

U.S. DEPARTMENT OF LABOR  
Employment and Training Administration

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**NOTICE OF AVAILABILITY OF FUNDS AND FUNDING OPPORTUNITY  
ANNOUNCEMENT FOR:** Apprenticeship Building America, Round 2 (ABA2)

**ANNOUNCEMENT TYPE:** Initial

**FUNDING OPPORTUNITY NUMBER:** FOA-ETA-24-04

**CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA) NUMBER:** 17.285

**KEY DATES:** *The closing date for receipt of applications under this Announcement is 04/15/2024. We must receive applications no later than 11:59 pm Eastern Time.*

*Submit all applications in response to this solicitation through <https://www.grants.gov>. For complete application and submission information, including online application instructions, please refer to Section IV.*

*On approximately March 8, 2024, a Frequently Asked Questions (FAQs) page will be available at <https://www.dol.gov/agencies/eta/grants/apply/find-opportunities>. Please check this link frequently for future updates, as additional FAQs may be added. A pre-recorded Prospective Applicant Webinar will also be available at the same link and available for viewing any time after that date. While a review of this Webinar is strongly encouraged to support successful grant applications, it is not mandatory.*

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## EXECUTIVE SUMMARY

The Employment and Training Administration (ETA), U.S. Department of Labor (DOL, or the Department, or we), announces the availability of approximately \$95,000,000 in grant funds authorized by the Consolidated Appropriations Act, 2023, Public Law 117-328, Division H, Title I for Round Two of Apprenticeship Building America (ABA2).

Of the \$95,000,000 available for the ABA2 grant program, awards will range from \$1 million up to \$8 million. The Department plans to award between 12 and 25 grants. Registered Apprenticeship Programs (RAPs) allow industry, workforce stakeholders, and the education community to match career seekers with in-demand jobs in diverse industries and occupations. RAPs are authorized through regulations issued under the National Apprenticeship Act of 1937 (29 U.S.C. 50 et seq.), which are located at 29 C.F.R. Parts 29 and 30. Applicants may refer to <https://www.apprenticeship.gov/employers/registered-apprenticeship-program> for more information on the key elements of a RAP.

In 2022, the Department awarded the first round ([Apprenticeship Building America | Apprenticeship.gov](https://www.apprenticeship.gov)) of the Apprenticeship Building America grant program (ABA), to expand, diversify, and strengthen the Registered Apprenticeship system through support for public/private partnerships designed to serve a range of industries and individuals. The Department drew on evidence showing pre-apprenticeship programs are successful in preparing and recruiting a diverse pipeline of individuals for RAPs. Additionally, evidence shows youth-focused RAPs are a key strategy for building skills that are valuable in the labor market and serve as a pathway between high school and work. (For more information, please refer to Section VIII.E Registered Apprenticeship and Pre-apprenticeship Evidence-Based Research.) Further, Registered Apprenticeship Hubs, which are industry- or sector-led multi-partner networks primarily focused on supporting industry’s needs for creating and expanding RAPs in in-demand sectors and occupations, are the connective tissue that scales system expansion by convening stakeholders and leveraging partnerships.

Under ABA2, the Department will continue to apply the model employed in the first round of the ABA, which awarded grants in multiple categories to deliver maximum impact for employers and career seekers. The ABA2 also builds upon the model by establishing the following grant categories: **(1) Ensuring Equitable RAP Pathways and Partnerships Through Pre-**

## **apprenticeship Leading to RAP Enrollment, (2) Creation of Education System-aligned Pre-apprenticeship Programs and RAPs, and (3) Registered Apprenticeship Hubs.**

The Biden-Harris Administration supports the expansion of Registered Apprenticeship, including RAPs serving youth and pre-apprenticeship programs that lead to RAP enrollment. The Administration is focused not only on expanding the number of programs and apprentices, but also diversifying the industries that utilize Registered Apprenticeship and increasing access to, and completion of, RAPs for underrepresented populations (including women, people of color, and individuals with disabilities, as established in 29 CFR Part 30 where that population's participation in RAPs is less than would be reasonably expected given the availability of such individuals for apprenticeship in the relevant industry, occupation, or recruitment area) and underserved communities (including veterans, justice-involved individuals, youth, and those in rural communities).

Registered Apprenticeship can provide a path to quality jobs for all individuals, including underrepresented populations and underserved communities. Within the youth population, applicants may serve a wide range of individuals, such as high school and opportunity (out-of-school) youth, youth who are employed or unemployed, justice-involved youth, youth from underrepresented populations, and other youth with barriers to employment including foster youth, parenting youth, and housing insecure youth. Access to supportive services is an important element to quality pre-apprenticeship. Building on the [President's Executive Order on Increasing Access to High-Quality Care and Supportive Caregivers](#), ABA2 seeks to integrate supportive services as a key equity strategy to increase access to and completion of pre-apprenticeships and RAPs. Further, one of the key lessons learned from the American Apprenticeship Initiative (conducted between 2015 and 2021) ([Expanding Registered Apprenticeship Opportunities to Underrepresented Populations: Findings from the American Apprenticeship Initiative Evaluation \(dol.gov\)](#)) is that supportive services are an evidence-based strategy for engaging underserved populations in apprenticeship opportunities and can support these populations in successfully completing pre-apprenticeships and RAPs.

Collectively, ABA2 grantees will work with a range of partners to support the development of the Registered Apprenticeship ecosystem and meet the following goals: ensuring equitable RAP pathways and partnerships through pre-apprenticeship leading to Registered Apprenticeship enrollment; creating education system-aligned pre-apprenticeship and Registered Apprenticeship programs; and investing in Registered Apprenticeship hubs to facilitate the establishment, scaling, and expansion of RAPs in new and fast-growing industries and occupations.

In addressing these goals, applicants must address specified cross-cutting principles fundamental to the ABA2 grant program to ensure these projects will help expand the availability of Good Jobs for all. These include: 1) Diversity, Equity, Inclusion, and Accessibility (DEIA); 2) job quality (as defined in [The Good Jobs Principles](#)); 3) support for high-quality, scalable, and sustainable programs; 4) research and evidence-based approaches; and 5) new opportunities for innovation, engagement, and ease of access.

Eligible applicants vary by grant category. Please see Section III.A for eligible applicants. This program does not require cost sharing or matching funds.

## I. FUNDING OPPORTUNITY DESCRIPTION

### A. PROGRAM PURPOSE

This announcement solicits applications for the ABA2 grant program.

The purpose of the ABA2 grant program is to build on efforts funded under the first round of the ABA grant program. ABA2 grants will continue to expand, diversify, and strengthen the Registered Apprenticeship system through support for public/ private partnerships designed to serve a range of industries and individuals and promote Registered Apprenticeship as a workforce development solution that translates training into good jobs. In addition, ABA2 will prioritize in-demand sectors and occupations including: IT/cybersecurity, K-12 teacher occupations, care economy (nursing, early care, mental health, and more), clean energy, and other relevant industries and sectors such as hospitality, public sector, and/or occupations in the supply chain sectors (logistics, warehouse, transportation, and manufacturing, including but not limited to advanced manufacturing, such as semiconductor manufacturing and bio-manufacturing) that align with [President Biden's Investing in America Agenda](#), including historic legislation passed by Congress and signed into law by President Biden such as the American Rescue Plan Act, Bipartisan Infrastructure Law (BIL), Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act, and Inflation Reduction Act (IRA).

ABA2 continues to apply the model employed in the first round of the ABA, which awarded grants in multiple categories to deliver maximum impact for employers and career seekers and provides funding for three categories of grants: (1) Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment, (2) Creation of Education System-aligned Pre-apprenticeship Programs and RAPs, and (3) Registered Apprenticeship Hubs. Across all three categories, all awarded grants must demonstrate a commitment to key Administration priorities and principles including DEIA; job quality; support for high-quality, scalable, and sustainable programs; research and evidence-based approaches; and new opportunities for innovation, engagement, and ease of access.

Grantees will also be required to collaborate across ABA grants and other related DOL-funded Registered Apprenticeship investments. This collaboration will leverage and align efforts to maximize the use of knowledge sharing and resources and minimize the duplication of efforts, ultimately ensuring that the key stakeholders of the Registered Apprenticeship system are served efficiently.

#### **ABA2 Grant Categories**

**Category 1: Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment:** Grantees will establish and develop public-private partnerships with pre-apprenticeship programs leading to RAP enrollment during the grant period of performance. This activity will advance Registered Apprenticeship initiatives designed to increase diversity and equity in Registered Apprenticeship for underrepresented populations and undeserved communities, including a focus on [quality pre-apprenticeships](#). Applicants are encouraged to use industry-wide pre-apprenticeship program models that feed into a broad range of RAPs. Further, as access to supportive services is an important element of quality pre-apprenticeship, applicants are encouraged to integrate supportive services to increase access to and completion of pre-apprenticeships and RAPs. (See Appendix A for a definition of equity partnerships and supportive services.)

**Category 2: Creation of Education System-aligned Pre-apprenticeship Programs and RAPs:** Grantees will establish and expand partnerships that commit to creating and expanding education system-aligned pre-apprenticeship programs that lead to RAPs during the grant period of performance and/or education system-aligned RAPs that serve youth and adult learners through coordination and direct tie with the education system (CTE, adult education, correctional education, community colleges, post-secondary education, institutions of higher education, state education systems), industry, workforce intermediaries, labor organizations, youth-serving and community-based organizations, and other stakeholders.

These partnerships will lay the foundation for expanded system capacity with the development of pre-apprenticeship programs and RAPs aligned with the education system that connect youth and adult learners to a career pathway in key, in-demand industries. Pre-apprenticeship programs and RAPs must include CTE, integrated education and training, post-secondary, and/or degreed components, have a documented partnership with at least one RAP sponsor and at least one education system partner, and pre-apprenticeship programs should be designed to build work experience and align with an industry-based focus to allow for career exploration as well as lead to RAP enrollment during the grant's period of performance. The Department is particularly interested in programs that provide college credit leading to a degree. (See Appendix A for a definition of degreed RAP.)

