this drawing illustrates are the
19 aspirations of a young person regarding their
20 present and I think perhaps also about their
21 future.

22 And basically what we're seeing

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1 here is that at the bottom we are seeing a
2 child working in agriculture and a parent
3 being made aware about work for children.
4 And at the top we are seeing children going
5 to school.

6 And I think that is exactly, if we
7 were to narrow it down into a nutshell, what
8 our program is about. It is precisely that.
9 It is to remove children from work and to
10 give them a future by allowing them to go to
11 school.

12 And every one of the projects that
13 we are funding this year have that same
14 objective. Although they are manifested in
15 different ways, depending on the country, the
16 need, the implementing environment, that is
17 the crux of what we do.

18 We want to remove children from
19 child labor, particularly the worst forms of
20 child labor, what we call exploitive labor,
21 using the definitions of ILO Convention 182,
22 and to give them educational opportunities.

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1 How you do it is what these next
2 months are going to be about. And what
3 innovative approaches, what new ways you can
4 propose, and I think it's really very, very
5 exciting.

6 I want to give you a little
7 overview of the magnitude of the problem.
8 This is from a report that the ILO produced a
9 couple of years ago, called "The End of Child
10 Labor... Within Reach." What this table
11 shows is the rates of economic activity for
12 children in different regions of the world.

13 If you'll look at this table, what
14 you'll notice is that we have had a reduction
15 between 2000 and 2004 in the rate of economic
16 activity by children from 211 million to
17 about 191 million.

18 It is progress, however that is
19 still a lot of children that are engaged in
20 economic activity. And you can see also
21 progress within regions, within most regions.
22 Sub-Saharan Africa has been one of the more

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1 challenging regions, but we have seen
2 significant drops in Latin America, in
3 particular, and progress certainly in Asia.

4 So, in this report, one of the
5 conclusions of the ILO was that if we really
6 addressed this problem that the end of child
7 labor, indeed, is within reach.

8 Our office has only a relatively
9 small amount of funding to address the
10 significant magnitude of a problem. And so
11 what we seek in our projects is to develop
12 innovative approaches that can be replicated,
13 that can be picked up by others- that are
14 successful in removing children from work and
15 putting them in school, that they will serve
16 as models and they will be replicated, and
17 picked up by others.

18 That certainly is one thing that
19 we are looking for with the limited resources
20 that we have. Funding that we have provided
21 in the past has allowed this to take place,
22 and in this new round of projects, we're

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1 looking to accomplish the same goal.

2 Let me give you a little overview
3 of where our office sits. We are part of the
4 Bureau of International Labor Affairs, and we
5 are headed by a Deputy Under Secretary, and
6 there are basically three offices, the Office
7 of Trade and Labor Affairs, the Office for
8 International Relations, and our office, the
9 Office of Child Labor, Forced Labor and Human
10 Trafficking.

11 So let me talk specifically about
12 our office, the Office of Child Labor, Forced
13 Labor and Human Trafficking. Our office has
14 been around for a while. It started its
15 activities in the early 1990's, 1993,
16 specifically.

17 And it started out doing research
18 that the Congress asked for regarding child
19 labor around the world. And so, with a
20 relatively small number of staff, we began
21 producing these reports. But by the mid-
22 Nineties there was growing interest in this

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1 field and the Congress began giving us
2 funding- not just to conduct research but to
3 support programming to address the issue of
4 child labor internationally. So we began
5 funding technical cooperation projects,
6 initially through an earmark to the ILO's
7 International Program on Elimination of Child
8 Labor, ILO-IPEC.

9 And then in 2001 we started
10 getting an additional source of funding for
11 what is called the Child Labor Education
12 Initiative, which provide funding for
13 competitive awards.

14 So that is part of what we are
15 seeing here today, a continuation of that.
16 And we have over 40 organizations, in
17 addition to ILO-IPEC, that implement these
18 projects.

19 In 2005 we received a new mandate
20 under the TVPRA, the Trafficking Victims'
21 Protection and Reauthorization Act, to
22 monitor and report on forced and child labor

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1 and we're producing a list which we expect to
2 publish next year.

3 But in any case, as a result of
4 this new mandate, our office was renamed the
5 Office of Child Labor, Forced Labor and Human
6 Trafficking. Before we used to be known as
7 the International Child Labor Program.

8 From our inception to now, we have
9 received about \$660 million to implement
10 projects to combat child labor, which is
11 quite a significant sum of money.

12 I've talked to you about our
13 research and policy, and a little bit about
14 our technical assistance, but we also raise
15 awareness in the United States and
16 internationally, with the overall goal, as I
17 said, to eliminate the worst forms of child
18 labor, forced labor and human trafficking.

19 This map gives you an idea of some
20 of the areas where we have been involved
21 since the mid-Nineties, and as you see, it's
22 all over the world. We have had domestic

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1 projects, but we've had projects in almost
2 every region. So, you see the breakdown
3 there.

4 All right, let me talk a little
5 bit more, then, about what it is that we want
6 to promote. I spoke about it initially, and
7 I want to give you just a little anecdote.
8 On Saturday I went to the movies and I lost
9 my cell phone at the movies.

10 And so the next morning I called
11 up my phone provider, expecting a nightmare,
12 because I don't know what your experience has
13 been, but every time I've called my service
14 provider in the past I'm put on hold for two
15 hours and the problem's never resolved. So,
16 I was expecting the worst.

17 However, I was really very
18 pleasantly surprised, because as a consumer
19 you think, as a customer, you want -- you
20 want your problem to be addressed in a timely
21 manner. You want it to be done efficiently
22 and you want it to be done effectively.

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1 This issue was resolved in about
2 five minutes. I was really very pleasantly
3 surprised. And then in a couple of days I
4 got a little phone call wanting me to do a
5 little customer satisfaction survey to see if
6 I'd been satisfied with what I had received
7 two days before.

8 So, I thought, "Hey, this is
9 great." What a great analogy for the
10 customer orientation that we were talking
11 about when we are developing our programs,
12 because we really do look at our
13 beneficiaries- the children and their
14 families- really as customers in the sense
15 that we want to be efficient and effective
16 and do things for them in a timely manner and
17 get results.

18 And so, our customers are children
19 that are at risk or engaged in the worst
20 forms of child labor, their parents, because
21 they often rely on the income of the
22 children, and organizations that are

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1 responsible for policy or law enforcement or
2 provision of services to combat child labor.

3 So these are our customers and
4 these are the ones that you will be working
5 with, very closely with as you develop the
6 projects.

7 What do our customers need? Okay.

8 I know that I needed my problem resolved and
9 it was done quickly and it was done well.
10 Our customers, the children and their
11 families, they need basic services and
12 income-generating alternatives and ideally
13 sooner rather than later.

14 They need access to schooling and
15 vocational education that is of high quality
16 and relevant to their lives. And again,
17 sooner rather than later, if you have a four-
18 year project, better that it be sooner rather
19 than later or the child's grown up by the
20 time the project ends.

21 Accountable governments that
22 promote policies to protect children and

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1 enforce child labor and compulsory education
2 laws, and for organizations we want increased
3 capacity to address child labor issues with
4 programs, policies and laws.

5 You might want to have some
6 insight of the factors that we consider in
7 selecting our target countries. We look at
8 the nature and the extent of exploitive child
9 labor in the country.

10 We look to see if there are
11 critical gaps that we can fill, and we look
12 at U.S. Government foreign policy interests.

13 We want to support the labor component of
14 free trade agreements, and obviously to
15 address human trafficking and forced labor,
16 particularly under our TVPRA mandates.

17 Another thing that we look at is
18 evidence of Government commitment to
19 eliminate the worst forms of child labor.
20 It's very important that our Government
21 counterparts in other countries have the same
22 commitment that we do.

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1 This is shown by ratification of
2 the relevant ILO Conventions 182, 138; that
3 they have developed national action plans for
4 children, sometimes specifically to address
5 child labor. And we want stated Government
6 commitment to provide support to efforts to
7 combat child labor.

8 We also look at the likelihood of
9 sustainability of the efforts.

10 How have we gotten to here? We've
11 published a solicitation for grant
12 applications today, but there were many steps
13 that proceeded it. We had meetings with
14 foreign ambassadors from the countries that
15 we were interested in funding.

16 There was an exchange letter with
17 the different governments. We published a
18 notice of intent a while back. We have
19 published the SGA on Grants.Gov, and a
20 synopsis in the Federal Register. We will be
21 reviewing the proposals and we will be
22 awarding cooperative agreement by September

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1 30th, which is the end of our fiscal year.
2 We have to do so by then.

3 So, by September 30th, perhaps
4 some of the people in this room will have new
5 projects. All right. So, that's all.

6 (Applause.)

7 MR. WILLCUTTS: Just one point to
8 clarify. The last slide was noting where the
9 SGA was available. Just to be clear, it is
10 available on Grants.Gov and there is a
11 synopsis that's available on the Federal
12 Register which directs anyone to the
13 Grants.Gov to get the full solicitation.

14 So, just to be clear on that. And
15 this is part of the Government transitioning
16 more toward eGovernment. Putting more and
17 more information up onto the web and allowing
18 people to access material electronically.
19 So, just to clarify that.

20 MS. ASLAN: Okay. Troy Hargrove
21 will be presenting a review of the Department
22 of Labor Procurement Process and eGrants.

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1 MR. HARGROVE: Good afternoon.
2 Again, my name is Troy Hargrove. I'm the
3 Senior Grant Specialist for the Office of
4 Procurement Services. Today I'll be
5 presenting to you two aspects of the
6 procurement process.

7 We are going to go over pre-award
8 process first. The Program Office discussed
9 its procurement needs with the Office of
10 Procurement Services. The solicitation for
11 cooperative agreement application, or SGA,
12 was developed and includes evaluation
13 criteria.

14 The SGA availability is announced
15 through Grants.Gov as Kevin has stated
16 before, we did put a little snippet inside of
17 the Federal Register that links you back to
18 Grants.Gov. Applicants must submit proposals
19 by the due date.

20 Proposals are reviewed by the Office of
21 Procurement Services to determine if they are
22 fully responsive -- if you're fully

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1 responsive and can be considered for an
2 award. Responsive proposals are forwarded to
3 the Evaluation Panel for review.

4 The Evaluation Panel reviews the
5 proposals and scores them accordingly. The
6 Evaluation Panel conducts the reviews and
7 makes recommendations to the Office of
8 Procurement Services and the Grant Officer.

9 Successful applicants are notified
10 and the cooperative agreements are developed
11 by OCFT and OPS. We work together as a
12 cohesive unit.

13
14 All awards are completed prior to
15 September 30th, 2008, and unsuccessful
16 applicants will be notified and debriefed
17 upon request.

18 The next step that we want to talk
19 about, which is the most important step is
20 Grants.Gov. A lot of you all may have been
21 familiar with sending in your applications
22 hard copy. Last year we did do a trial basis

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1 with Grants.Gov.

2 This year it will just be
3 Grants.Gov alone. So I want to make sure
4 that we understand exactly what needs to be
5 done in order to have a successful submission
6 to Grants.Gov and that we don't have any
7 problems.