**Category 3: Registered Apprenticeship Hubs:** Grantees will establish industry or sector-led multi-partner networks capable of serving as multi-employer RAP sponsors and/or intermediary partnerships with the primary focus of supporting industry's needs for creating and expanding RAPs in in-demand sectors and occupations. Registered Apprenticeship Hubs will develop innovative and scalable Registered Apprenticeship strategies at a local, regional, state, or national scale that incorporate worker-centered sector strategies driven by strong and diverse partnerships of public and private sector entities to promote systems change and empower workers through equity, skills, and innovation. (See Appendix A for definition of worker-centered sector strategy.) Types of industry or sector-led Registered Apprenticeship Hubs to be funded under this category include:

1. **Local/regional or Statewide-focused Registered Apprenticeship Hubs:** Serve as Registered Apprenticeship intermediaries to convene local stakeholders with the ultimate goal of developing and launching RAPs. These organizations serve as intermediaries with RAP expertise working across local communities and/or multiple regions in a multi-employer sponsor and/or technical assistance (TA) capacity.
2. **National Industry- or Sector-Focused Network Hubs:** Serve as Registered Apprenticeship intermediaries with RAP expertise to convene stakeholders with the ultimate goal of developing and launching RAPs. These organizations serve as industry and/or sector experts working nationally and/or within multiple regions in a multi-employer sponsor and/or TA capacity.

### **Cross-Cutting Principles:**

For all three grant categories, applicants must specifically address how they will meet the following cross-cutting principles to ensure these projects will help expand the availability of Good Jobs for all:

Diversity, Equity, Inclusion, and Accessibility (DEIA): Focus on embedding DEIA principles into RAPs and RAP expansion, including expanding the RAP model into new and traditional industries to improve outcomes for workers from underrepresented populations and underserved communities. Underrepresented populations include women, people of color, and individuals with disabilities, as established in 29 CFR Part 30, where the population’s participation in RAPs is significantly less than would be expected given the availability of such individuals for apprenticeship in the relevant industry, occupation, or recruitment area. Underserved communities include veterans, justice-involved individuals, youth, and those in rural communities.

Job quality: Focus on promoting RAPs as a key strategy to move workers into good jobs across all industries and promoting the hallmarks of RAPs (e.g., progressive wage increases and worker safeguards), promoting working conditions for apprentices that are consistent with the [Good Jobs Principles](#) – a shared federal vision of job quality published by the Departments of Labor and Commerce – and promoting adaptable approaches to training workers.

Support for high-quality, sustainable programs: Focus on ensuring that all RAPs have the features of high-quality apprenticeships, such as progressive wage increases and national industry-recognized credential upon program completion, and that those efforts support a broader workforce development agenda to support a sustainable apprenticeship system on a national scale.

Research and evidence-based approaches: Incorporate strategies to improve the efficient and effective use of evidence- and research-based approaches to support workforce development initiatives involving RAPs.

New opportunities for innovation, engagement, and ease of access: Focus on innovative strategies that support the expansion and modernization of RAPs, which may include, but are not limited to, engaging with an array of new and diverse organizations in RAPs; developing RAPs in emerging industries based on labor market demands; increasing access to RAPs; developing innovative program delivery models; and leveraging technology to provide technical assistance, increase ease of access, remove jobseeker employment and training barriers, and improve system alignment.

The ABA2 grant program will support, through a coordinated national investment strategy, a strengthened and modernized RAP system centered on equity that advances the Administration’s goals and priorities for an inclusive economy by connecting more Americans to good jobs and careers, especially in high-growth, in-demand industry sectors.

The Biden-Harris Administration supports the expansion of Registered Apprenticeship, including RAPs that include a Career and Technical Education (CTE) or degreed component, and pre-apprenticeship programs that lead to RAP enrollment during the grant period of performance. The ABA2 grant will expand opportunities in RAPs, and in pre-apprenticeship programs that lead to RAP enrollment during the grant period of performance, through the previously described “ABA2 Grant Categories.” While grantees and their strategies will be diverse, within each category, they share a set of common design elements. These elements include the previously

described “Cross-Cutting Principles,” as well as the requirements for RAPs and the Quality Framework for Pre-Apprenticeship Programs, both of which are described below.

## 1. **Registered Apprenticeship Programs and Quality Framework for Pre-Apprenticeship Programs**

RAPs and pre-apprenticeships leading to RAP enrollment during the grant period of performance that are funded and developed under this grant program must align with the requirements outlined below.

### **A. Registered Apprenticeship Programs**

RAPs are a proven model of job preparation, validated by DOL or a DOL-recognized State Apprenticeship Agency (SAA), which combine paid on-the-job learning (OJL) with a mentor and related instruction (RI) to progressively increase workers’ skill levels and wages. RAPs are also a business-driven model that provide an effective way for employers to recruit, train, and retain highly skilled workers. RAPs allow workforce partners, educators, and employers to develop and apply industry standards to training programs, thereby increasing the quality and productivity of the workforce. RAPs offer job-seekers immediate employment opportunities that pay sustainable wages and offer advancement along a career path as they complete their training. Graduates of RAPs receive nationally recognized, portable credentials, and their training may be applied toward further post-secondary education.

RAPs are authorized through regulations issued under the National Apprenticeship Act of 1937 (29 U.S.C. 50 et seq.), which are located at 29 C.F.R. Parts 29 and 30. The Office of Apprenticeship (OA), in conjunction with SAAs, registers programs for federal purposes, ensures that RAPs meet applicable federal and State laws and regulations covering RAPs, issues certificates of completion to apprentices, encourages the development of new programs and provides technical assistance, protects the safety and welfare of apprentices, and ensures equal employment opportunity for apprentices.

Applicants may refer to <https://www.apprenticeship.gov/employers/registered-apprenticeship-program> for more information on the key elements of a RAP.

In addition to the key elements, RAPs are required to follow labor standards and Equal Employment Opportunity (EEO) protections as outlined in 29 CFR Part 29 (<https://www.ecfr.gov/current/title-29/subtitle-A/part-29>) and Part 30 (<https://www.ecfr.gov/current/title-29/subtitle-A/part-30>). For more information on additional elements, please review 29 CFR Part 29 and Part 30.

RAP expansion efforts include, but are not limited to:

- Growing the RAP model into new or in-demand industries and occupations, including and within IT/cybersecurity, K-12 teacher occupations, care economy (nursing, early care, mental health, and more), clean energy, and other relevant industries and sectors such as hospitality, public sector, and/or occupations in the supply chain sectors (logistics, warehouse, transportation, and manufacturing, including but not limited to advanced manufacturing, such as semiconductor manufacturing and bio-manufacturing) that align with President Biden’s Investing in America Agenda
- Expanding the use of the RAP model in Workforce Innovation and Opportunity Act (WIOA) and other workforce or education programs such as through the Strengthening



Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V), that can lead to RAPs, including pre-apprenticeship programs and other career pathways that lead to RAP enrollment during the grant period of performance;

- Increasing support of RAP stakeholders and sponsors in their DEIA efforts by actively working to support EEO efforts and the recruitment of underrepresented populations and underserved communities. These efforts can also include extending RAPs into new communities, including rural and urban neighborhoods; and
- Building on existing RAP efforts already in place to maximize the use of resources and minimize the duplication of efforts, ultimately ensuring the core customers of the RAP system are served efficiently.

## **B. Quality Framework for Pre-apprenticeship Programs**

A pre-apprenticeship program is defined as a set of strategies designed to prepare individuals for entry into a RAP. Pre-apprenticeship programs differ from internships, job shadowing, externships, and co-ops, which may also offer individuals an opportunity to experience firsthand a profession or practice, but do not always engage in practical and applied experiential learning. For the purposes of this FOA, pre-apprenticeship programs must include the following five elements to be considered a quality pre-apprenticeship program:

1. **Designed in Collaboration with RAP Sponsors.** Quality pre-apprenticeship programs are designed by organizations with input from a RAP sponsor. A pre-apprenticeship program's educational and pre-vocational services prepare individuals to meet the entry requisites of one or more RAPs. They have training goals to teach participants a defined set of skills required and agreed upon by the RAP sponsor for entry into their programs. The start date and length of specific pre-apprenticeship programs may vary. Ideally, pre-apprenticeship programs provide an industry-recognized credential and stipends or wages.
2. **Meaningful Hands-on Training that Does Not Displace Paid Employees.** Quality pre-apprenticeship programs provide hands-on training to individuals in a 1) workplace, 2) simulated lab experience, or 3) work-based learning environment, and also do not supplant a paid employee, while accurately simulating the industry and occupational conditions of the partnering RAPs, which includes observing proper supervision and safety protocols.
3. **Facilitated Entry and/or Articulation.** The purpose of a pre-apprenticeship program is to train individuals for entry into a RAP. A quality pre-apprenticeship program assists in exposing participants to local, state, and national Registered Apprenticeship programs and provides direct assistance to participants applying to those programs. Whenever possible, formalized agreements exist with RAPs that enable individuals who have successfully completed the pre-apprenticeship program to enter directly into a RAP. These may also include articulation agreements that allow the individual to earn advanced credit/placement for skills and competencies already acquired.
4. **Sustainability Through Partnerships.** To support the ongoing sustainability of a quality pre-apprenticeship partnership, such partnerships collaboratively promote the use of RAPs as a preferred means for industry to develop a skilled workforce and to create career opportunities and pathways leading to RAP enrollment for individuals.

5. **Access to Appropriate Supportive Services.** Quality pre-apprenticeship programs facilitate access to appropriate supportive services during the program; these supportive services may continue after the participant leaves the pre-apprenticeship program and enters a RAP. Services may include counseling, transportation assistance, childcare, and rehabilitative services, among others. Research from the AAI grant program identifies supportive services as critical to supporting individuals, particularly underrepresented populations, in successfully completing pre-apprenticeships and RAPs.

Pre-apprenticeship expansion efforts include, but are not limited to, the following:

- Growing the pre-apprenticeship model into in-demand industries and occupations, including and within IT/cybersecurity, K-12 teacher occupations, care economy (nursing, early care, mental health, and more), clean energy, and other relevant industries and sectors such as hospitality, public sector, and/or occupations in the supply chain sectors (logistics, warehouse, transportation, and manufacturing, including but not limited to advanced manufacturing, such as semiconductor manufacturing and bio-manufacturing) that align with President Biden’s Investing in America Agenda; Expanding on the use of the pre-apprenticeship model in the Workforce Innovation and Opportunity Act (WIOA) and other workforce or education programs that can lead to RAP and other career pathways that lead to RAP enrollment during the grant period of performance;
- Increasing support of pre-apprenticeship stakeholders and customers in their DEIA efforts by actively working to support EEO efforts and the recruitment of underrepresented populations and underserved communities. These efforts can also include extending pre-apprenticeship programs for new populations and into new communities, including rural and urban neighborhoods; and
- Building on existing pre-apprenticeship program expansion efforts already in place to maximize the use of resources and minimize the duplication of efforts, ultimately ensuring the core customers of the Registered Apprenticeship system are served efficiently.