8 All interested parties must
9 complete the Grants.Gov registration process
10 at www.grants.gov. The registration process
11 takes three to five days and it can take as
12 long as two to three weeks, depending on if
13 you did not follow the particular steps that
14 need to be followed.

15 So, I'm encouraging each of you,
16 when you leave here, to go and to register
17 for Grants.Gov so that way you can have your
18 password. You know that you have been
19 accepted. You know that you can get onto the
20 system, because if you wait until the last
21 minute -- Grants.Gov is still a work-in-
22 progress. We still have issues with it once

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1 in a while. It can be slow, and it also
2 depends on how many people are on line at the
3 same time. So, I would say, if you are on
4 the East Coast, it's best to go in early in
5 the morning. And so, for whatever time zone
6 that you're in, you want to go in at that
7 time.

8 The downloading software that
9 you're going to be using, when you're going
10 to Grants.Gov, it's going to have multiple
11 software systems that you can use. I am
12 encouraging you only to use PureEdge Viewer
13 at this time.

14 It may tell you to download Adobe
15 and PureEdge Viewer. Just download PureEdge
16 Viewer. Okay. And in downloading PureEdge
17 Viewer for all those persons that may send
18 their applications out to individuals as far
19 as every person in your organization may have
20 a specific part that they need to work on on
21 your presentation.

22 I'm encouraging that you tell each

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1 of them to download the PureEdge Viewer. And
2 the reason I am encouraging that is because,
3 once you decide to put your application
4 together, if one person didn't really use the
5 PureEdge Viewer, it may not take it in the
6 system.

7 Applying for grants, download a
8 grant application package. You are going to
9 complete the grant application package,
10 submit the grant application package, and
11 applications must be received by the due date
12 notice on the SGA, noted on Grants.Gov.

13 Tracking your application.
14 Grants.Gov is an excellent tool for tracking
15 your application. It actually gives you a
16 confirmation that your application has been
17 received.

18 If you submit your application
19 early and there are components in your
20 application that are missing, Grants.Gov will
21 reject it. So, it would give you the
22 opportunity to go back and to find out

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1 exactly what you did wrong and fix it.

2 I'm encouraging each of you to
3 submit earlier than the actual due date just
4 in case you are rejected; that way you can go
5 back and you have the opportunity to get it
6 done. Okay? So, I don't want anyone
7 to wait until the last day and then wait till
8 ten o'clock, eleven o'clock, twelve o'clock,
9 Eastern Standard Time and try to submit your
10 application on line. It may not work well.

11 In tracking the status of a
12 submitted application, you're going to log
13 onto Grants.Gov, click "Application status,"
14 and, again, as I said, you know, please
15 submit early.

16 Problems: Who can I talk to about
17 the problems I'm having? This is the number
18 that you're going to talk to if you're having
19 technical problems in accessing Grants.Gov,
20 getting on Grants.Gov, any of those problems
21 that you may have, this is who you want to
22 talk to.

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1 I am available for questions if
2 you have some questions pertaining to where
3 something is located. However, if there's a
4 technical issue going on with your computer
5 or software, you want to contact Grants.Gov.

6 And this is the number that they have
7 available for you as well as the website and
8 the email address.

9 If you email them instead of
10 calling them you will get a better response.

11 The response will come a little quicker than
12 it will if you try to call them.

13 And that's it. Thank you.

14 (Applause.)

15 MS. ASLAN: Thank you, Troy. I'm
16 sure you might have a million questions by
17 now. Please take notes. You're going to
18 have plenty of time to ask them at the end.

19 Okay. Kevin and Michal are going
20 to present the SGA.

21 MR. WILLCUTTS: Thank you.

22 Actually, I'm just going to begin the

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1 presentation and then turn it over to Michal
2 who is our in-house expert on this SGA. She
3 is the most knowledgeable, so I will let her
4 take most of that.

5 One of the things I want to
6 mention, Troy was talking about the -- that
7 it would be good to try to submit earlier.
8 One of the things we have made an effort to
9 do each year is trying to see if we can give
10 potential applicants more time to prepare the
11 solicitation of your proposals.

12 So, just to note that this year
13 there's actually just over 60 days for
14 completion of the proposals. So, I would
15 just echo what Troy was saying, please go and
16 register yourself on Grants.Gov as soon as
17 possible. There's no reason not to make sure
18 you're set up to be able to work.

19 And then, if you could aim to
20 submit earlier. I think we all know the web
21 works well until it doesn't work. So, if we
22 could just -- if you could aim for that, that

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1 will be in everyone's best interest.

2 Just to let you know what we're
3 going to cover here, in brief, we're going to
4 first look at the target countries and the
5 funding amounts. As you know, from the Notice
6 of Intent, the countries were noted, but not
7 the individual country amounts which I'm sure
8 you've probably already seen, looking at the
9 SGA.

10 We're also going to go over the
11 structure of the SGA. And I want to note
12 that this year's SGA -- for those who are
13 familiar with our past years, we've worked to
14 try to tighten the structure to make it
15 clearer for those preparing the proposals.

16 So, you'll see the structure
17 contains the same information, but hopefully
18 the logic is going to be clearer for you and
19 make your work that much easier.

20 We've also tried to cut down on
21 duplication. That's an ongoing effort. We
22 are also going to be noting some of the new

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1 things that are in this year's SGA, and then
2 we're going to be covering some key points
3 that are not new, but we think they are
4 things that you ought to make sure to pay
5 particular attention to.

6 And finally, we're going to be
7 noting an SGA that has not been published
8 yet, but that was noted in our Notice of
9 Intent, focusing on Forced Labor Research.

10 Again, for the target countries we
11 are looking at, in Africa, Guinea for \$3.5
12 million, and in Madagascar for \$4.5 million.
13 Proposals can be up to that amount. It is
14 possible for more than one award to be made,
15 but the total award for the countries would
16 be no more than shown here.

17 In the Middle East we're looking
18 at Jordan, a project for \$4 million, in
19 Yemen, a project for \$3.5 million, in
20 Nicaragua, a project for \$5 million.

21 Now we get into some of the more
22 complicated slides. This is intended to

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1 provide you with a quick overview. But
2 first, I'm going to turn you over to Michal
3 who is going to walk you through some of
4 these points and I may chime in as she goes.

5 MS. MURPHY: Thanks, Kevin.

6 So, just to go over the structure
7 a little bit, you'll notice this year in the
8 actual SGA itself there's a table of
9 contents. That should help you follow along
10 with this presentation if you'd like, a
11 little bit.

12 So, the first thing, we have the
13 executive summary, the funding opportunity
14 description which contains a scope of work,
15 including the five goals of DOL-funded
16 projects, and other general requirements and
17 our country-specific requirements for each
18 target country in the solicitation.

19 Next we have award information,
20 eligibility information, who's eligible to
21 apply, application and submission
22 information. What everyone here is most

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1 interested in probably is how we're going to
2 be rating your proposals, the review
3 information, award information for the
4 administration process, agency contacts, as
5 well as the appendices, which we'll go over a
6 little bit more.

7 The cost proposal format, the
8 technical proposal formats. New for this
9 year is the Direct Beneficiary Services
10 Table, as well as sub-grants versus
11 subcontracts.

12 And just to give you an idea of
13 some of the changes that we've made, as Kevin
14 was saying, we really tried to streamline
15 this SGA, make it much more user-friendly for
16 all of you, so we look forward to hearing
17 your feedback on that and ways we can
18 continue to improve the SGA format and just
19 make your job easier.

20 Some of the changes that we've
21 made this year are -- you'll notice that the
22 scope of work now contains all of our

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1 requirements. Before these were located in
2 other sections. It wasn't always clear. So
3 we tried to consolidate. All the
4 requirements that you have are now in the
5 scope of work.

6 In the Application and Submission
7 Information Section, which is number four, we
8 give you detailed instructions on how to
9 prepare your application, including all of
10 the documents, appendices, annexes, all of
11 the things that you need to prepare both your
12 cost proposal and your technical proposal so
13 that you can be responsive to the
14 solicitation.

15 Finally, the application review
16 information, again, previously this Section -
17 Section 5 - had some information about the
18 scope of work requirements which have now
19 been moved, so now the section is only
20 focused on how we're going to be rating your
21 proposals when they come into DOL.

22 So again, hopefully this is a lot

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1 clearer for you and we look forward to
2 hearing your feedback.

3 So to just go over a little bit
4 the scope of work, we have the Five Goals of
5 DOL-Funded Projects. These have been the
6 five goals of the education initiative since
7 our inception.

8 So, first, the withdrawal and
9 prevention of children from exploitive child
10 labor. This is the reason why we get funding
11 from Congress. This is our mandate:
12 Strengthening country capacity, raising
13 awareness, supporting research and data
14 collection efforts and promoting
15 sustainability of the other four goals and
16 efforts to combat exploitive child labor and
17 promote education in each of the countries
18 where we work.

19 Other general requirements include
20 collaboration and leveraging resources; as
21 well as outcomes; Government Performance
22 Results Act, which Charita will be covering

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1 in her presentation a little bit more
2 thoroughly; common indicators; and project
3 monitoring requirements are also in that
4 section.

5 Country-specific requirements,
6 this is just the general outline of how the
7 country sections appear. First, we give you
8 some background on the countries, then we go
9 into the relevant laws, policies, programs
10 and projects that we think you should be
11 aware of, and then finally the scope of work
12 is what you are required to respond to in
13 your application.

14 So the different things that you
15 have to respond to are if we noted specific
16 target groups, sectors or a geographic focus,
17 collaborating with specific programs or
18 linking with specific national policies,
19 implementing environment and cross-cutting
20 themes, and project-specific strategies.

21 Section five. This is our
22 application evaluation criteria section and,

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1 if you'll notice, there's been one major
2 change this year. We've added a new category
3 for monitoring direct beneficiaries, which is
4 worth ten points.

5 The other categories have stayed
6 the same. The points have been adjusted a
7 little bit, but we have project design,
8 budget cost-effectiveness, which is worth 40
9 points. The monitoring of direct
10 beneficiaries, as I said, was ten.

11 Sustainability is ten points.
12 Organizational capacity is 20. Key
13 personnel, management plan and staffing is
14 worth 20. And then we also have two sections
15 which are optional, but you can choose to
16 compete, if you'd like, for five additional
17 points each for additional direct
18 beneficiaries.

19 This is if your organization
20 proposes to serve more than 200 children for
21 each \$100,000 of DOL funding that you're
22 requesting, as well as cost-sharing.

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1 So if you propose matching funds,
2 in-kind contributions, things like that,
3 you're eligible for those extra points if
4 they significantly expand the scope of the
5 project.

6 Right. As Kevin was saying, these
7 are all the maximum of points available, so
8 for the additional points for the two
9 sections, you can get up to five additional
10 points, depending on, again, the quality of
11 the response on each of those.

12 Some new things for 2008, for
13 those of you that have been used to seeing
14 our grants in the past or actual
15 solicitations in the past, we've really
16 revised and updated our guidance on what we'd
17 like you to do with your direct beneficiary
18 monitoring system. So that's located in the
19 scope of work.

20 We've also given guidance on our
21 expectation that grantees provide healthy
22 learning environments to the children that

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1 they serve. This is very important to DOL to
2 make sure that children are able to go to
3 school in a safe environment and just have
4 basic standards met there.

5 Other things that are new as far
6 as the formatting of your proposals, in the
7 cost proposal we've added one additional form
8 which is the SF-424 Supplemental Key Contacts
9 Form. And I should mention that these are
10 all available on either DOL's website or on
11 Grants.Gov, or probably both, or they will be
12 if they are not there now.

13 Second is the indirect cost
14 information form which is also located in
15 your folders if you'd like to take a look at
16 that.

17 For associations, we've also
18 updated our guidance on how to prepare your
19 budgets and your standard form for 424 and
20 424A's.

21 With the technical proposal we've
22 also added a couple of new things. First is

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1 our direct beneficiary services table, which
2 is Appendix C of the solicitation and it is
3 also in your folder, and a corresponding
4 methodology for cost-per-child estimates.

5 And I think when you read the
6 solicitation you'll see kind of what that
7 means as far as the cost-per-child estimates.

8 We've also updated our
9 sustainability matrix for this year, again,
10 to make it more user-friendly and
11 streamlined, we hope. So, a few additional
12 key points to note are that we've provided
13 some guidance on personal expenses for
14 project staff.

15 We also wanted to clarify that
16 subcontractors do not have decisionmaking
17 authority under our grants.

18 And finally, some other key points
19 to note are -- this is the checklist for
20 nonresponsiveness. This is also in the SGA,
21 very clearly stated, we will only be
22 accepting applications that come to us on

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1 Grants.Gov as Troy mentioned. If it comes to
2 us any other way it will be not considered at
3 all and it will be rejected.

4 If the DUNS numbers are not there
5 for all of the relevant association members.

6 If applicants propose to serve under 175
7 children per \$100,000 of funding, if
8 required, other reports aren't submitted or
9 if other reports are submitted, but they are
10 out of compliance with OMB Circular A-133, if
11 key personnel candidates are not identified
12 or letters of commitment or other
13 documentation is not included they will be
14 nonresponsive, as well as if any organization
15 combines responses under the solicitation to
16 more than one country.

17 So finally some other -- this is -
18 - these are also sort of new this year.
19 We've decided to only take technical
20 questions for up to a three-week period after
21 the SGA came out today, so we'll only be
22 accepting them until May 15th.

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1 We will then combine all of the
2 questions that we receive as well as the
3 DOL's responses to them at one time, and we
4 will post them on our website by May 22nd so
5 you'll have those within four weeks of today
6 as well as the frequently asked questions
7 will soon be posted on DOL's website. And
8 this is just general guidance that we give
9 regarding our child labor and education
10 grants.

11 Finally, as Kevin mentioned, we do
12 intend to award a cooperative agreement for
13 forced labor research in select countries to
14 be determined, and that SGA will be published
15 soon. We just would suggest that you
16 check back on Grants.Gov and DOL's website
17 for when that is available and we'll be
18 sending out a notification over the EI
19 Listserv as well, so we can be sure to add
20 you to the list if you're not already on that
21 listserv. Just see one of us after.

22 MR. WILLCUTTS: Thank you, Michal.

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1 And a quick point that was just
2 made to me, just to be clear about terms of
3 organizations. Michal noted that applicants,
4 that if you combine countries, if you decide
5 you're going to create, for example, the
6 Guinea-Nicaragua project, that that's not
7 something that you can do.

8 But, if you decide as an
9 organization that you're going to apply for
10 the Guinea proposal -- and separately you
11 also want to apply for Nicaragua, that's
12 acceptable, so you can apply for all five of
13 these. You just cannot combine any of them.

14 They are all separate. They must be
15 received as separate proposals. So,
16 hopefully that's clear.

17 MS. ASLAN: Now, Dennis Adelson
18 will talk about associations and unallowable
19 costs.

20 MR. ADELSON: The topic here is
21 what we like to call our Do's and Don't's
22 List. There are a lot of prohibitions and

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1 restrictions on what you can do under the
2 grants and how you can use the money that
3 you'll be receiving under these grants or
4 cooperative agreements.

5 The sources of these restrictions,
6 they come from a number of places, primarily
7 from our own appropriations laws that we get
8 at the Department of Labor that gives us the
9 money we can use here, also Executive Orders
10 that apply to all Federal Agencies.

11 OMB has a number of circulars that
12 provide rules on allowable costs. One
13 example is Circular A-122 that applies to
14 nonprofit organizations, and finally we have
15 our own Department of Labor and ILAB policies
16 on how the money should be spent under these
17 grants.

18 Our purpose in outlining these
19 restrictions is to help you prepare your
20 grant applications and to avoid situations
21 where we might -- we or our auditors might
22 later come in and question certain costs or

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1 disallow the expenditures.

2 And in the case of disallowance,
3 we would be asking for the money back. And
4 that's a situation that we want to avoid
5 because it's very painful for everybody
6 concerned.

7 Among the unallowable activities,
8 some of the highlights include prohibition on
9 lobbying. Lobbying consists generally of
10 using Federal money to influence Federal or
11 State legislation or elections in the United
12 States, whether that would be through
13 contributions or communications to Government
14 officials or to the public, or contributing
15 to a political party or political action
16 committee.

17 Organizations may still engage in
18 lobbying. If your organization does do
19 lobbying, that's all right, but it has to use
20 it's own funds or some non-Federal source of
21 funds. And if you're going to do that, you
22 need to maintain separate accounts or some

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1 other method of proof to show that your lobby
2 activity was not done with Federal money.

3 Lobbying of foreign governments is
4 permitted and this may arise in some cases as
5 part of awareness-raising or attempts to
6 influence government policy or to get a
7 government to change its child labor policy
8 in a way that benefits the grant.

9 The Government does not allow any
10 grantee -- the Government, itself, opposes
11 prostitution and no grantee or no
12 subcontractor can use Federal money to
13 advocate or promote prostitution or the
14 legalization of it or to promote it as an
15 activity that's a legitimate form of work.

16 Trafficking in persons is kind of
17 a new requirement. Now, it goes hand-in-hand
18 with the whole purpose of these grants which
19 is to prevent some severe forms of abuse of
20 children, and it would be awful if grantees,
21 themselves, were engaging in the very
22 activities that we're trying to stamp out.

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1 Federal law prohibits trafficking
2 and authorizes the agency to terminate any
3 grant and even to debar -- suspend or debar a
4 grantee from any Federal contracting or grant
5 if it engages in certain kinds of activities.

6 And the activities that are
7 prohibited are severe forms of trafficking in
8 persons, procuring any commercial sex act
9 during the award period or using forced
10 labor.

11 The one that may -- I doubt
12 whether any of that would ever affect any of
13 you because you're all fine organizations.
14 The only one that may trip you up is
15 procuring a commercial sex act. And as
16 strange as that may seem, the rule applies to
17 the organization as well as to its employees
18 and to its subcontractors.

19 So if any of your people were to
20 go off on a frolic and banter and engage in a
21 commercial sex act, even if it's legal in the
22 state or country where it occurs, it could

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1 get you in trouble.

2 And so you need to caution your
3 people. You need to caution any
4 subcontractors with whom you work that these
5 kinds of rules apply and, you know, will be
6 enforced by us.

7 The Government also prevents doing
8 business with terrorists. Hopefully that
9 will not be a major concern, but in awarding
10 subcontracts you have to be careful to avoid
11 dealing with, supporting, giving money to,
12 having any transactions with organizations
13 that are terrorist organizations or even
14 associated with terrorism.

15 The Department of Treasury
16 maintains a list at the Treasury Website, and
17 you should check that list before you deal
18 with any organization, just to check them out
19 and make sure they are not on the list.

20 And, in addition, because that
21 list is always changing, new names are always
22 going on, and it may not be current. You

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1 want to check out the bona fides of any
2 organization you deal with.

3 Finally, inherently religious
4 activities. The Federal Government is
5 generally prohibited from giving any direct
6 financial assistance for an inherently
7 religious activity. That consists of
8 religious teaching, prayer, purchasing
9 religious materials or proselytizing or
10 spreading religion.

11 Any religious organization may
12 receive a grant and may continue to engage in
13 its regular religious purpose. That's all
14 right. You don't need to change the
15 structure of your organization. You don't
16 need to remove religious symbols from your
17 facilities.

18 However, you do have to separate
19 any religious activities that you may be
20 engaging in in both time and physical space
21 from the work you're doing under this grant.

22 And you must also keep any Federal monies

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1 separate from other money that you may use to
2 do religious activities.

3 In addition, you cannot exclude
4 any beneficiary from the benefits of these
5 grants on the basis of religious grounds and
6 you must offer any nonreligious choices of
7 activities to beneficiaries where those
8 things are available.

9 Enrollment in all of these
10 programs has to be voluntary and not
11 conditioned on participation in a particular
12 religious activity and you must use neutral,
13 nonreligious criteria when selecting any of
14 your subcontractors.

15 There's more information on just
16 what constitutes a religious activity on the
17 White House Website, on their faith-based and
18 community initiatives section.

19 Now, there's certain other no-no's
20 in terms of using the money that we're going
21 to be giving you. One of them is the
22 prohibition on direct cash transfers.

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1 Generally, you can't just give money away to
2 individual beneficiaries.

3 Now, you may, however, furnish,
4 and with our approval, furnish the
5 participants in the program with items of
6 support, nonmonetary things like books,
7 tuition, uniforms, school supplies,
8 transportation. And generally those will be
9 either given in-kind or as vouchers, a
10 voucher to get transportation or something
11 like that. It would not be in the form of
12 cash.

13 Grantees cannot make loans. The
14 money can't be loaned out, whether through a
15 regular loan, a microcredit, a revolving fund
16 or a loan guarantee.

17 You may, however, provide
18 technical assistance where a loan program
19 already exists that's separate and apart from
20 us or from you. That loan program can be
21 assisted through technical support, using the
22 grant money, but the money itself is not

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1 being loaned out.

2 Finally, and this is always the
3 tricky one. ILAB does not have authority to
4 allow you to make sub-grants. And a sub-
5 grant generally consists of giving away part
6 or all of your grant funds to another
7 organization that will assume some of the
8 grant tasks on your behalf.

9 We're giving you the money because
10 we want your performance and your management
11 expertise. You cannot parcel out those tasks
12 in a way that relieves you of the
13 responsibility for their performance.

14 You can, however, enter into a
15 subcontract, and that's a valid use of the
16 money and a valid method of performance. And
17 a subcontract is a means by which you obtain
18 needed equipment, supplies or services to
19 carry out the work of the grant.

20 These things can be provided to
21 you, the organization or sometimes directly
22 to beneficiaries, but you as the grantee are

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1 ultimately responsible for the proper
2 performance of the services and the
3 expenditure of the funds that we've given to
4 you to give to subcontractors.

5 There's always a difficult --
6 difficulties always in determining what is a
7 sub-grant and what is a subcontract.
8 Generally, they differ in the nature and the
9 scope of the tasks and the services that can
10 be performed, the way the performing entity
11 is paid and the responsibility that it has
12 for achieving results under you, under the
13 grant.

14 There is some guidance offered in
15 a chart, which is an appendix to the SGA, and
16 if that's not completely explanatory, we're
17 always available to help answer questions.
18 If you're proposing a subcontract and you
19 want to run it by us, we're available to do
20 that. It can be tricky sometimes.