Pre-apprenticeship programs funded through this grant must directly lead to enrollment in RAPs during the grant period of performance. Pre-apprenticeship programs funded under this grant should ensure that the skills and competencies being developed align with industry needs. It is allowable and encouraged for pre-apprentice completers to receive grant-funded services in a RAP.

## 2. ABA2 Grant Program Activities

Applicants must propose projects that will execute all of the following activities to launch and/or expand RAPs and/or pre-apprenticeship programs that lead to RAP enrollment during the grant period of performance through:

- **Industry Engagement and Support:** Grantees must engage employers and other industry organizations to glean insights into industry and workforce needs; become partners in design, implementation and investment of resources; and develop longer-term relationships and efforts to support ongoing employer engagement.
- **Promotion and Outreach Activities:** Grantees must engage in efforts to promote and conduct outreach to industry partners and stakeholders regarding the value and benefits of

Registered Apprenticeship and pre-apprenticeship programs that lead to RAP enrollment, as appropriate.

- **Partnership Building:** Grantees must identify and collaborate with a broad range of partners to promote RAPs and pre-apprenticeship programs. Grantees are expected to actively support the development and introduction of new Registered Apprenticeship partners, including employers, industry associations, labor unions, Registered Apprenticeship Intermediaries, and workforce and educational entities. Grantees are expected to directly and indirectly support the expansion of national, regional, and local RAP and/or pre-apprenticeship models.
- **Engaging Underrepresented Populations and Underserved Communities:** Grantees must offer a wide range of services such as supportive services and have policies and procedures that enable them to effectively serve underrepresented populations and underserved communities. This includes proposing projects to meet Utilization Goals for Individuals with Disabilities under 29 C.F.R. 30.7. As noted in 30.7(a), “The Administrator of OA has established a utilization goal of 7 percent for employment of qualified individuals with disabilities as apprentices for each major occupation group within which the sponsor has an apprenticeship program” ([eCFR :: 29 CFR Part 30 – Equal Employment Opportunity in Apprenticeship](#)).
- **Leveraging Resources:** Grantees must leverage local, state, federal, private sector, and other resources to increase the impacts of grant funding. Leveraged funds must be described in the Budget Narrative as described in Section IV.B.2. Project Budget.
- **Data-informed Decision-Making:** Grantees must use labor market information, industry and occupational trends, assessment data, and other information to guide investment, programmatic, and other key decisions regarding grant planning, implementation, and system capacity. All grantees are required to collect data on the required program elements for tracking and reporting performance outcomes of enrolled apprentices.
- **Policy and System Alignment:** Grantees must align and connect with policies and initiatives across workforce development, economic development, education, and other systems to improve grant outcomes and create longer-term conditions for success.

### 3. ABA2 Grant Categories

In carrying out the above activities, applicants may apply the ABA2 grant categories described below based on eligibility of the applicant. For more information, please see Section III.A. Eligible Applicants and Section III.C.2. Number of Applications Applicants May Submit.

#### **Category 1: Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment**

Grantees applying under Category 1 will develop and promote public-private partnerships to advance RAPs and pre-apprenticeships that lead to a RAP enrollment aimed at increasing diversity and equity in apprenticeship for underrepresented populations and underserved communities. Pre-apprenticeship programs funded through this grant must lead directly to RAP enrollment during the grant period of performance.

Required Activities:

1. Build talent pipelines/on ramps to RAPs, including by making use of industry-wide models, leading directly to placement in and completion of RAPs. Grantees are expected

to develop and/or connect with pre-apprenticeship programs, including those that are WIOA-authorized youth programs, to develop Registered Apprenticeship pathways that enroll pre-apprentices successfully into RAPs during the grant period of performance. This may include working with pre-apprenticeship programs to develop curricula to facilitate a smooth transition into RAPs and covering the costs of RI, OJL, and supportive services upon entry into RAPs.

2. Use leveraged and/or grant funds for supportive services provided to pre-apprentices and registered apprentices to reduce barriers to participation and successful completion. Grantees may use up to 25 percent of grant funds to provide these services (See Section IV.E. Funding Restrictions for more information). Examples of supportive services include, but are not limited to, housing and transportation assistance, childcare, counseling and other needs (See Appendix A for additional information on supportive services).
3. Invest in outreach to promote DEIA in RAPs. Grantees are expected to raise awareness about the various types of Registered Apprenticeship pathways to underrepresented populations and underserved communities. This includes developing partnerships with equity focused organizations that serve these groups, such as Minority-Serving Institutions (MSIs) (including but not limited to Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs)), Community-Based Organizations (CBOs), faith-based organizations, and businesses to educate diverse stakeholders about the benefits and return on investment of RAPs in in-demand, high-growth sectors.
4. Develop equitable pathways and partnerships to RAPs. Through pre-apprenticeship and other partnerships, grantees are expected to expand RAP opportunities for underrepresented populations and underserved communities and provide incentive funding for employers to expand RAP opportunities for underrepresented populations and underserved communities.
5. Offer program participants industry-recognized portable and stackable credentials.
6. Provide clear pathways from pre-apprentice to RAP enrollment. Grantees are expected to propose pre-apprenticeship programs that are connected to a RAP sponsor and will enroll pre-apprentices into RAPs during the grant period of performance.
7. Provide incentive funding to support employers engaged in Registered Apprenticeship. Grantees can use up to 20 percent of funds awarded to support incentives to new employers and joint or non-joint employer groups to directly fund the development of RAPs or other program development needs (See Section IV.E. Funding Restrictions for more information).

## **Category 2: Creation of Education System-aligned Pre-apprenticeship Programs and RAPs**

Grantees will establish and expand partnerships that commit to creating and expanding education system-aligned pre-apprenticeship programs that lead to RAPS and/or education system-aligned RAPs for youth and adult learners through coordination and direct tie-ins with the secondary and postsecondary education system (CTE, adult education, correctional education, community colleges, post-secondary education, institutions of higher education, and state K-12 education systems), industry, workforce intermediaries, labor organizations, youth-serving and community-

based organizations, and other stakeholders. Pre-apprenticeship programs funded through this grant must lead directly to RAP enrollment during the grant period of performance.

Required Activities:

1. Design pre-apprenticeship programs that lead to RAP enrollment during the period of performance.
2. Pre-apprenticeship programs and RAPs that are developed by grantees must include CTE, post-secondary, and/or other degreed components. The Department is particularly interested in programs that include CTE and programs that provide college credit leading to a degree.
3. All pre-apprenticeship programs must have a documented partnership with at least one RAP sponsor and at least one education system partner.
4. Pre-apprenticeship programs must be designed to build work experience and align with an industry-based focus to allow for career exploration.
5. Strategies for both RI and OJL portions of the program must include flexibility to meet the needs of both youth and adult learners.
6. Invest in local, regional and/or national partnerships to include workforce intermediaries that commit to expanding pre-apprenticeship programs and RAPs for youth and adult learners in partnership with industry, labor, K-12 districts, community colleges, adult education, vocational schools, MSIs (including but not limited to HBCUs, HSIs, TCUs, and AANAPISIs) and youth-serving and community-based organizations.
7. Expand use of education system-aligned pre-apprenticeship programs and RAPs as a strategy for connecting youth and adult learners to a career pathway for key, in-demand industries aligned with priorities of the Biden-Harris Administration.
8. Integrate and align the RAP model with existing education and workforce policies and programs including CTE, dual/concurrent enrollment and dual credit, and co-enrollment with WIOA programs, such as supporting integrated education and training with WIOA Title II programs, where applicable.
9. Align academic and technical standards in postsecondary education, including institutions of higher education, CTE programs at community and technical colleges or at the K-12 level, and other CTE providers, with industry-recognized credentials/certifications.
10. Use leveraged and/or grant funds for supportive services to pre-apprentices and registered apprentices to reduce barriers to participation and successful completion. Grantees may use up to 25 percent of grant funds to provide these services (See Section IV.E. Funding Restrictions for more information). Examples of supportive services include, but are not limited to, housing, transportation, childcare, counseling and other needs.
11. Provide incentive funding to support Registered Apprenticeship employers. Grantees can use up to 20 percent of their grant funding to support incentives to new employers and joint or non-joint employer groups, to directly fund the development of RAPs or other program development needs (See Section IV.E. Funding Restrictions for more information).

### **Category 3: Registered Apprenticeship Hubs**

The goal of Registered Apprenticeship Hubs is to serve as engines of growth that can promote expansion of RAP opportunities. To meet this goal, grantees will establish industry or sector-led multi-partner networks capable of serving as multi-employer RAP sponsors and/or intermediary

partnerships with the primary focus of supporting industry's needs for creating and expanding RAPs in in-demand sectors and occupations. For the purposes of this FOA, Registered Apprenticeship Hubs, including those serving as multi-employer sponsors, are prohibited from directly serving participants using grant funds. See below for information on allowable activities that can be undertaken in Category 3.