21 Just a word of caution. A sub-
22 grant is not a mere formality or subterfuge

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1 for avoiding an unauthorized sub-grant. If
2 you intend to share this project with other
3 organizations they can be brought into the
4 application process as an associate.

5 And what that really means is that
6 you have several, two, three, four, five
7 different organizations to come together,
8 each of whom is really a prime grantee, they
9 are each individually responsible for the
10 work of the grant.

11 They are all liable for
12 performance and for the money that's going to
13 be given under the grant, but they've come
14 together as an association, and they must all
15 be listed on the application, and we will --
16 you will designate one of the organizations
17 as the lead grantee or the lead associate,
18 and that's primarily for purposes of creating
19 a point of contact, and to distribute the
20 funding.

21 If you wish -- if you form an
22 association, you can agree among yourselves

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1 in a side agreement as to how you might
2 apportion any responsibility or any
3 liability. That's up to you, but ultimately
4 each of you is responsible to the Department
5 for your performance and for the money that
6 we give you.

7 There are a number of disallowed
8 costs, things that we will not reimburse to
9 you and if we find out that you spent them,
10 we will disallow them and ask for the money
11 back.

12 Among these are construction. Any
13 construction to be done under a grant must
14 have prior approval of the grant officer and
15 in any case is limited to ten percent of the
16 project budget. Purchasing land also
17 requires prior approval of the grant officer.

18 You're not allowed to give out
19 gifts, souvenirs or other personal items.
20 These are not give-away programs. You cannot
21 pay for food and entertainment. An exception
22 is that meals, transportation, rental costs

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1 and incidental items can be paid for if
2 you're having a meeting or a conference or
3 doing some other legitimate work under the
4 grant.

5 You cannot provide funds to
6 foreign governments, but again there's an
7 exception if you're paying for some direct
8 service and it's not in reimbursement for
9 service that the government is already
10 obligated to provide.

11 For instance, if there's a
12 government school, you wouldn't be paying the
13 government to set up a school. They are
14 already obligated to do that for free.

15 Finally, you cannot disburse money
16 for adult beneficiaries, persons over 18.
17 The exception would be that the money can be
18 used to support older children who are
19 approaching the age of 18 if you give them
20 the money while they are still under that age
21 and as a transition into adulthood and into,
22 you know, productive lives.

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1 In any case, if you do have any
2 doubts about these or any of the other things
3 we've discussed, any of these other
4 prohibitions, it's always best to consult
5 with the ILAB folks, with the grant officer,
6 technical representative and find out ahead
7 of time whether something will be permitted
8 or whether it's doable or how it could be
9 structured to make it permissible before you
10 go ahead and make an expenditure that we then
11 have to ask to be returned.

12 (Applause.)

13 MS. ASLAN: Victor Lopez, he will
14 be talking about indirect costs and NICRA.

15 MR. LOPEZ: How are you? Ana, I
16 like the way you pronounce my name, Victor
17 Lopez.

18 Anyway, as part of the package
19 that you received, there's an indirect cost
20 form, and this presentation I'm going to
21 provide, it's based on that form, so you can
22 kind of look in the package and look for that

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1 form and basically you could follow the
2 guidance there, and then also the Power Point
3 presentation could help.

4 Anyway, my name is, again, Victor
5 Lopez. I am the chief of the Division of
6 Cost Determination. We negotiate rates,
7 indirect cost rates on behalf of the Federal
8 Government.

9 So, if, for example, organizations
10 receive Federal grants and if the Department
11 of Labor happens to be the primary funder of
12 the organization or, you know, federal-wide,
13 we will negotiate in the cost rates for you.

14 Anyway, moving on with the
15 presentation, there's a list of topics that
16 we're going to cover. Again, this is a very
17 short presentation, but I just listed the --
18 more or less the headings of the slide so you
19 can -- so we can go back to them if we have
20 to.

21 I already presented myself.
22 There's also a -- there's a website that we

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1 have that we're -- the organizations can
2 access information on the indirect cost, and
3 including how to put a proposal together.

4 We're going to cover the
5 composition of total cost, who reviews and
6 approach direct and indirect cost, when
7 should organizations submit indirect cost
8 rate proposals, which organizations should
9 submit indirect cost rate proposals, and
10 during grant application what we'll require
11 organizations to indicate.

12 We have indirect costs. And
13 there's three options there that we have in
14 the form. Either A, B or C.

15 Again, you know, I just briefly
16 talked in the beginning about what we do. We
17 follow cost principles to negotiate these
18 indirect cost rates, and you should follow
19 those as well.

20 For the state and local
21 organizations, we use the cost principles
22 stating OMB Circular A-87, for nonprofit A-

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1 122, and for commercial we follow the Federal
2 Acquisition Regulation, Part 31.

3 To piggy-back on what Dennis was
4 saying, these unallowable costs -- they are
5 covered in OMB Circular A-122, so you could
6 also go back to a Circular and actually find
7 out in black or white whether or not costs
8 are allowed or not allowed.

9 Again, that's briefly how --
10 that's our website, and we've got our
11 internet address in the website as well. We
12 could also email this presentation, I guess,
13 upon request, so you can find out where we're
14 at.

15 Yes?

16 MS. MUIRRAGUI: Could you slow
17 down just a little bit?

18 MR. LOPEZ: Let me slow down.

19 Anyway, so as part of the -- I was
20 given five minutes, by the way. Anyway,
21 regardless of all that.

22 There's -- anyway, when you are

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1 reading these grants, while you're reading
2 on, you'll bid on direct costs and you'll
3 also bid on indirect, and the definition of -
4 - the composition of total cost is direct
5 cost plus indirect, less applicable credits.

6 Who reviews this direct cost and
7 in prior presentations were provided -- it
8 was shared that these direct costs are
9 regulated by the program folks, the persons
10 that you're providing the proposal to.

11 On the direct side, again, you
12 provide these -- you estimate these indirect
13 costs as part of the grant, but when you get
14 the grant we -- these indirect costs are not
15 reviewed by them. They are reviewed by the
16 organization that provides the preponderance
17 of Federal funds to the organization.

18 Again, if it is the Department of
19 Labor who provides you with the preponderance
20 of Federal funds, then the Department of
21 Labor would be cognizant. If USAID for
22 example, is the Federal agency that provides

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1 the preponderance of Federal funds to the
2 organization, USAID will be cognizant.

3 So, I included a note in the slide
4 that, you know, this -- when we issue
5 indirect cost rates, we negotiate these
6 indirect cost rates between your organization
7 and my office, but there could be strings
8 attached to the grant that you signed, for
9 example, with the Department of Labor.

10 The indirect costs may be capped.

11 They may be limited on administrative costs.

12 You may have, quote, unquote, ceilings so,
13 in other words, whatever you negotiate with
14 the program office is what rules, you know,
15 and again, we negotiate indirect cost rates
16 on behalf of the Federal Government, but the
17 Grant Officer is the one who ultimately
18 approves or disapproves. For example, a high
19 indirect cost rate versus whatever was
20 claimed in the grant.

21 Whenever the -- this slide is
22 labeled, "When organizations should submit

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1 indirect cost rate proposals to the Federal-
2 cognizant agency." These proposals must be
3 submitted annually, no later than six months
4 after the end of the organization's fiscal
5 year.

6 Again, as new grantees, what you
7 should do, if you happen to be a grantee and
8 you happen to be awarded this grant, then you
9 have 90 days from the date of the award to
10 provide a proposal to us or to whoever is,
11 again, the -- to whoever provides you with
12 the preponderance of Federal funds.

13 Extensions may be granted. So,
14 again, for ongoing organizations, they have
15 to submit proposals after the end of the
16 fiscal year, after the organization's fiscal
17 year, six months after.

18 New grantees, they have to submit
19 the proposal to the Federal agency within
20 three months after the date of the award.

21 Which organizations should submit
22 indirect cost rate proposals to the Federal-

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1 cognizant agency? Again, those organizations
2 receive indirect Federal funds, and
3 organizations that are part of an
4 association, lead grantees as well as
5 associates.

6 During grant application, what DOL
7 will require the organizations to indicate
8 regarding indirect costs. Again, in looking
9 at the form, you've got three options, either
10 A, B or C.

11 Option A is whether he has a
12 current negotiated indirect cost rate
13 agreement, or as we call it, a NICRA,
14 approved by the Federal-cognizant agency.

15 Evaluating, allocating direct cost
16 to be billed to the grant, whether it needs
17 to be updated or no indirect costs have been
18 approved by a Federal-cognizant agency or
19 whether or not indirect costs will be claimed
20 in the grant. Some grantees -- some grantees
21 choose not to allocate indirect costs to the
22 grant.

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1 Regarding Option A -- we're almost
2 finished with this. Hopefully within the
3 five minutes.

4 Regarding Option A, if you've got
5 a current NICRA you just need to know that
6 future NICRA's showing provision of final
7 rates for each applicable fiscal year during
8 the grant -- during the grant period must be
9 submitted to the Grant Officer, and the GOTR
10 for the entire agreement period.

11 So, again, you get these
12 negotiated agreements in place and you have
13 to think in your mind and follow the cost
14 principles. They have to be submitted every
15 year to all of the indirect costs that you
16 incurred.

17 You've got to think about in your
18 mind budgeted versus incurred costs. These
19 grants are treated as -- you have to think
20 about it's -- these are incurred costs that
21 you can bill to the Federal Government.

22 At this point in pre-award you are

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1 estimating costs, so see the contrast between
2 incurred and estimated costs.

3 Some Federal agencies -- nothing
4 more on that slide. Some Federal agencies
5 issue NICRA's that are effective until
6 amended. These NICRA's will not be accepted
7 if the grant officer -- if the last -- if the
8 last negotiated fiscal year shown in the
9 agreement is more than one year past the date
10 of the other work.

11 We've got some experience on that.

12 You have been asked whether or not a grant
13 agreement that is three years old is valid.
14 My answer is, frankly, no, because it's -- if
15 you follow the cost principles you have to
16 submit proposals every year while you get
17 grants from the Federal government.

18 Now, it's on us -- if you did a
19 good-faith effort to provide proposals to the
20 Federal agency, then it's on us to review the
21 proposal in a timely manner. Right.

22 So, again, it's -- what I want to

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1 focus on is, it's your responsibility to
2 submit proposals in a timely manner, and it's
3 another story if, you know, the Federal
4 agency has a backlog, whether or not they
5 could do it on time, that type of thing, but
6 anyway --

7 Regarding Option B, if there's no
8 NICRA update or even approved, again, you
9 could be, and your organization that's going
10 to be provided the grant. And again, if you
11 don't have an established negotiated
12 agreement, so within 90 days, like I was
13 stating earlier, you have to submit a
14 proposal.

15 And so the Grant Officer could
16 negotiate what we call a temporary billing
17 rate for 90 days so you could get reimbursed
18 some indirect costs in the meantime while a
19 rate agreement is put together.

20 Within these 90 days, then, like I
21 was saying earlier, the organization should
22 submit a proposal to the cognizant agency and

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1 hopefully get approval.