Registered Apprenticeship Hubs will develop innovative and scalable Registered Apprenticeship strategies at the local, regional, state, or national level. Registered Apprenticeship Hubs will incorporate worker-centered sector strategies driven by strong and diverse partnerships comprised of public and private sector entities. These partnerships will promote systems change and empower workers through equity, skills, and innovation. Types of industry or sector-led Registered Apprenticeship Hubs to be funded under this category include:

### **Local/regional or Statewide-focused Registered Apprenticeship Hubs**

Required Activities:

1. Connect with local, regional, and/or state employers and industry groups to expand Registered Apprenticeship. Grantees are expected to develop partnerships with employers and industry groups, including labor-management organizations, labor unions, and/or other relevant key stakeholders, as appropriate, in the identified sector(s) to facilitate the development of place-based RAPs.
2. Develop a network of partners to support the rapid development, scaling, and deployment of RAPs. Grantees are expected to develop a broad network of partners including employers, industry associations, labor unions, Registered Apprenticeship intermediaries, and workforce, equity, and educational entities with a focus on supporting the broad needs of specific industry sectors to expand Registered Apprenticeship.
3. Serve as Registered Apprenticeship local intermediary to develop, expand, and launch RAPs, and provide technical assistance to a network of partners.
4. Provide subject-matter expertise in topics related to Registered Apprenticeship which include (but are not limited to) Registered Apprenticeship program design, program registration, system navigation, and workforce system alignment.
5. Provide incentive funding to support Registered Apprenticeship employers. Grantees can use up to 50 percent of their grant funding to support incentives to new employers and joint or non-joint employer groups, to directly fund the development of RAPs or other program development needs (See Section IV.E. Funding Restrictions for more information). Within 90 days of receiving Notice of Award, grantees will be required to submit a detailed incentive plan to their Federal Project Officer (FPO) for review and approval. See Appendix C for suggested template.
6. Develop technical assistance resources to launch RAPs in in-demand industries and sectors. Grantees must develop and use resources to assist employers, including small businesses (including those owned by members of underrepresented populations and underserved communities) in understanding the requirements of launching and operating RAPs.
7. Promote and encourage employers to utilize pre-apprenticeship programs directly leading to a RAP enrollment during the grant period of performance. Through a network of partnerships, grantees contribute to comprehensive career pathways (and services) within the chosen industry through curriculum development, coverage of instructor costs, and

development of agreements between sponsors and pre-apprenticeship providers, thereby expanding RAP opportunities for underrepresented populations and underserved communities.

8. Coordinate and leverage efforts across ABA Registered Apprenticeship hubs to help expand and scale RAPs as part of a hub network. In support of this collaboration, grantees will join a cohort of apprenticeship hubs working together to support cohesive efforts to grow the Registered Apprenticeship ecosystem.

### **National Sector- or Industry-Focused Network Hubs**

#### Required Activities:

1. Develop a national network of partners with the primary focus to support the rapid development, scaling, and deployment of RAPs across one or more industries or sectors. Grantees are expected to develop a broad network of partners including employers, industry associations, labor unions, Registered Apprenticeship intermediaries, and workforce, equity, and educational entities with a focus on supporting the broad needs of specific industry sectors to expand Registered Apprenticeship.
2. Partner with large national employers to establish National Program Standards (as described in OA Circular No. 2022-01) and/or National Guidelines for Apprenticeship Standards (as described in OA Circular No. 2022-02) that can be replicated across their partner and stakeholder base and across multiple established sector occupations.
3. Serve as Registered Apprenticeship intermediary to develop, expand, and launch RAPs, and provide technical assistance to a network of partners.
4. Provide subject-matter expertise in topics related to Registered Apprenticeship, which include (but are not limited to) RAP design, program registration, system navigation, and workforce system alignment.
5. Develop expansive partnerships with stakeholders to support recruitment, persistence, and completion of apprentices in RAPs that increase DEIA in Registered Apprenticeship.
6. Provide technical assistance for key Registered Apprenticeship stakeholders to build and grow RAPs. Technical assistance activities to key apprenticeship stakeholders must include, but are not limited to:
  - Increase awareness and support for the development of Registered Apprenticeship program design;
  - Support Registered Apprenticeship program registration and system navigation;
  - Assist in leveraging and aligning with existing funding and other resources (i.e., workforce and education);
  - Assist in the development of data collection and analysis of data to better inform industry/sector Registered Apprenticeship efforts.
  - Ensure Registered Apprenticeship programs integrate DEIA principles into their activities;
  - Conduct or leverage DEIA focused trainings;
  - Support the development or expansion of sector- or industry-focused partnerships; and
  - Develop system-level quick start tools/templates to support technical assistance efforts.

7. Support development and uptake of program frameworks for registered apprenticeship in critical industry sectors, including IT/cybersecurity, K-12 teacher occupations, care economy (nursing, early care, mental health, and more), clean energy, and other relevant industries and sectors such as hospitality, public sector, and/or occupations in the supply chain sectors (logistics, warehouse, transportation, and manufacturing, including but not limited to advanced manufacturing, such as semiconductor manufacturing and bio-manufacturing) that align with President Biden’s Investing in America Agenda;
8. Provide technical assistance to employers and sponsors on requirements for registration with OA or a State Apprenticeship Agency (SAA).
9. Engage relevant stakeholders through Registered Apprenticeship Accelerator convenings, including employers and labor organizations to develop and expand sector-based workforce solutions through Registered Apprenticeship.
10. Provide incentive funding to support Registered Apprenticeship employers. Grantees can use up to 50 percent of funds awarded to support incentives to new employers and joint or non-joint employer groups, to directly fund the development of RAPs or other program development needs (See Section IV.E. Funding Restrictions for more information). Within 90 days of receiving Notice of Award, grantees will be required to submit a detailed incentive plan to their Federal Project Officer (FPO) for review and approval. See Appendix C for suggested template.
11. Promote, encourage, and support employers to develop pre-apprenticeship programs that lead directly to enrollment in a RAP during the grant period of performance. Through a network of equity-focused partnerships, grantees contribute to comprehensive career pathways (and services) within the chosen industry through curriculum development, coverage of instructor costs, and development of agreements between sponsors and pre-apprenticeship program providers, thereby expanding RAP opportunities for underrepresented populations and underserved communities.
12. Coordinate and leverage efforts across ABA Registered Apprenticeship hubs to expand and scale RAPs as part of a hub network. In support of this collaboration, grantees will be part of a cohort of apprenticeship hubs working together to support cohesive efforts to grow the Registered Apprenticeship ecosystem.

## **GEOGRAPHIC SCOPE**

Applicants must identify the geographic scope of the proposed project. Applicants may choose one of the following geographic scopes: local/regional, statewide, or national scope. The geographic scope is the physical service area in which awarded applicants will serve participants and/or provide services.

### **Categories 1 and 2:**

1. Local/regional means serving a part of one state or a contiguous area that includes multiple sites that may cross more than one state.
2. Statewide means serving an entire state or multiple non-contiguous sites within one state.
3. National means serving multiple states in multiple locations across the country. The service area does not need to be contiguous.



### **Category 3: Registered Apprenticeship Hubs**

1. Local/regional or Statewide-focused Registered Apprenticeship Hubs:
  - a. Local/regional means serving a part of one state or a contiguous area that includes multiple sites that may cross more than one state.
  - b. Statewide means serving an entire state or multiple non-contiguous sites within one state.
2. National Industry or Sector-led Hubs:
  - a. National means serving multiple states in multiple locations across the country. The service area does not need to be contiguous.

### **Collaboration**

ABA2 grantees are highly encouraged to collaborate with existing DOL-funded RAP investments to promote expansion of the National Apprenticeship System, as well as broader Registered Apprenticeship DEIA efforts such as the Department's existing investments focusing on DEIA, including Industry Intermediary contracts and the Registered Apprenticeship Technical Assistance Centers of Excellence. Collaborations with existing DOL-funded RAP investments should leverage and align efforts to maximize the use of resources and minimize the duplication of efforts, ultimately ensuring the participants and other key stakeholders of the RAP system are served efficiently. Current DOL-funded Registered Apprenticeship investments are listed on [Apprenticeship.gov](https://www.apprenticeship.gov).

ABA2 grantees will be required to collaborate and coordinate with the national evaluator (if there is a national evaluation of the ABA program), as a condition of the grant award. More information on this requirement is discussed in Section VI.B.4.a. ETA Evaluation.

## **B. PROGRAM AUTHORITY**

Funding for this opportunity is authorized by the Consolidated Appropriations, 2023, Public Law 117-328, Division H, Title I. This appropriation allows the Department to award funds to "expand opportunities through RAPs only registered under the National Apprenticeship Act." Recipients must spend these funds on activities that will create or assist in the creation of RAPs. This program will support the development of new, or the expansion of existing, RAPs, as described in 29 CFR Parts 29 and 30, or the development of new, or the expansion of existing, pre-apprenticeship programs that lead to enrollment in a RAP within the grant period of performance.

## **II. AWARD INFORMATION**

### **A. AWARD TYPE AND AMOUNT**

Funding will be provided in the form of a grant.

We expect availability of approximately \$95,000,000 to fund approximately 12-25 grants, ranging from \$1 million to \$8 million. The Department reserves the right to change this amount depending on the quantity and quality of applications submitted.

You may apply for a ceiling amount:

- **Category 1:** Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment: up to \$4 million.
- **Category 2:** Creation of Education System-aligned Pre-apprenticeship Programs and RAPs: up to \$4 million.
- **Category 3:** Registered Apprenticeship Hubs: up to \$6 million for projects with a local/regional or statewide geographic scope; and up to \$8 million for projects with a national geographic scope.

Awards made under this Announcement are subject to the availability of federal funds. If additional funds become available, we reserve the right to use such funds to select additional grantees from applications submitted in response to this Announcement.

## **B. PERIOD OF PERFORMANCE**

The period of performance is 48 months with an anticipated start date of 07/01/2024. This performance period includes all necessary implementation and start-up activities.

## **III. ELIGIBILITY INFORMATION**

### **A. ELIGIBLE APPLICANTS**

**Lead entities funded under the ABA grant program (announced via FOA-ETA-22-06) are not eligible to apply for ABA2 funding.**

The following organizations are eligible to apply under each grant category:

**Category 1:** Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment

- Cities;
- Municipalities;
- Workforce Development System Entities - Organizations involved in administering the workforce development system established under WIOA (29 U.S.C. 3151), which are limited to State Workforce Development Boards, Local Workforce Development Boards, and Indian Tribe and Tribal Organizations and Native Hawaiian Organizations (as defined in WIOA Section 166(b) (29 USC 3221(b));
- Institutions of Higher Education (e.g., Community Colleges, MSIs (including but not limited to HBCUs, HSIs, TCUs, and AANAPISIs);
- Industry groups and associations;
- State Education Agencies (SEAs) or Local Education Agencies (LEAs)
- Labor unions and joint labor-management partnerships;
- Workforce and apprenticeship intermediaries: Organizations functioning as business-related entities/workforce intermediaries for the express purpose of serving the needs of businesses, individual businesses, or consortia of businesses;
- Community-based organizations (CBOs): Organizations that are representative of a community or significant segments of a community and that provide education, career technical education or rehabilitation, job training, or internship services and programs and includes neighborhood groups and organizations, community action agencies, community development corporations; and

- Consortia: A consortium of organizations that is led by an eligible entity whose principal function(s) is consistent with the capabilities associated with either one or more of the above-listed organizations. A consortium is a group made up of two or more organizations, companies, or governments that work together to achieve a common objective.

**Required Partners:**

Applicants are required to identify required partners in their abstract and shall include, at a minimum, all of the following:

- A minimum of two employer sponsors or two intermediary sponsors, or an industry/trade association that represents at least two employers;
- For programs with a local or state-wide geographic scope, the State Apprenticeship Agency (for states with a federally recognized SAA) that serves the area contemplated in the proposed scope; and
- A minimum of one equity-focused CBO, Minority Serving Institution (MSI) or Minority Serving Institutions' Organization or Association. MSIs are institutions of higher education that serve minority populations including, but are not limited, to HBCUs, HSIs, TCUs, and AANAPISIs.

**Optional Partners:**

- workforce intermediaries, such as workforce development boards;
- labor unions and labor-management organizations;
- community-based organizations;
- private non-profit service providers;
- other organizations to support outreach and training activities, such as: industry-led training organizations, industry intermediaries, or non-profit educational organizations;
- Small Business Development Centers;
- American Job Centers;
- community organizations that provide supportive and/or wrap-around/supportive services;
- SAAs (if not already a required partner);
- WIOA programs, including Job Corps and YouthBuild programs;
- foundations and philanthropic organizations; and
- other federally-funded programs.

As appropriate, the Department encourages applicants to partner with labor organizations (labor unions or joint-labor management partnerships).

**Category 2: Creation of Education System-aligned Pre-apprenticeship Programs and RAPs**

- Cities;
- Municipalities;
- Workforce Development System Entities - Organizations involved in administering the workforce development system established under WIOA (29 U.S.C. 3151), which are limited to State Workforce Development Boards, Local Workforce Development Boards,

and Indian Tribe and Tribal Organizations and Native Hawaiian Organizations (as defined in WIOA Section 166(b) (29 USC 3221(b));

- Institutions of Higher Education (e.g., Community Colleges, MSIs (including but not limited to HBCUs, HSIs, TCUs, and AANAPISIs);
- Perkins Eligible Agencies, Entities, or Recipients;
- State Education Agencies (SEAs) or Local Education Agencies (LEAs)
- Industry groups and associations;
- Labor unions and joint labor-management partnerships;
- Workforce and apprenticeship intermediaries: Organizations functioning as business-related entities/workforce intermediaries for the express purpose of serving the needs of businesses, individual businesses, or consortia of businesses;
- Community-based organizations (CBOs): Organizations that are representative of a community or significant segments of a community and that provide education, career technical education or rehabilitation, job training, or internship services and programs and includes neighborhood groups and organizations, community action agencies, community development corporations; and
- Consortia: A consortium of organizations that is led by an eligible entity whose principal function(s) is consistent with the capabilities associated with either one or more of the above-listed organizations. A consortium is a group made up of two or more organizations, companies, or governments that work together to achieve a common objective.

Required Partners:

Applicants are required to identify required partners in their abstract which shall include at a minimum, all the following:

- A minimum of one RAP sponsor or an industry/trade association;
- A minimum of one Education or Training Provider (e.g., institutions of higher education, CTE programs at community and technical colleges or at the K-12 level, SEAs, LEAs ); and
- For projects with a local or state-wide geographic scope, the State Apprenticeship Agency (for states with a federally recognized SAA).

Optional Partners:

May include, but are not limited to, relevant organizations from the following list:

- workforce intermediaries, such as workforce development boards;
- labor unions and labor-management organizations;
- community-based organizations;
- private non-profit service providers;
- other organizations to support outreach and training activities, such as: industry-led training organizations, industry intermediaries, or non-profit educational organizations;
- Small Business Development Centers;
- American Job Centers;

- community organizations that provide supportive and/or wrap-around/supportive services;
- SAAs (if not already a required partner);
- WIOA programs, including Job Corps and YouthBuild programs;
- foundations and philanthropic organizations; and
- other federally-funded programs.

As appropriate, the Department encourages applicants to partner with labor organizations (labor unions or joint-labor management partnerships).

### **Category 3: Registered Apprenticeship Hubs**

Applicants for funding under this category must demonstrate regional stakeholder expertise or industry/sector expertise depending upon the applicant's state hub focus area. Descriptions of each hub type are detailed above in Section 1.A.

#### **Local/regional or Statewide-focused Registered Apprenticeship Hubs**

- Cities;
- Municipalities;
- Workforce Development System Entities – Organizations involved in administering the workforce development system established under WIOA (29 U.S.C. 3151), which are limited to State Workforce Development Boards, Local Workforce Development Boards, and Indian Tribe and Tribal Organizations and Native Hawaiian Organization (as defined in WIOA Section 166(b) (29 USC 3221(b));
- Institutions of Higher Education (e.g., community colleges, MSIs (including but not limited to HBCUs, HSIs, TCUs, and AANAPISIs) school districts);
- Industry groups and associations;
- Labor unions and joint labor-management partnerships;
- Workforce and apprenticeship intermediaries: Organizations functioning as business-related entities/workforce intermediaries for the express purpose of serving the needs of businesses, individual businesses, or consortia of businesses;
- Community-based organizations (CBOs): Organizations that are representative of a community or significant segments of a community and which provides education, career technical education or rehabilitation, job training, or internship services and programs and includes neighborhood groups and organizations, community action agencies, community development corporations; and
- Consortia: A consortium of organizations that is led by an eligible entity whose principal function(s) is consistent with the capabilities associated with either one or more of the above-listed organizations. A consortium is a group made up of two or more organizations, companies, or governments that work together to achieve a common objective.

#### **National Industry or Sector-led Hubs**

- Industry groups and associations;
- Labor unions and joint labor-management partnerships;

- Consortia: A consortium of organizations that is led by an eligible entity whose principal function(s) is consistent with the capabilities associated with either one or more of the above-listed organizations. A consortium is a group made up of two or more organizations, companies, or governments that work together to achieve a common objective.

Required Partners:

Applicants are required to identify required partners in their abstract and shall include at minimum all the following:

- An employer sponsor and/or joint or non-joint employer groups with at least two employers.
- A minimum of one equity-focused CBO or Minority Serving Institution (MSI) or Minority Serving Institutions Organization or Association. MSIs are institutions of higher education that serve minority populations, including, but are not limited to, HBCUs, HSIs, TCUs, and AANAPISIs; and
- For projects with a local or state-wide geographic scope, the State Apprenticeship Agency (for states with a federally recognized SAA).

Optional Partners:

May include, but are not limited to, relevant organizations from the following list:

- workforce intermediaries, such as workforce development boards;
- labor unions and labor-management organizations;
- community-based organizations;
- private non-profit service providers;
- other organizations to support outreach and training activities, such as: industry-led training organizations, industry intermediaries, or non-profit educational organizations;
- Small Business Development Centers;
- American Job Centers;
- community organizations that provide supportive and/or wrap-around/supportive services;
- SAAs (if not already a required partner);
- WIOA programs, including Job Corps and YouthBuild programs;
- foundations and philanthropic organizations; and
- other federally-funded programs.

As appropriate, the Department encourages applicants to partner with labor organizations (labor unions or joint-labor management partnerships).

See the Funding Opportunity Announcement for specific eligibility requirements.

## **B. COST SHARING OR MATCHING**

This program does not require cost sharing or matching funds. Including such funds is not one of the application screening criteria and applications that include any form of cost sharing or match will not receive additional consideration during the review process. Instead, the agency

considers any resources contributed to the project beyond the funds provided by the agency as leveraged resources. Section IV.B.2 provides more information on leveraged resources.

## C. OTHER INFORMATION

### 1. Application Screening Criteria

You should use the checklist below as a guide when preparing your application package to ensure that the application has met all of the screening criteria. Note that this checklist is only an aid for applicants and should not be included in the application package. We urge you to use this checklist to ensure that your application contains all required items. If your application does not meet all of the screening criteria, it will not move forward through the merit review process.

Application Requirement	Instructions	Complete?
The deadline submission requirements are met	Section IV.C	
Eligibility	Section III.A	
The components of the application are saved in any of the specified formats and are not corrupt. <i>(We will attempt to open the document, but will not take any additional measures in the event of problems with opening.)</i>	Section IV.C.2	
<p>Application for federal funds request is at least \$1 million and does not exceed the ceiling amounts depending upon the Application's Category from:</p> <ul style="list-style-type: none"> <li>• Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment: up to \$4million.</li> <li>• Creation of Education System-aligned Pre-apprenticeship Programs and RAPs: up to \$4 million.</li> <li>• Registered Apprenticeship Hubs: up to \$6 million for local/regional or statewide geographic scope and up to \$8 million for national geographic scope.</li> </ul>	Section II.A	
Application identified <u>one</u> Category for the grant project. While applicants may apply for more than one grant category, a separate application is required for each.	Section III.C.2	
SAM Registration	Section IV.B.1	

<b>SF-424, Application for Federal Assistance</b>	<b>Section IV.B.1</b>	
<b>SF-424 includes a Unique Entity Identifier (UEI)</b>	<b>Section IV.B.1</b>	
<b>SF-424A, Budget Information Form</b>	<b>Section IV.B.2</b>	
<b>Budget Narrative</b>	<b>Section IV.B.2</b>	
<b>Project Narrative</b>	<b>Section IV.B.3</b>	
<b>SAA Letter (if applicable)</b>	<b>Section IV.B.4</b>	

**2. Number of Applications Applicants May Submit**

Applicants may apply for more than one grant category but must provide a separate application for each. Applicants must identify only one grant category for the project on their Abstract. Applications including multiple grant categories within the same application package will be found non-responsive and will not receive further consideration. If we receive multiple applications from the same organization for the same grant category, we will consider only the most recently received application that met the deadline for the FOA. If the most recent application is disqualified for any reason, we will not replace it with an earlier application.

**3. Eligible Participants**

**a. Participants Eligible to Receive Training**

The intent of the FOA is to fund ABA2 grantees that will promote the acceleration of the national Registered Apprenticeship system through the rapid growth in the number of apprentices and/or the development of RAPs and pre-apprenticeship programs that lead to enrollment in RAPs that increase and improve industry engagement, diversity, equity, access, and innovation.