2 In Option C, no indirect cost
3 claimed for the cost principles, cost might
4 not be something that we have to note. Some
5 organizations believe we're not claiming
6 indirect and we charged all the costs to the
7 grant direct. That's no good.

8 Indirect costs, or indirect cost
9 nature, for example, executive director's
10 salaries, headquarters, payroll personnel,
11 human resources, those type of costs are
12 indirect costs in nature.

13 So -- sometimes they are called
14 direct and they charge those costs to the
15 grant direct and again, like Dennis was
16 saying in his prior presentation, the
17 organization could be audited later on by the
18 Inspector General, and if they find costs
19 that were -- that are indirect in nature and
20 they call them -- or buys the rest with
21 direct or indirect. To kind of disregard
22 this process, you get in trouble. And

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1 there's questioned cost and possible allowed
2 costs.

3 So if the organization chooses not
4 to provide an indirect cost rate proposal, we
5 -- you're going to be asked to certify
6 whatever you built into the grant is, it's
7 direct -- direct cost in nature.

8 So, there's a certificate attached
9 to this form, you know, if that's the option
10 that the organization chooses to take.

11 Now, I'll leave the questions
12 later on for -- right? Did I slow down a
13 little better?

14 (Applause.)

15 MS. ASLAN: Okay. Charita Castro
16 will talk about OCFT's GPRA, which is the
17 Government Performance and Results Act
18 Performance Measures.

19 MS. CASTRO: Thank you.

20 For those of you who have seen me
21 give this presentation before, you know, this
22 has my "Show-me-the-money" spinoff or, as

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1 we've called it, "Show-me-the-data-and-
2 numbers."

3 And I think you'll understand the
4 importance we attach to the Government
5 Performance Results Act, or as we call GPRA,
6 from seeing how we've added a new evaluation
7 criteria for monitoring direct beneficiaries
8 which we'll get into.

9 So the Government's Performance
10 Results Act was passed in 1993 by U.S.
11 Congress to establish a strategic planning
12 and performance measurement system in the
13 Federal Government to ensure that we are
14 using the taxpayers' dollars wisely and
15 effectively for the public good.

16 It requires all Federal agencies
17 that have programmatic components to
18 establish strategic and annual performance
19 plans that include goals and indicators, and
20 we report to Congress on this on an annual
21 basis, and this is why the Department of
22 Labor requires semiannual technical progress

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1 reports.

2 And Congress uses this to make
3 informed decisions about funding future
4 projects and looking at, you know, program
5 effectiveness and the like.

6 In 2002 it was the Government --
7 GPRA was sort of enhanced by the President's
8 Management Agenda where the President
9 reinforced performance-based budgeting so
10 money would be allocated on the basis of what
11 is actually being accomplished.

12 So, looking at what programs are
13 actually using Federal funds for and what the
14 results are -- what the results are, and it
15 was also a way to identify funds, were they
16 being mismanaged, wasteful or duplicative of
17 other Government programs with an eye on
18 looking at how funding could be redistributed
19 across programs, cut or even eliminating
20 them.

21 And I think that for those of you
22 who may be familiar with the PART -- the

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1 Office of Management and Budgets Program
2 Assessment Rating Tool, this has been a key
3 element of the President's Management Agenda
4 and looking at the effectiveness of different
5 programs.

6 If you're not familiar with the
7 PART -- you can visit www.expectmore.gov.
8 This also looks at data and evaluations that
9 programs have conducted in order to assess
10 continued funding.

11 Larry, our Associate Deputy
12 Undersecretary earlier had mentioned the one
13 million mark accomplishment of removing and
14 preventing one million children from child
15 labor since 1995 out of the USDOL-funded
16 projects.

17 And I think for us it's important
18 to communicate to our grantees and future
19 grantees what the strategic goals are of the
20 Department of Labor because, without you all,
21 carrying out the mission, we couldn't
22 accomplish this.

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1 So, as far as where ILAB fits into
2 the Department's strategic framework is under
3 Goal 2, under the Competitive Workforce, and
4 how we meet the competitive labor demand of
5 the worldwide economy by enhancing the
6 effectiveness and efficiency of the workforce
7 and regulatory systems, workers and employers
8 in meeting the challenges of global
9 competition.

10 That's a mouthful. But where we
11 fall under this specifically Outcome Goal 2K
12 is contributing to the elimination of child
13 labor internationally. We have two
14 indicators that we report on.

15 The first indicator is the number
16 of children prevented or withdrawn from
17 exploitive child labor and provided education
18 and/or training opportunities as a result of
19 a USDOL-funded child labor elimination
20 project.

21 What we want to emphasize here is,
22 while we know that our projects have packages

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1 -- a package of services that are provided to
2 children, one of the key elements for
3 ensuring that a child is withdrawn is making
4 sure that they are in school.

5 And so, we want to know that it's
6 not just that they were provided a health
7 service, psychosocial counselling or the
8 like, but that they were actually placed in
9 school.

10 The second indicator is looking at
11 how many countries have had increased
12 capacity to address child labor as a result
13 of USDOL-funded child labor projects, and
14 I'll go over each of these in more specifics.
15 So that you understand, in developing your
16 proposals how we categorize our direct
17 beneficiaries, whether a child is withdrawn
18 or prevented, we'll just -- I'll briefly go
19 over these definitions.

20 But a child is considered
21 withdrawn first based on the category of work
22 as defined by ILO Convention 182. So the

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1 categories of work, as outlined in Article 3
2 of 182 are children in the worst forms of
3 child labor. This can be children in slave-
4 like situations, children used for illicit
5 activities, such as drug trafficking,
6 children in prostitution, commercial sexual
7 exploitation and Category 3(d), children in
8 any work that is deemed to be hazardous.

9 As far as children prevented, this
10 refers to children who are not yet working,
11 but are at high risk of engaging in
12 exploitive labor, and this could include
13 siblings of former working children or
14 children who are in the community where there
15 are high likelihood of entering the worst
16 forms of child labor.

17 And again, both children who are
18 considered withdrawn and prevented, as direct
19 beneficiaries of the project must be provided
20 an education or training service.

21 This is just to provide you with a
22 schematic of the age of which children work

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1 and how one considers whether or not they
2 should be withdrawn. So, if you see two
3 unconditional worst forms of child labor,
4 these are children in Category 3(a) through
5 (c), the ones that I mentioned about
6 prostitution, drug trafficking, bonded labor.

7 These children, regardless of age,
8 under 18 must be completely withdrawn from
9 child labor to be counted.

10 Now, children who are under -- who
11 are in hazardous work also must be withdrawn
12 from working in hazardous conditions.

13 Now, children under 15 who are
14 working in nonhazardous conditions must be
15 withdrawn from a working situation that
16 impedes their education.

17 And finally, children who are
18 engaged in light work under 12 years old must
19 be withdrawn from working under the minimum
20 age for work, based on national legislation,
21 and we're happy to talk about this more
22 later.

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1 Now, Michal had pointed to the
2 technical evaluation criteria and how we
3 added a completely new section and had
4 mentioned the direct beneficiary monitoring
5 system.

6 So, when we look at what proper --
7 what the elements of proper monitoring
8 systems include, we've outlined at least
9 five, and that applicants should establish
10 criteria to determine when children are
11 withdrawn and prevented.

12 We need to develop systems for
13 monitoring the work and education status of
14 children. This includes also developing
15 proper intake forms and monitoring records.
16 So we can't express enough importance of
17 documenting, and then what it means to
18 provide the appropriate guidelines and
19 training to all partners who are involved in
20 the monitoring of project beneficiaries to
21 ensure that it's consistent across partners,
22 that you're following the definitions, you're

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1 following the criteria, they also understand
2 DOL's definitions and institute a system for
3 verifying the data, whether that's from the
4 field to the project sites up to headquarter
5 level.

6 Now, the second indicator that I
7 had mentioned, countries with increased
8 capacity. We usually look at four elements
9 of how DOL considers how country -- or how we
10 will include what it means to have a country
11 with increased capacity, and this includes
12 the adaptation of a legal framework to the
13 international standards, so whether grantees
14 have worked with governments to increase the
15 minimum work age law, or to pass national
16 action plans on the elimination of child
17 labor.

18 We look at the formulation of
19 specific policies and programs at the
20 national, regional, and sectoral level.
21 These can be regional pacts amongst countries
22 that you've helped to either prevent

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1 trafficking or any, you know, issues that are
2 relevant in the region.

3 The inclusion of child labor
4 concerns into relevant development, social
5 and antipoverty policies. Have you, as a
6 grantee, worked with national Education For
7 All plans to have the specific concerns of
8 child laborers included, or at the country
9 level, to make sure that implementing
10 millennium development goals at the country
11 level that the issue of child labor has also
12 been included on the agenda.

13 And finally, the establishment of
14 a child labor monitoring mechanism, whether
15 that be, you know, at the community level or
16 what not.

17 So I think that's about it. Thank
18 you.

19 (Applause.)

20 MS. ASLAN: Okay. Now it's time
21 for your questions and for you to talk. But
22 I also -- but before, I want to introduce

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1 some other people from our team.

2 I want to introduce Sharon Heller.

3 She's the Division Chief for the Asia,
4 Middle East and North Africa Region.

5 (Off mic comment.)

6 MS. ASLAN: Yes, you can say that.

7 I mean, if you have any questions, country-
8 specific, you might ask Sharon.

9 Also, Patrick White. He's the
10 Acting Division Chief for the Africa Region.

11 Lisa is not here, right? Lisa
12 Harvey? No.

13 Ruben Cruz, he's an International
14 Business and procurement Analyst for ILAB,
15 and we have Angie and Whitney with two
16 microphones. So, we are expecting other
17 questions.

18 MR. LUMPKIN: Yes. Thank you. My
19 only question is: Are proposed local
20 organizations or partners with limited
21 budgets also required to submit the same
22 auditing forms as the prime?

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1 I mean, is there -- say a local
2 partner has a small budget, maybe \$300,000 or
3 less. Are they still required to submit
4 auditing forms like our prime organization?

5 MS. ASLAN: Sorry. Just one thing
6 for the transcript. If you can identify your
7 name and organization.

8 MR. LUMPKIN: Sure. I'm Joe
9 Lumpkin from CARE.

10 MS. CASTRO: Your question was
11 specific to audit arrangements as well, is
12 that correct?

13 MR. LUMPKIN: (Off mic response.)

14 MS. CASTRO: Okay. Okay. Sorry,
15 I have to consult with Michal as far as the
16 pages, because I did want to clarify.

17 MR. WILLCUTTS: And we would just
18 direct you to the page -- for project audits
19 and external auditing arrangements, if you
20 want to follow along -- it's on the bottom of
21 page 62, and it goes on to page 63, if you
22 are all turned to that.

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1 MS. CASTRO: So, just to clarify,
2 I'm on page 63 in the middle. "While
3 foreign-based grantees and private for-profit
4 grantees, they must arrange for an annual
5 performance of an attestation engagement."

6 So, they don't have to -- they are
7 not subject to the A-133, but in accordance
8 with USDOL regulations and provisions of the
9 cooperative agreement, foreign-based NGOs are
10 required to have an annual audit subject to
11 USDOL terms of reference if awarded a grant.