**i. Applicants applying under grant Category 1: Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment and Category 2: Creation of Education System-aligned Pre-apprenticeship Programs and RAPs.**

For the purposes of this program, eligible participants are persons 16 years of age and older who receive a direct grant-funded service. To encourage active apprentices to stay in their program and increase retention, grant funds may be used for registered apprentices already enrolled in a RAP. The purpose of these funds is to support new apprentices, new



opportunities, retention of registered apprentices, and apprentice completion of a RAP. The Department is particularly interested in the following groups:

1. Underrepresented populations: As established in 29 CFR Part 30, this term may include women, people of color, and persons with disabilities (29 C.F.R. 30.7 Utilization Goals for Individuals with Disabilities), where that population's participation in RAPs is less than would be reasonably expected given the availability of such individuals for apprenticeship in the relevant industry, occupation, or recruitment area.
2. Underserved communities: Veterans, justice-involved individuals, youth, and residents of rural communities. Within this population of youth, applicants may serve a wide range of individuals, such as high school and opportunity youth, justice-involved youth, underrepresented populations (i.e., people of color, women, persons with disabilities), and other youth with barriers to employment including foster youth, parenting youth, and housing insecure youth.
3. Unemployed workers: An unemployed worker is an individual who is without a job, is seeking employment, and is available to work.
4. Underemployed workers: This term refers to individuals who are not currently connected to a full-time job commensurate with the individual's level of education, skills, or wage and/or salary earned previously, or who have obtained only episodic, short-term, or part-time employment. The RAPs must include components that will assist those who do not have particular educational prerequisites and/or experience.
5. Incumbent Worker: For the purposes of this FOA, incumbent workers are individuals already employed with a RAP sponsor before program enrollment, but need additional training to upgrade their skills, advance in their careers, or retain their current position in Registered Apprenticeship occupations and industries. To qualify as an incumbent worker, an individual must have an established and documented employment history with an employer for six months or more.

**ii. Applicants applying under grant Category 3: Registered Apprenticeship Hubs:**

For the purposes of this program, the Apprenticeship Hubs will support stakeholder engagement and eligible participants to be served are those representing the national Registered Apprenticeship system. This includes employers, industry associations, labor unions, RAP Intermediaries, workforce and educational entities, and other key stakeholders necessary to expand RAPs and pre-apprenticeships leading to the enrollment of a RAP during the grant period of performance. Individual pre-apprentices/registered apprentices are not eligible to be served under this grant category and funds cannot be used to provide services directly to pre-apprentices/registered apprentices.

**Veterans' Priority for Participants**

38 U.S.C. 4215 requires grantees to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service are at 20 CFR Part 1010. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans' priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service. To obtain priority of service, a veteran or spouse must meet the program's

eligibility requirements. Grantees must comply with DOL guidance on veterans' priority. ETA's Training and Employment Guidance Letter (TEGL) No. 10-09 (issued November 10, 2009) provides guidance on implementing priority of service for veterans and eligible spouses in all qualified job training programs funded in whole or in part by DOL. TEGL No. 10-09 is available at <https://www.dol.gov/agencies/eta/advisories/training-and-employment-guidance-letter-no-10-09>.

## **IV. APPLICATION AND SUBMISSION INFORMATION**

### **A. HOW TO OBTAIN AN APPLICATION PACKAGE**

This FOA, found at [www.Grants.gov](http://www.Grants.gov) and <https://www.dol.gov/agencies/eta/grants/apply/find-opportunities> contains all of the information and links to forms needed to apply for grant funding.

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

Applications submitted in response to this FOA must consist of four separate and distinct parts:

1. SF-424, "Application for Federal Assistance";
2. Project Budget, composed of the SF-424A and Budget Narrative;
3. Project Narrative; and
4. Attachments to the Project Narrative.

You must ensure that the funding amount requested is consistent across all parts and sub-parts of the application.

#### **1. SF-424, "Application for Federal Assistance"**

You must complete the SF-424, "Application for Federal Assistance" (available at <https://www.grants.gov/forms/forms-repository/sf-424-family>).

- In the address field, fill out the nine-digit (plus hyphen) zip code. Nine-digit zip codes can be looked up on the USPS website at <https://tools.usps.com/go/ZipLookupAction!input.action>.
- The organization's legal name on the SF-424 should match its name registered in the System for Award Management at [www.sam.gov](http://www.sam.gov). If unsure of the legal name of your organization, visit [www.sam.gov](http://www.sam.gov) to confirm.
- The organization's Employer Identification Number (EIN) and Unique Entity Identification (UEI) Number should match its information in [www.sam.gov](http://www.sam.gov). If unsure of the EIN or UEI of your organization, visit [www.sam.gov](http://www.sam.gov) to confirm.
- The SF-424 must clearly identify the applicant and must be signed by an individual with authority to enter into a grant agreement. Upon confirmation of an award, the individual signing the SF-424 on behalf of the applicant is considered the Authorized Representative of the applicant. As stated in block 21 of the SF-424 form, the signature of the Authorized Representative on the SF-424 certifies that the organization is in compliance with the Assurances and Certifications form SF-424B (available at

<https://www.grants.gov/forms/forms-repository/sf-424-family>). You do not need to submit the SF-424B with the application.

#### **a. Requirement for Unique Entity Identifier**

All applicants for federal grant funding must have a Unique Entity Identifier (UEI) and must supply their UEI on the SF-424. The UEI is a 12-character (alpha-numeric) code that uniquely identifies all entities. Any entity registering to do business with the government is required to have one. UEIs are issued by SAM.gov and are a part of an entity's record in the Entity Information section of SAM.gov. If you do not have a UEI, you can get one for free at <https://sam.gov>.

Grant recipients authorized to make subawards must meet these requirements related to UEI:

- Grant recipients must notify potential subawardees that no entity may receive a subaward unless the entity has provided its UEI.
- Grant recipients may not make a subaward to an entity unless the entity has provided its UEI.

(See Appendix A to 2 CFR Part 25.)

#### **b. Requirement for Registration with SAM**

Applicants must register with the System for Award Management (SAM) before submitting an application. Find instructions for registering with SAM at <https://www.sam.gov>.

A recipient must maintain an active SAM registration with current information at all times during which it has an active federal award or an application under consideration. To remain registered in the SAM database after the initial registration, the applicant is required to review and update the registration at least every 12 months from the date of initial registration or subsequently update its information in the SAM database to ensure it is current, accurate, and complete. For purposes of this paragraph, the applicant is the entity that meets the eligibility criteria and has the legal authority to apply and to receive the award. If an applicant has not fully complied with these requirements by the time the Grant Officer is ready to make a federal award, the Grant Officer may determine that the applicant is not qualified to receive a federal award and use that determination as a basis for making a federal award to another applicant.

## **2. Project Budget**

You must complete the SF-424A Budget Information Form (available at [grants.gov/forms/forms-repository/sf-424-family](https://www.grants.gov/forms/forms-repository/sf-424-family)). In preparing the Budget Information Form, you must provide a concise narrative explanation to support the budget request, explained in detail below.

#### **a. Budget Narrative**

The Budget Narrative must provide a description of costs associated with each line item on the SF-424A. The Budget Narrative must also include a section describing any leveraged resources provided (as applicable) to support grant activities. Leveraged resources are all resources, both cash and in-kind, in excess of this award. Valuation of leveraged resources follows the same requirements as match.

Grantees must leverage local, state, federal, and private sector resources to increase the impacts of grant funding.

Each category should include the total estimated cost for the period of performance. Use the following guidance for preparing the Budget Narrative.

**Personnel:** List all staff positions by title (including individuals hired by an employment contract) including the roles and responsibilities. For each position give the annual salary, the percentage of time devoted to the project, and the amount of each position's salary funded by the grant.

**Fringe Benefits:** Provide a breakdown of the amounts and percentages that comprise fringe benefit costs such as health insurance, FICA, retirement, etc.

**Travel:** For grantee staff only, specify the purpose, number of staff traveling, mileage, per diem, estimated number of in-state and out-of-state trips, and other estimated costs for each type of travel.

**Equipment:** Identify each item of equipment you expect to purchase that has an estimated acquisition cost of \$5,000 or more per unit (or if your capitalization level is less than \$5,000, use your capitalization level) and a useful lifetime of more than one year (see 2 CFR Part 200.1 for the definition of Equipment). List the item, quantity, and the unit cost per item.

Items with a unit cost of less than \$5,000 are supplies, not "equipment." In general, we do not permit the purchase of equipment during the last funded year of the grant.

**Supplies:** Identify the cost of supplies (e.g., general office supplies, desk/chairs, laptops/printers, other specialty items) in the detailed budget per category. Except for general office supplies, list the item, quantity, and the unit cost per item. Supplies include all tangible personal property other than "equipment" (see 2 CFR Part 200.1 for the definition of Supplies).

**Contractual:** Under the Contractual line item, delineate contracts and subawards separately. Contracts are defined according to 2 CFR Part 200.1 as a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. A subaward, defined by 2 CFR Part 200.1 means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a federal program.

For each proposed contract and subaward, specify the purpose and activities to be provided, and the estimated cost.

**Construction:** Construction costs are not allowed and this line must be left as zero. Minor alterations to adjust an existing space for grant activities (such as a classroom alteration) may be allowable. We do not consider this as construction and you must show the costs on other appropriate lines such as Contractual.

**Other:** Provide clear and specific detail, including costs, for each item so that we are able to determine whether the costs are necessary, reasonable, and allocable. List items, such as stipends or incentives, not covered elsewhere.

**Indirect Costs:** If you include an amount for indirect costs (through a Negotiated Indirect Cost Rate Agreement or De Minimis) on the SF-424A budget form, then include one of the following:

a) If you have a Negotiated Indirect Cost Rate Agreement (NICRA), provide an explanation of how the indirect costs are calculated. This explanation should include which portion of each line item, along with the associated costs, are included in your cost allocation base. Also, provide a current version of the NICRA.

or

b) If you intend to claim indirect costs using the 10 percent de minimis rate, please confirm that your organization meets the requirements as described in 2 CFR Part 200.414(f). Clearly state that your organization does not have a current negotiated (including provisional) rate, and is not one described in 2 CFR Part 200, Appendix VII(D)(1)(b).

Applicants choosing to claim indirect costs using the de minimis rate must use Modified Total Direct Costs (defined by DOL below) as their cost allocation base. Provide an explanation of which portion of each line item, along with the associated costs, are included in your cost allocation base. Note that there are various items not included in the calculation of Modified Total Direct Costs. See the definitions below to assist you in your calculation.

- **Modified Total Direct Cost (MTDC) Definition:** To avoid a serious inequity in the distribution of indirect costs, DOL defines MTDC as all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$25,000 of each subaward or subcontract (regardless of the period of performance of the subawards and subcontracts under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward or subcontract in excess of \$25,000.
  - You will also note that participant support costs are not included in modified total direct costs. Participant support costs are defined below.
  - 2 CFR Part 200.1 Participant Support Cost means direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with conferences or training projects.

See Section IV.B.4. and Section IV.E.1 for more information. Additionally, the following link contains information regarding the negotiation of Indirect Cost Rates at DOL:

<https://www.dol.gov/agencies/oasam/centers-offices/office-of-the-senior-procurement-executive/cost-price-determination-division>.

Indirect-type costs (such as top management salaries, financial oversight, human resources, payroll, personnel, auditing costs, accounting and legal, etc. used for the general oversight and administration of the organization) **must not be classified as direct costs**; these types of costs are recovered as part of charging the de minimis or NICRA rate. Note that the SF-424, SF-

424A, and Budget Narrative must include the entire federal grant amount requested (not just one year).

Do not show leveraged resources on the SF-424 and SF-424A. You should describe leveraged resources in the Budget Narrative.

Applicants should list the same requested federal grant amount on the SF-424, SF-424A, and Budget Narrative. If minor inconsistencies are found between the budget amounts specified on the SF-424, SF-424A, and the Budget Narrative, ETA will consider the SF-424 the official funding amount requested. However, if the amount specified on the SF-424 would render the application nonresponsive, the Grant Officer will use his or her discretion to determine whether the intended funding request (and match if applicable) is within the responsive range.

### **3. Project Narrative**

The Project Narrative must demonstrate your capability to implement the grant project in accordance with the provisions of this Announcement. It provides a comprehensive framework and description of all aspects of the proposed project. It must be succinct, self-explanatory, and well-organized so that reviewers can understand the proposed project.

The Project Narrative is limited to 20 double-spaced single-sided 8.5 x 11 inch pages with Times New Roman 12-point text font and 1-inch margins. You must number the Project Narrative beginning with page number 1.

We will not read or consider any materials beyond the specified page limit in the application review process.

The following instructions provide all of the information needed to complete the Project Narrative. Carefully read and consider each section, and include all required information in your Project Narrative. The agency will evaluate the Project Narrative using the evaluation criteria identified in Section V.A. You must use the same section headers identified below for each section of the Project Narrative.

The Project Narrative should demonstrate the methodology that will be used to efficiently and effectively establish a project within one of the three grant categories and that will provide specific services that support and expand efforts to promote Registered Apprenticeship to targeted stakeholders on either a local, state/regional, or national scale. The applicant should address the following topics in the Project Narrative:

#### **a. Statement of Need (up to 10 Points) (All Applicants)**

- i. Describe in both quantitative and qualitative terms the need for assistance, including the nature and scope of the problem, and the consequences of not addressing the need. Incorporate demographic data and participant information whenever possible. (up to 6 points)
- ii. Identify the industry(ies) and apprenticeable occupation(s) to be targeted through the grant. The Department is particularly interested in expanding RAP and pre-apprenticeship leading to a RAP enrollment in the following industries: IT/cybersecurity,

K-12 teacher occupations, care economy (nursing, early care, mental health, and more), clean energy, and other relevant industries and sectors such as hospitality, public sector, and/or occupations in the Supply Chain sectors (logistics, warehouse, transportation, and manufacturing, including but not limited to the advanced manufacturing of such as semiconductor manufacturing and bio-manufacturing) that align with President Biden's Investing in America Agenda. The Department is also interested in expanding new occupations in traditional RAP industries.

For pre-apprenticeship programs, applicants must demonstrate evidence of sufficient demand in a RAP at the completion of a pre-apprenticeship program to support a transition from a pre-apprenticeship to a RAP during the grant period of performance. To receive full points, applicants must identify the new or non-traditional apprenticeship industry(ies) and/or occupation(s) and link evidence to support the need for those occupations. Applicants must cite the source of the evidence, such as the Bureau of Labor Statistics, Census Bureau, other DOL sources, state workforce agencies, employers, or other written labor market information provided by experts in the field. (up to 4 points)

#### **b. Expected Outcomes and Outputs (up to 12 Points) (All Applicants)**

Clearly identify the outcome(s) and output(s) that will result from the project. Outcomes are the measurable results of the project. They are the positive benefits or negative changes or measurable characteristics that occur as a result of project activities or outputs. Outputs are tangible products or services that result from the project.

#### **Participant-level Outcomes and Program Outputs**

For applicants applying under **Category 1: Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment and Category 2: Creation of Education System-aligned Pre-apprenticeship Programs and RAPs**

- i. Projects must include participant enrollment into a RAP and can also include enrollment in pre-apprenticeship programs that lead to enrollment in a RAP during the grant period of performance. Applications will be evaluated on how the Performance Measure Outcome Table fully demonstrates the successful expansion of RAPs/pre-apprenticeship programs, enrollment of new participants, and the successful retention of those participants, leading to RAP/pre-apprenticeship program completion. Applicants must propose to serve the maximum feasible number of participants based on the size of the award requested and proposed geographic scope. Applicants must include comprehensive numerical projections for each of the five participant output and outcomes and four program outputs identified below and defined in Appendix F. Applicants must provide raw numbers for each of the target measures; otherwise, they will not receive full points. Percentages, percent increases, or other types of data projections are not acceptable.

See Appendix A for definitions of key terms. See Appendix F for the Suggested Performance Outcomes and Outputs Table.

#### **Participant Output and Outcomes**

1. Total number of participants served.
2. Total number of participants who enroll in RAPs.
3. Total number of participants who complete a RAP.

4. Total number of participants who enroll in a pre-apprenticeship program (as applicable)
5. Total number of participants who complete a pre-apprenticeship program (as applicable)

#### Program Outputs

1. Total number of RAPs created as a result of ABA2 grant funding.
2. Total number of RAPs expanded as a result of ABA2 grant funding.
3. Total number of pre-apprenticeship programs created as a result of ABA2 grant funding (as applicable)
4. Total number of pre-apprenticeship programs expanded as a result of ABA2 grant funding (as applicable)

For applicants applying under **Category 3: Registered Apprenticeship Hubs**, please provide proposed targets for each output. See Appendix A for definitions of key terms. See Appendix F for the Suggested Performance Outcomes and Outputs Table.

1. Total number of RAPs created as a result of ABA2 grant funding.
2. Total number of RAPs expanded as a result of ABA2 grant funding.
3. Total number of pre-apprenticeship programs developed (as applicable) as a result of ABA2 grant funding.
4. Total number of pre-apprenticeship programs expanded (as applicable) as a result of ABA2 grant funding.
5. Total number of stakeholders engaged as a result of ABA2 grant funding.
6. Total number of employers participating in Registered Apprenticeship receiving incentive funding, including total amount of funds to be awarded in incentive funding, as a result of ABA2 grant funding.
7. Total number of technical assistance resources created as a result of ABA2 grant funding.
8. Total number of new RAP sponsors as a result of ABA2 grant funding.
9. Total number of individuals enrolled in a RAP that was developed using ABA2 grant funds.
10. Total number of individuals enrolled in a pre-apprenticeship program (as applicable) that was developed using ABA2 grant funds.

#### **c. Project Development and Implementation (up to 28 Points)**

Up to 28 points will be provided under this criterion. To receive the total possible points, applicants must fully address the criteria in each of the following subsections:

- c.1 Project Design (up to 6 points)
- c.2 Project-Specific Criteria based on the category selection in the grant application (up to 12 points)
- c.3 Project Work Plan (up to 10 points)

#### **c.1 Project Design (up to 6 points)**

All applicants must address the following criteria in their project design, regardless of the category for which they are applying in their application. All data sources must include citations



that provide information that enables the identification and verification of data. The project design must clearly:

- Demonstrate the lead applicant’s capacity to effectively design and implement a project that prioritizes and promotes diversity, equity, inclusion, and accessibility (DEIA) principles and aligns with the other cross-cutting principles listed in Section I.A. Program Purpose, above.
- Delineate and demonstrate how they will work with a range of partners to support the development of the Registered Apprenticeship ecosystem and meet the program goals identified in Section I.A. In addressing these goals, applicants must specifically address the cross-cutting principles fundamental to the ABA grant program to ensure access to quality RAPs for all Americans. These include 1) equity, 2) job quality (meaning working conditions consistent with [The Good Jobs Principles](#)), 3) support for high quality, scalable, and sustainable programs, 4) evidence-based approaches, and 5) new opportunities for innovation, engagement, and ease of access. Applicants may describe or cite evidence as to how they will address The Good Jobs Principles to approach this criterion. This can include showing partner employers’ adoption of skills-based hiring strategies to address the Recruitment and Hiring Principle, citing partner pay schedules to address the Pay Principle, or sharing links to collective bargaining agreements or project labor agreements to address the Empowerment and Representation Principle.
- Delineate how the proposed project design will be implemented. Applicants must propose methods that the project will use to address the stated outcomes and outputs in the application. Applicants will need to account for all functions or activities identified in the application and cite factors that might accelerate or decelerate the work and state the reason for taking the proposed approach rather than other approaches. In addition, applicants must identify any potential barriers and describe how the project will be able to overcome those barriers;
- Describe, in qualitative terms, clear and achievable outputs and outcomes; and
- Demonstrate how the proposed project design adheres to the key elements for RAPs and quality pre-apprenticeship programs. Additionally, applicants must demonstrate and provide specific examples of how they will create clear pathways for pre-apprenticeship programs that lead directly to a RAP during the grant period of performance (if applicable).

## **c.2 Project-Specific Criteria based on the category selection in the grant application (up to 12 points)**

Applicants must fully respond to the following category-specific criteria listed below, as appropriate to their application. In responding to category-specific criteria, applicants must be consistent in how they are addressing the cross-cutting principles, described above in the project design.