12
13 Again, if they win an award, the
14 grantee will be required to submit an audit,
15 but that's post-award.

16 MS. MUIRRAGUI: Did you get an
17 answer to your question?

18 MR. LUMPKIN: I did.

19 MS. MUIRRAGUI: Oh, you did.
20 Okay.

21 MR. LOPEZ: I just want to
22 highlight that her answer relates to the

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1 audit requirements. Does the organization
2 have to have an audit, quote, unquote A-133
3 audit. For organizations in the OMB Circular
4 it says, "For organizations that receive more
5 than \$400,000," yes.

6 But if you're talking about the --
7 whether or not they have to fill in 424
8 forms, you know, whether or not they have to
9 document direct cost and indirect, yes, they
10 have to. I just wanted to qualify that that
11 answer was related as to -- related to the
12 audit requirements.

13 MR. WILLCUTTS: You can just come
14 forward to the microphone if you have a
15 question, please. Okay. Oh, I'm sorry.

16 MS. STEFANO: Donna Stefano with
17 CHF International. I have three questions.
18 The first pertains to cost-sharing, whether
19 funding from other Federal agencies is
20 considered applicable for cost-sharing.

21 MR. WILLCUTTS: No, it's non-
22 Federal Government funding that can count for

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1 cost-sharing.

2 MS. STEFANO: Okay. Second
3 question is that in the scope of work there
4 is some mention of support to income-
5 generating activities and basic services, and
6 I want to know how that kind of links to the
7 unallowable cost for services as it relates
8 to beneficiaries over 18, whether that's a
9 contradiction or --

10 MR. WILLCUTTS: No, and that's a
11 great point and thanks for bringing that up.

12 In terms of -- we noted what you're not able
13 to do in terms of income-generating support,
14 but you are allowed to provide skills
15 training and if you're under 18 that could be
16 vocational training, but it could also be if
17 we're talking about services for the parent
18 of a child as part of a strategy to help that
19 family overcome the need to rely on the labor
20 of their children, if that's the focus.

21 Direct beneficiaries must be under
22 the age of 18 when they begin receiving

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1 services. A parent is not considered a
2 direct beneficiary in terms of our GPRA
3 indicator of withdrawn or prevented. You
4 can't be over the age of 18 and be considered
5 withdrawn or prevented from child labor.

6 A parent could, again, receive
7 services if the target is to ensure a child
8 is withdrawn or prevented. Is that clearer?

9 MS. STEFANO: Not immediately, but
10 I think I'll have to mull on that.

11 MR. ADELSON: You wouldn't be
12 sending the adult to school, but you might be
13 giving the adult some training or awareness-
14 raising or some other service.

15 MR. WILLCUTTS: Right. As Dennis
16 was saying, you have that situation, let's
17 say you have a child in the family that's
18 involved in exploitive child labor and the
19 project has proposed to provide for the
20 parents of that child skills training that
21 will help them -- help the parent of the
22 child to get -- to improve their ability to

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1 earn income, and that's going to be helping
2 the family to make it more likely that child
3 can leave exploitive child labor and become
4 enrolled in school.

5 For the child to be counted as
6 withdrawn and prevented, you're going to need
7 to provide direct services to that child as
8 well, but as part of the package of services,
9 you may also be targeting the family, the
10 parents.

11 Does that help?

12 MS. STEFANO: Yes, I understand.

13 MS. MURPHY: If I could just add
14 to that, too. If you look in the definition
15 section of the SGA it gives a little more
16 clarity about who qualifies as a direct
17 beneficiary versus indirect, so that might
18 help too, when you're preparing your
19 proposal.

20 MS. STEFANO: The last question is
21 regarding any regional programming that's
22 done. I mean, it was very clear to us that

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1 you can't -- you know, each application is
2 for one country, but does that mean that we
3 can't include regional activities in that, or
4 can we?

5 MR. WILLCUTTS: I'm sorry. You're
6 saying regional activities -- maybe you could
7 give us an example of what you're referring
8 to.

9 MS. STEFANO: Well, you were
10 mentioning that if there are pacts that are
11 going to be negotiated between countries, if
12 we put that in as a program activity for a
13 country, but it's affected another country.

14 MR. WILLCUTTS: Right. Just as an
15 example, if there's an effort in the region
16 to try to work between countries to address
17 trafficking, for example, which is often one
18 that we see, then the project is supporting a
19 country so that it can be an active supporter
20 in that. That would be a very good effort
21 and that would be something that certainly
22 could be supported.

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1 MS. STEFANO: Thank you.

2 MR. WILLCUTTS: One moment. We
3 need to make sure you get the microphones on.

4 MS. COPPEDGE: Can you hear me
5 now?

6 MR. WILLCUTTS: Yes.

7 MS. CASTRO: It's more for the
8 transcriptionists also, so thank you.

9 MS. COPPEDGE: Okay. I am
10 Kathleen Coppedge. I'm with the Fabretto
11 Children's Foundation and we serve children
12 in Nicaragua. I'd like to know, is there a
13 minimum grant size?

14 MR. WILLCUTTS: Is there a
15 minimum?

16 MS. COPPEDGE: Minimum.

17 MR. WILLCUTTS: We do not specify
18 a minimum.

19 MS. COPPEDGE: Okay. Are you
20 looking -- do you have either a minimum or a
21 maximum number of children served over a
22 period of years?

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1 MR. WILLCUTTS: As is noted in the
2 SGA, there is a minimum number per \$100,000
3 of USDOL funding. So, that's what you need
4 to be-- we provide in that way, so depending
5 on if an organization is requesting less than
6 the full amount, then you need to do, you
7 know, the math.

8 MS. COPPEDGE: Okay. What about -
9 - oh, I'm sorry.

10 MS. MUIRRAGUI: If I could add,
11 though, as far as your maximum, you want to
12 make sure that the program's effective and
13 you are going to have costs associated with
14 the education services, the other services
15 and the monitoring.

16 So, if you come, telling us that
17 it's going to be 300,000 children, you know,
18 that's -- is that realistic? It might be,
19 but you're going to have to justify it. But
20 it probably isn't realistic. Okay.

21 MS. COPPEDGE: Thank you. And
22 what about renewal of the grant, is there a

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1 one-year renewal or -- I mean, how would that
2 work if needed?

3 MR. WILLCUTTS: You mean, it
4 consists of a second phase?

5 MS. COPPEDGE: Yes.

6 MR. WILLCUTTS: Okay. These
7 awards are related to this award, and so any
8 decision about possible future funding for
9 another phase would have to be taken up
10 separately. This is the -- what you're
11 seeing here is what is being offered.

12 MS. EUGENIO: I think, maybe just
13 to clarify, the programming is for -- you may
14 take the grant and program the funds for four
15 years. So, you know, if it is a \$3 million
16 grant you can spread the programming for four
17 years.

18 MS. COPPEDGE: Okay.

19 MS. EUGENIO: So you wouldn't have
20 to come back every year for a renewal. It's
21 only when we call for a second phase of an
22 ongoing project that we get into that

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1 discussion of a possible renewal.

2 MS. COPPEDGE: I see. Okay.
3 Thank you.

4 MS. KAIOKA: I am Naoko Kamioka
5 from World Learning. I have two questions.
6 One is about the ongoing DOL projects, when
7 the SGA asks for building on the ongoing
8 projects, is information available to
9 applicants?

10 Sometimes projects or the
11 organizations put the information about the
12 ongoing project in the web, but in the
13 addition, and for me, I would like to find
14 out about what's going on in detail. Can we
15 ask DOL about it?

16 And the second question is,
17 specifically about Nicaragua. The SGA
18 mentions a lot about youth issues, including
19 unemployment and youth gangs. Is there any
20 age range that DOL would like applicants to
21 focus on? Is there any preference in terms
22 of ratio between younger children and the

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1 older children?

2 Thank you.

3 MR. WILLCUTTS: Let me see if I
4 can answer the first part, and maybe some of
5 my colleagues may add to that. You're asking
6 about in terms of the countries that we are
7 targeting and previous efforts.

8 Just to note that on the DOL
9 website we do have a listing. If you go to
10 our website you'll see by region a listing of
11 all the projects that have been funded in
12 various countries, and it includes
13 information about the grantee and the
14 duration and funding amount as well as a
15 general description of what the project was
16 focused on.

17 You can go to our website to get
18 that information that is available, and we do
19 note that it's important not to duplicate,
20 but to build upon previous efforts that have
21 been undertaken. And certainly we -- you may
22 contact those organizations directly

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1 regarding the programming that they're
2 undertaking.

3 MS. KAIOKA: So, in addition to
4 that general information we cannot get from
5 DOL about lessons learned or what kind of
6 child labor policy that the project hasn't
7 helped?

8 MS. EUGENIO: There are a couple
9 of sources of information that the Department
10 of Labor provides, and also I want to
11 encourage something else for you and for the
12 potential grantees.

13 We have the website that has
14 information, general information about the
15 project. We also have our Trade and
16 Development Act Report that is published
17 every year. That report contains a lot of
18 information about ongoing efforts that the
19 governments are supporting.

20 In addition to that, if you're
21 planning a project in a particular region of
22 a country or even if it is a countrywide

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1 project, you might want to kind of do an
2 assessment of who else is funding projects
3 and where, because it's not just duplication
4 of our USDOL-funded projects that we're
5 concerned about, it's more duplication with
6 other Federal agencies, because we will be
7 able to identify duplication within our
8 projects.

9 I mean, if you send us an
10 application and it looks like it's something
11 that we already are doing through another
12 entity, we will be able to know that. But
13 if, for example, it's something that USAID is
14 funding, something out there and you are able
15 to kind of link to that, that would
16 complement what they're doing that would be
17 good.

18 If it is a project being funded by
19 a UN organization, as well, we would like to
20 have a complementing of those efforts.

21 The Department of Labor is
22 undertaking an effort to try to publish more

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1 of our lessons learned from evaluation
2 reports and from audits, and we will be
3 putting those up on the internet. But at
4 this point, those are not available.

5 So, if you have specific questions
6 about specific projects that we're funding,
7 we will be happy to respond to those.

8 MR. WILLCUTTS: And you can also
9 note in the country-specific sections we have
10 referenced, as is noted in terms of
11 structure, background which lists some of the
12 programs that we feel you should be looking
13 to take into account, as well as specifics on
14 strategies we think might be important.

15 MS. KAIOKA: Yes. Thank you very
16 much.

17 MS. MUIRRAGUI: Now, as far as
18 your specific questions regarding Nicaragua,
19 you had three parts. One, you were talking
20 about the high levels of unemployment and,
21 yes, in a lot of countries we do have high
22 levels of unemployment in the Central America

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1 region, particularly Nicaragua.

2 And it's a paradox, because the
3 poverty generated by the unemployment can
4 lead to the migration of the families,
5 including the children, as we put in the SGA,
6 as well as the need to use children in child
7 labor, in the worst forms of child labor.

8 So, I think it's part of the same
9 paradox or situation that exists there. But,
10 as we've said before, one can address the
11 issue of child labor also by addressing the
12 needs of the family.

13 And we've talked about some of the
14 skills training that could be done for the
15 parents that would allow them to get better,
16 perhaps better jobs or more income that would
17 then allow the child to be removed and go to
18 school. So, that's one part of it.

19 The second part of your question
20 on youth gangs, as we said in the SGA, the
21 problem of youth gangs is not as large in
22 Nicaragua as in some of the other Central

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1 American countries, but there is some of
2 that, and under our definition of worst forms
3 of child labor, because the children would be
4 involved in criminal activity, then that
5 would fall under the definition.

6 So, we're certainly open to
7 working with those youth, either in
8 withdrawal or prevention. And then, as far
9 as the age range, we did not specify that in
10 the SGA.

11 MS. KAIOKA: So each applicant can
12 determine --

13 MS. MUIRRAGUI: That's correct.

14 MS. KAIOKA: Thank you.

15 MS. STERN: Hi. Lili Stern with
16 the International Rescue Committee. I just
17 wanted to ask a question about the new
18 language around healthy learning environments
19 for children.

20 I'm very interested to see those,
21 and I think, just in terms of ensuring, one,
22 that we can be compliant with it or ensure

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1 that our partners are compliant, but also in
2 terms of advocacy purposes.

3 Like if we're working in the
4 situation where we're enrolling children into
5 a government school, are there minimum
6 standards or guidelines or any kind of
7 guidance that is going to be provided that
8 can help us to advocate with governments to
9 make sure that we are, you know, fulfilling
10 this obligation and being compliant? Is
11 there anything that you can offer?

12 MS. EUGENIO: I'm going to try to
13 respond to this, and then I'm going to ask my
14 colleague, Ruben Cruz, because he has some
15 ideas as well about this.

16 We were trying to address
17 something that has come to our attention,
18 which is, the idea that we are not only
19 putting children into -- providing them
20 educational services, but that we are also
21 concerned about the safety and the
22 infrastructure of where the children are

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1 receiving that education.

2 So, we want to make sure that
3 children are in an environment that is not
4 putting their lives in danger while they are
5 receiving services from our program.

6 So, the grantees, when they are
7 working with governments, they need to make
8 sure that if a school is being built or is
9 being renovated or where the children are
10 being provided with the education, that it
11 provides for a safe environment for the
12 child.

13 Now, you know, there are different
14 things that can be done, and I'm sure Ruben
15 can kind of add to this but, you know, making
16 sure that the construction of the school is
17 appropriate, that some kind of safety
18 inspection is conducted prior to the children
19 being housed in that particular school and a
20 number of other -- a number of other things.

21 And I'm just making your partners
22 aware that this is a concern of the

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1 Department of Labor and your organization and
2 that you want to make sure that the children
3 are safe. That's, I think, everybody's
4 concern.

5 Ruben, do you want to --

6 MR. CRUZ: Could you repeat the
7 question again?

8 MS. STERN: Sorry. It was just
9 about the new language around healthy
10 learning environments for children. And just
11 to ensure, one, that we as an implementing
12 organization and that our partners are
13 compliant with any standards that there may
14 be to ensure the children's safety, and also
15 that, in working with governments and
16 building their capacity, that we can give
17 them some sense of a standard that they need
18 -- that they're going to be held to before
19 children are enrolled in those schools.

20 MR. WILLCUTTS: I would just like
21 you to know one thing, in addition to what
22 Marcia was saying is, that it's important to

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1 note that this is both something -- I should
2 also -- in a way we've kept this guidance
3 rather general because there are so many ways
4 in which potentially a school could be
5 unsafe.

6 And so you're going to --
7 obviously you will have to know your
8 implementing environment, but we'd like to
9 know, too, that this is something that should
10 be assessed by a grantee when a child -- when
11 you're choosing to access a certain part of
12 the educational infrastructure in a country,
13 but also that there's a need for ongoing
14 monitoring.

15 We're talking about a program that
16 may run for four years. At the beginning of
17 the program a school may have been
18 structurally sound, but over the course of
19 two to three years that structure may have
20 been compromised and may not have been
21 maintained.

22 That is something we are also

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1 expecting, as grantees, that you will
2 continue to monitor that it is a safe
3 environment. It's a shared goal that we all
4 have to ensure these children are safe, so
5 we've put extra emphasis there.

6 MR. CRUZ: And just to add on
7 that, one of the ways that we can ensure that
8 they maintain a safe environment is possibly
9 having quality assurance plans in place that
10 you would submit along with the proposal to
11 explain to us exactly how you would ensure
12 that certain health standards are maintained,
13 safe conditions, work environments for the
14 schools or wherever else the projects are
15 located.

16 There are different ways to do
17 this, either through the monitoring and
18 evaluation personnel or a specific individual
19 tasked with quality assurance on any type of
20 construction or rehabilitation or assisting
21 with maintaining the safe conditions of the
22 working schools or whatever environment the

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1 children were in.

2 MS. STERN: Thank you. I think
3 that -- I mean, it's good that you've left it
4 open because there are so many varying
5 standards in different countries where we
6 implement, and being an organization that
7 implements in conflict areas, we see
8 sometimes our schools are places where
9 children are recruited into fighting forces.

10
11 We see teachers that may abuse
12 kids. There are all kinds -- in addition to
13 the structural soundness of the school
14 itself, there are all kinds of safety issues
15 that may come into play.

16 So, you know, if there is any
17 additional guidance, I know that the minimum
18 -- there are minimum standards for education
19 in emergencies that look at teaching and
20 learning environments and provide some
21 guidance there.

22 But, you know, I think that this

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1 is something that we will probably be
2 wrestling with in terms of how to interpret
3 it on the ground.

4 MS. EUGENIO: And really, just to
5 add to you and to some of the other grantees,
6 I mean, this is where it's a partnership
7 between the Department of Labor and the
8 grantee in terms of communicating on this
9 issue and raising this -- bringing this to
10 our attention.

11 If you find something and you said
12 the condition of the country is such that
13 this can be done to ensure the safety of the
14 child, then you know, we will work on that
15 together. And we don't want to dictate from
16 Washington that the school has to be 20
17 square meters and it has to have three lights
18 and, -- those are things that are not
19 realistic from our point of view or yours.
20 So that's why it was left open like that.
21 Thank you.

22 MS. FEENEY: Good afternoon. My

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1 name is Catherine Feeney. I'm with the World
2 Food Program. And my first question is quite
3 general. I was wondering if you could give
4 us an indication over the last few years of
5 the number of applications that you receive,
6 the number that are rejected, and of those
7 that are reviewed the percentage that are
8 approved.

9 It's just to try and get an idea
10 of the scale of interest in the grant.

11 MR. WILLCUTTS: That's actually
12 something that unfortunately we're not able
13 to divulge.

14 MS. FEENEY: Oh, really?

15 MR. WILLCUTTS: Yes. It's
16 procurement-sensitive information, so we're
17 not able to provide that.

18 MS. FEENEY: Okay. Thank you.

19 MR. WILLCUTTS: Sorry.

20 MS. FEENEY: And the second one.
21 That was quick.

22 MR. WILLCUTTS: We'll try to do

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1 better on the second question.

2 MS. FEENEY: The second question
3 relates to the audit and NICRA and
4 information in the proposals.

5 UN agencies often have special
6 agreements or just -- not special, but have
7 agreements with the US Government relating to
8 audit and to NICRA, and I was wondering if
9 you can give any address as to how that
10 should be reflected in the proposals.

11 MS. EUGENIO: Well, I think -- my
12 understanding and, you know, Victor, and
13 Dennis can jump in here, but my understanding
14 is that the UN agencies have a specific rate.

15 You know, we work with some of them, and
16 that's the rate and established by the UN and
17 there's no negotiating that either way.

18 So, I mean, that is the rate that
19 gets applied to the projects.

20 MR. WILLCUTTS: And actually, this
21 is something -- sort of in both areas, given
22 that UN institutions are unique in terms of

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1 countries being members of the UN, and on
2 these questions it may also be appropriate
3 for you to contact us directly with
4 questions.

5 I know Victor had to work closely
6 in the past in terms of some of these issues,
7 so it might be something that we have to have
8 more of a specific dialogue regarding.

9 MS. EUGENIO: But also just one
10 thing, because there are very specific
11 requirements in the solicitation regarding
12 any organization, including the UN
13 organizations, so if there are rules that the
14 UN organization has that conflicts with the
15 SGA, as far as we're concerned, the SGA still
16 is -- what we say in the SGA is what really
17 counts.

18 So, you might want to check with
19 some of your lawyers where you see things
20 that may be in conflict with what the UN
21 requires.

22 MS. FEENEY: Okay. Thank you.

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1 MR. CRUZ: Can I add something to
2 the first question?

3 MS. EUGENIO: Sure.

4 MR. CRUZ: I believe you were
5 asking to find out maybe some information on
6 how many people bid, things like that. There
7 is a process, a post-award debriefing, and
8 Troy mentioned it in his presentation. It's
9 done after an award is made and we publish
10 who we made the award to.

11 There's an opportunity you could
12 request through the Office of Procurement
13 Services, through the Grants Officer, Lisa
14 Harvey or through the Senior Grant Specialist
15 Troy Hargrove, and you would request a post-
16 award debriefing.

17 Now, there are certain things that
18 cannot be revealed in that debriefing. Since
19 we're awarding grants to different countries
20 for different reasons, you can find out who
21 won in those particular regions or countries
22 and for how much was that grant.

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1 So that can help you possibly next
2 year or next go-around to better tailor your
3 proposals so you know what the ranges are and
4 who exactly is in those regions working.

5 And it can also give you an
6 opportunity, if you want to look into
7 subcontract opportunities. Now you know
8 who's in the region and who's got the grant.

9 You can possibly collaborate with them and
10 possibly come out with subcontract
11 opportunities to leverage your skill set with
12 what they bring to the table.

13 MS. BLOOM: Jane Bloom,
14 International Catholic Migration Commission.

15 Clarification on two pretty simple points.
16 Troy or Dennis's chart said the no-no was
17 beneficiaries over 18.

18 A number of you have been talking
19 about up to 18. What about the 18-year-old?

20 Is it over, under or --

21 MR. WILLCUTTS: It's under the age
22 of 18. Thank you for that question.

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1 MS. BLOOM: Okay. So, up until
2 the last day of the person's 17th birthday?

3 MR. WILLCUTTS: Right. And again,
4 that's when services begin to be provided.
5 Obviously you could have a child that was 16
6 and is involved with an educational program
7 that lasts two and a half years.

8 MS. BLOOM: Okay. And the other
9 is the regions are -- statements are actually
10 very good, very well-described, especially
11 the target populations.

12 I'm wondering if the applicant can
13 come in, however, with a subset, by
14 neighborhood, by status, by industry, if
15 that's --

16 MS. EUGENIO: Absolutely.

17 MS. BLOOM: Okay.

18 MS. NIVISON: Hi. I'm Maggie
19 Nivison from Project Concern International,
20 and I just had a quick question.

21 There was a mention earlier about
22 the research grants and I was just wondering

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1 if you could expand a little further on those
2 in terms of whether they are the same -- are
3 they the same focused countries as what we've
4 been talking about here.

5 And also are you only giving one
6 research award per country in those with the
7 research awards, and if you could tell a
8 little bit about the schedule, whether it's
9 the same or different. Thank you.

10 MS. EUGENIO: Unfortunately, since
11 that SGA was not -- or is not published yet,
12 we can't answer those questions.

13 MR. WILLCUTTS: But as was noted,
14 when that SGA comes out, obviously that will
15 provide more detail. But some of the
16 questions, we wanted to let everyone who's
17 here know about this future opportunity
18 that's up and coming, and also that some of
19 the general information related to NICRA and
20 other issues are also relevant.

21 MS. WALTER: Hi. My name's Martha
22 Walter. I'm with the Foundation for

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1 Democracy in Africa. In the SGA you discuss
2 collaboration with specific programs and
3 national policies.

4 I was wondering if you could just
5 discuss that a little more and any
6 suggestions on interfacing with local
7 governments, anything like that.

8 MS. EUGENIO: I guess the idea --
9 I think we touched on it a little bit
10 earlier, and the idea is we encourage you to
11 try to avoid duplication of efforts and try
12 to build on what has already been done and is
13 being done, to address the problem.

14 Collaboration with governments is
15 always very important, especially because we
16 are looking long-term in terms of
17 sustainability of the efforts.

18 So you want to make sure that
19 you're working with policymakers and local
20 governments and perhaps national governments
21 to make sure that the efforts that you are
22 starting are consistent with their priorities

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1 and also their interests and trying to get
2 them engaged in support of those efforts.

3 So, in terms of suggestions, if
4 you're planning to do something, we always
5 encourage communicating with the governments
6 of the countries that we've selected, talking
7 to them about their own priorities and their
8 own interests in certain areas and exploring
9 opportunities for collaboration with them.

10 MS. WALTER: Thank you.

11 MR. WILLCUTTS: And if I could
12 say, when you're looking at different types
13 of programs that might lend themselves to
14 addressing child labor, and that could be
15 dealing with poverty, it could be promoting
16 education, so there are a range of programs
17 that could be going on, and that's where you
18 might want to see how you can work with these
19 different programs that directly or
20 indirectly support the overall goal.

21 MR. WILTON: Paul-Andre Wilton,
22 Search for Common Ground.

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1 MR. CRUZ: I'm sorry. I just
2 wanted to add to that, to what Marcia said.
3 I would refer you to the SGA and the section
4 on Guinea in the country-specific scope of
5 work we actually, towards the end there, do
6 give some clear guidance about how potential
7 applicants should cooperate with the
8 government in support it's efforts to combat
9 trafficking in the worst forms of child
10 labor.

11 MR. WILTON: This may touch on
12 some of that. I was interested to know, when
13 you look at applications are you looking for
14 applications that deal with all five of the
15 objectives that you listed out as the
16 Department's main objectives?

17 Do you look for ones that can
18 address specific ones in particular, or I
19 mean, in another way you might ask us to do
20 is to approach other organizations on the
21 ground and form these associations.

22 What's your sort of preference, or

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1 do you have any guidance there for how to
2 deal with that.

3 MS. EUGENIO: That's an
4 interesting question. For the most part,
5 we're looking at this in a holistic manner.
6 So those five objectives are, the way that we
7 look at it, they are all supportive of the
8 goal of how you get a child out of exploitive
9 child labor and into education or, you know,
10 out of exploitation.

11 So, for example, if you were to
12 say my program is only going to work on one
13 specific aspect of one of the five that you
14 mentioned, we of course, will look at that,
15 but I think the SGA is clear that those goals
16 have to be addressed and that they have to be
17 incorporated into what you are doing now.

18 Some applicants may decide, well,
19 I want to make this one category the main
20 focus of what I'm doing, but we will still
21 address the other ones, but this is going to
22 be the main focus of what I'm doing.

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1 MR. HARGROVE: I have one last
2 thing to say, I guess, as it relates to the
3 SGA. If everyone would turn to page 68 in
4 your SGA -- and this is for Grants.Gov,
5 something I saw when I was reading it that I
6 think we forgot to see or address.

7 When you are submitting onto
8 Grants.Gov, you want to be very careful in
9 how you save the documents before it coming
10 into Grants.Gov.

11 As it states on page 68, and
12 exactly how it's worded is the way that you
13 want to save your attachments so that when
14 the downloads are coming down, whoever is
15 actually downloading this information off and
16 actually putting your packet together will
17 know exactly what documents go where, and so
18 it's not going to be hard for us to put your
19 application together.

20 That's one thing about this
21 electronic submission is it leaves our office
22 to put your packets together, so however you

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1 save them, that's how it is going to come in.

2 So, it may not come in the way that it
3 should come in.

4 So, you want to make sure that you
5 specifically tell us exactly what your
6 downloads are, so whether it's a Word
7 document and whether it's the standard 424.
8 You want to make sure you save it as 424.
9 Whether it's the executive summary, what you
10 say is the executive summary, that way it's
11 just not hard for us to do.

12 Because, anytime it comes in, any
13 kind of way, so we want to make sure that you
14 save it exactly how you want us to see it, so
15 it doesn't leave us having to put your
16 application completely together.

17 Thank you.

18 (Discussion off the record.)

19 MR. KABONGO: Well, it's not
20 really a question. I was just wondering how
21 can you get the presentation? Is there a way
22 that we can get the presentation?

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1 MS. EUGENIO: That will be
2 published as part of the transcript of this
3 meeting.

4 (Off mic comment.)

5 MR. KABONGO: Yes, Kabwayi Kabongo
6 with CRS, Catholic Relief Services.

7 MS. MURPHY: Yes. I was just
8 about to mention that point, actually. Like
9 Marcia said, the transcript will be on line
10 as soon as it comes available.

11 In the meantime, though, we're
12 going to go ahead and put up what we do have
13 available right now, which is our Power
14 Point, so you can have the benefit of looking
15 at this, you know, at home or at work.

16 So that should be up in the next
17 couple of days.

18 (Discussion off the record.)

19 MS. MURPHY: But I also -- while
20 we are on the topic, I just want to reiterate
21 that we post frequently asked questions on
22 our website. It's not there now. As well as

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1 the background materials that we referenced
2 when we say, you know, you can find copies of
3 these forms on our website.

4 They are not there currently, but
5 they will be there within the next few days,
6 so just keep checking back. And we
7 appreciate your patience on that point.

8 And then finally, I just want to
9 also point out that we will only be taking
10 your questions on an individual basis through
11 Lisa Harvey and Troy's office through May
12 15th, so I would just encourage you to go
13 over the SGA up front and go through it
14 thoroughly and really just develop your
15 questions so that we do have a chance to
16 respond to you because we will not be
17 responding to technical questions received
18 after May 15th.

19 MR. HARGROVE: Also you want to cc
20 me on emails that you send to Lisa. My
21 address is hargrove, h-a-r-g-r-o-v-e.troy, t-
22 r-o-y, @dol.gov.

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1 So whatever you send to Lisa, make
2 sure you cc me on it, so that way one of us
3 can actually get back to you in a timely
4 manner.

5 MR. WILLCUTTS: And again, that is
6 where the questions should be directed to,
7 not to the program office. And also just to
8 note, the goal there is to have that cutoff
9 date so that you can focus on your questions
10 then and we can make sure that everyone has
11 access to the information related to
12 questions that might have been asked.

13 That's the reason for the cutoff,
14 not because we don't want to answer your
15 questions, but because we want all of you to
16 have equal access to responses.

17 MR. LOPEZ: I just want to say one
18 -- I just want to say something quick. For
19 those organizations that do not have rates
20 approved, again, I want to encourage you to
21 go to our website. It has a way to calculate
22 a rate.

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1 So, again, you need that. You
2 need some type of support to provide to the
3 grant, especially if you don't have a rate
4 approved. So, you have to come up with some
5 estimate. And, again, looking at projected
6 cost. So, in order to find that out, how do
7 you do it, so again you can visit our website
8 and find out information about that.

9 MR. HARGROVE: Is there a certain
10 place on the website?

11 MR. LOPEZ: He's talking about
12 where on the website. Again, it's in our
13 website and right in the front of the column.

14 I think it's the second line, second
15 hyperlink text. It talks about indirect cost
16 proposal guidelines.

17 MS. MURPHY: And Victor, that's in
18 your presentation, correct?

19 MR. LOPEZ: That's right.

20 MS. MURPHY: Yes. So, you'll have
21 the benefit of that as soon as we post the
22 Power Point presentations so you can find it

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1 that way.

2 MR. LOPEZ: Yes. My name is in
3 the Power Point presentation as well and, you
4 know, people can call me.

5 MR. HARGROVE: Marcia, I have one
6 more thing for you. I'm sorry. It's just
7 things that I'm making sure that you all get.

8 Make sure that you sign up for the
9 updates. Make sure you sign up for updates,
10 so anything -- if something changes in the
11 solicitation or if we do some changes, make
12 sure you sign up for those.

13 What will happen is, if there's
14 something, or changes out of the
15 solicitation, you will receive an email
16 telling you that something has been changed
17 and for you to go to that website and find
18 out what the change is. Thank you.

19 (Off mic comment.)

20 MR. HARGROVE: Right. When you go
21 into Grants.Gov, you just sign up, put your
22 email in, and then whatever changes it will

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1 email you back and let you know.

2 MS. EUGENIO: Thank you. And I'm
3 glad that the Panel is thinking of all the
4 possible things that you may run into and
5 trying to give you guidance now. But do feel
6 free to contact the Department if you have
7 questions as you go through the process.

8 I would like to thank all of you
9 for joining us today and for your interest in
10 this issue. One of the things that I wanted
11 to also bring to your attention, since you
12 are all interested in the issue of child
13 labor, is that we have a public hearing that
14 is coming up on May 28th, and this hearing is
15 on our requirements under the Trafficking
16 Victims' Protection Reauthorization Act of
17 2005 that require the Department of Labor to
18 publish a list of goods made with forced
19 labor or child labor.

20 Again, the hearing will be on May
21 28th, and there is a Federal Register notice
22 that was published just today about it. May

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1 28th. Right. Is that correct?

2 (Off the record comment.)

3 MS. EUGENIO: And again, I hope
4 that the information that was provided was
5 useful to you, and if you have questions,
6 that you will contact our procurement office,
7 and Victor for the cost determination.

8 We -- before we go, I would like
9 to take a minute to thank some of the staff
10 and the Panelists for their contribution.

11 Ana Aslan and Michal Murphy
12 deserve a round of applause for getting us --

13 (Applause.)

14 MS. EUGENIO: Not only keeping us
15 on track, for preparing for this meeting, but
16 also Michal has spent hours on end trying to
17 prepare this SGA. And I'm a witness
18 yesterday that she did everything within her
19 power to make sure you had that copy of that
20 SGA in your hands at this meeting today. So,
21 she definitely deserves a lot of credit for
22 that.

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1 And thank you to Dennis and to
2 Troy and to Victor for joining us and for all
3 the good information you provided to the
4 office and our staff, to Doris, and to the
5 Division Chiefs who are here, for answering
6 questions and providing you with additional
7 information.

8 With that I'm going to let you go,
9 because we are over our time, but thank you
10 again for coming and for your interest in
11 this issue.

12 (Whereupon, the above-entitled
13 meeting concluded at 3:42 p.m.)
14
15

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