### **Category 1: Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment (up to 12 points)**

To receive the total possible points for this section, applicants must clearly: 1) identify the proposed methods that the project will use to build the capacity to advance Registered Apprenticeship initiatives that increase diversity and equity in Registered Apprenticeship for

underrepresented populations and undeserved communities and include a focus on quality pre-apprenticeship programs, and 2) identify the key activities they will undertake, project milestones, and measures that will be used to track and report progress in meeting project milestones.

Applicants must also provide or demonstrate the following in a clear and detailed manner:

- How they will ensure that all pre-apprenticeship programs lead to RAP enrollment during the period of performance. This includes identifying existing RAPs these programs will matriculate to, or RAPs that will be developed and that the pre-apprenticeships will matriculate to;
- How they will develop, track, and report equitable pathways to Registered Apprenticeship through pre-apprenticeship and partnerships. The description must include how they will expand RAP opportunities for underrepresented populations and underserved communities and document successes in enrolling pre-apprentices and Registered Apprentices from underserved and underrepresented populations;
- How the proposed project will develop and promote public-private partnerships to advance RAPs and pre-apprenticeship programs that lead to RAP enrollment and that are aimed at increasing diversity and equity in apprenticeship for underrepresented populations and underserved communities. Applicants must thoroughly describe the role that each required and optional partner will hold within the public-private partnership;
- How they plan to invest in promotion and outreach to promote DEIA in RAPs, including specific ways they will raise awareness about the various types of Registered Apprenticeship pathways to underrepresented populations and underserved communities;
- How they plan to offer program participants industry recognized portable and stackable credentials;
- A complete detailed description of the project's plan to provide supportive services to apprentices to increase their access to and completion of pre-apprenticeships and RAPs, as applicable. In doing so, applicants must describe what needs they anticipate for participants and how they will ensure equitable delivery of these services; and
- How they will identify opportunities to provide incentive funding to employers, joint or non-joint employer groups, and other industry organizations that support establishing and expanding quality RAPs and opportunities for apprentices.

## **Category 2: Creation of Education System-aligned Pre-apprenticeship Programs and RAPs**

To receive the total possible points for this section, applicants must clearly demonstrate how they will establish and expand partnerships that commit to creating and expanding education system-aligned pre-apprenticeship programs that lead to RAPs and/or education system-aligned RAPs for youth and adult learners through coordination and direct alignment to the education system.

Applicants must also provide or demonstrate the following in a clear and detailed manner:

- How they will ensure that all pre-apprenticeship programs lead to RAP enrollment during the period of performance;
- How they plan to establish and work with local, regional and/or national partners including, but not limited to SEAs, LEAs, Perkins eligible agencies, entities, or recipients, post-secondary institutions, RAP sponsors, and education system partners to

create and expand education system-aligned pre-apprenticeship programs that lead to RAPs during the grant period of performance;

- How they will design pre-apprenticeship programs that build work experience and align with an industry-based focus to allow for career exploration. To effectively respond to this criterion, applicants must also explain how these proposed pre-apprenticeships provide a pathway to a RAP during the grant period of performance;
- How they will expand use of education system-aligned pre-apprenticeship programs and RAPs as a strategy for connecting youth and adult learners to a career pathway for key, in-demand industries;
- A complete description of how they will integrate and align the RAP model with existing education and workforce policies and programs including CTE, dual enrollment and dual credit, and co-enrollment with WIOA programs, where applicable;
- A complete detailed description of the project's plan to provide supportive services to apprentices to increase their access to and completion of pre-apprenticeships and RAPs, as applicable. In doing so, applicants must describe what needs they anticipate for participants and how they will ensure equitable delivery of these services; and
- How they will identify opportunities to provide incentive funding to employers, joint or non-joint employer groups, and other industry organizations that support establishing and expanding quality RAPs and opportunities for apprentices.

### **Category 3: Registered Apprenticeship Hubs (up to 12 points)**

Registered Apprenticeship Hubs will develop innovative and scalable Registered Apprenticeship strategies at a local, regional, state, or national scale that incorporate worker-centered sector strategies driven by strong and diverse partnerships of public and private sector entities. These partnerships will promote systems change and empower workers through equity, skills, and innovation. Under this category, applicants must clearly state in their application if they are proposing to establish local/ regional, or Statewide-focused Registered Apprenticeships or National Industry or Sector focused hubs.

Applicants must select and respond to the appropriate criteria below, based on their area of focus in this category. To receive the total possible points for this section, applicants must provide or demonstrate the following in a clear and detailed manner:

#### **Local/regional or Statewide-focused Registered Apprenticeship Hubs**

- How they will develop partnerships with employers and industry groups, including labor-management organizations, labor unions, and/or other relevant key-stakeholders, as appropriate, in the identified sector(s) to expand Registered Apprenticeships and facilitate the development of place-based RAPs;
- A description of technical assistance resources they will use to launch RAPs in in-demand industries and sectors. Describe how they will develop and use resources to assist employers, including small businesses (including those owned by members of underrepresented populations and underserved communities) in understanding the requirements of launching RAPs;
- How they will promote and encourage employers to utilize pre-apprenticeship programs directly leading to a RAP during the grant period of performance. Applicants must describe how, using a network of partnerships, they will contribute to comprehensive

career pathways (and services) within the chosen industry through curriculum development, coverage of instructor costs, and development of agreements between sponsors and pre-apprenticeship providers, thereby expanding RAP opportunities for underrepresented populations and underserved communities;

- How they will develop a network of partners to support the rapid development, scaling, and deployment of RAPs. To satisfy this criterion, applicants must submit documentation of the required employer partner roles and contributions to the project to demonstrate their engagement with the project. This documentation must be provided in the form of letters of commitment as an attachment;
- A description of their plan to serve as Registered Apprenticeship local intermediary to develop, expand, and launch RAPs, and provide technical assistance to a network of partners;
- A description of their subject-matter expertise in topics related to Registered Apprenticeship which include (but are not limited to) Registered Apprenticeship program design, program registration, system navigation, and workforce system alignment;
- A description of their plan to provide incentive funding to support RAP employers. This must include detailed inputs, activities, outputs, and projected outcomes to provide incentive funding to new employers, joint labor management organizations, or industry associations to directly fund the development of RAPs or other program development needs. Applicants should also conduct due diligence in identifying opportunities to support employers from various geographic regions, including those in rural and low-income communities and those from underrepresented populations and underserved communities; and
- A description of their plan for coordination across other ABA2 grants and other related DOL-funded Registered Apprenticeship investments to leverage and align efforts to maximize the use of knowledge sharing and resources and minimize the duplication of efforts, ultimately ensuring that the core customers of the apprenticeship system are served efficiently.

### **National Industry-or Sector-Focused Network Hubs**

- How they will develop a broad national network of partners with the primary focus to support the rapid development, scaling, and deployment of RAPs across one or more industries or sectors;
- How they will partner with large national employers, and coordinate with SAAs, as appropriate, to establish national RAP standards (either National Program Standards or National Guideline Standards for Apprenticeship) that can be replicated across their partner and stakeholder base and across multiple established sector occupations. Applicants must also provide documentation of the required employer partner roles, engagement, and contributions to the project. These must be provided in the form of letters of commitment as an attachment;
- A description of their plan to serve as Registered Apprenticeship intermediary to develop, expand, and launch RAPs, and provide technical assistance to a network of partners;
- A description of their plan to build and grow Registered Apprenticeships. In addition, provide a description of how they will engage partners/stakeholders using Registered Apprenticeship Accelerator convenings and other innovative strategies;

- A clear and thorough description of their subject-matter expertise in topics related to Registered Apprenticeship which include (but are not limited to) Registered Apprenticeship program design, program registration, system navigation, and workforce system alignment;
- How they will promote, encourage, and support employers to develop pre-apprenticeship programs directly leading to a RAP during the grant period of performance; through a network of equity focused partnerships, grantees contribute to comprehensive career pathways (and services) within the chosen industry;
- How they will identify opportunities to provide incentive funding to employers, joint or non-joint employer groups, and other industry organizations that support establishing and expanding quality RAPs and opportunities for apprentices; and
- A description of their plan for coordination across other ABA2 grants and other related DOL-funded Registered Apprenticeship investments to leverage and align efforts to maximize the use of knowledge sharing and resources and minimize the duplication of efforts, ultimately ensuring that the core customers of the apprenticeship system are served efficiently.

### **c.3 Project Work Plan (up to 10 Points)**

Scoring under this criterion is based on the applicant identifying and including clear and complete project goals, milestones, key activities, and key partners of the proposed project as described in the narrative of the suggested work plan template attachment as outlined in Appendix E. Note: Attachments do not count against page limitation.

- The Project Work Plan must consist of a narrative description that clearly identifies overall project goals consistent with the cross-cutting principles addressed in the project design, and milestones for developing and/or expanding Registered Apprenticeships and/or pre-apprenticeship programs, which will result from the apprenticeship project. The narrative description must demonstrate that milestones are feasible based on the project design. To that end, the work plan must clearly describe short-term, mid-term, and long-term milestones that capture the results of developing and/or expanding apprenticeships. (up to 10 points)

The work plan must include all the following:

- Project goals, which are the overarching achievements that will be pursued;
- Milestones, which are key markers of grant progress – these are typically expressed in the form of an action or event marking a significant change or stage in development;
- Key Activities, including time frames for development and/or expansion of pre-apprenticeship and/or Registered Apprenticeship programs, implementation of pre-apprenticeship and/or Registered Apprenticeship programs, and/or enrollment in pre-apprenticeship programs and /or Registered Apprenticeship programs; and key partner(s) identified for key activities.

### **d. Organizational, Administrative, and Fiscal Capacity (up to 10 Points) (All Applicants)**

- Include a detailed description demonstrating the lead applicant’s capacity to: 1) effectively manage each component of the program, including a project management plan and a communications plan for efficient and effective management of the project with all

partners and staff, and 2) establish effective procurement processes, systems, and procedures and those of any partners who will be providing any services or conducting any activities under the grant (where applicable). This description must include a detailed organizational chart that identifies the lead applicant, required partners, and other optional partners and describes the structure of the relationships of all partners involved in the project. (up to 6 points)

- ii. Provide a staffing plan that describes the qualifications and experience of all executive and administrative staff, as well as other personnel such as board members, advisors, and consultants, to fulfill the needs and requirements of the proposed project. The plan must convey the capacity of identified partners to support the lead applicant in carrying out the proposed project, and such qualifications and experience must demonstrate the ability to manage a strategic partnership, including fiscal and administrative management, outreach, and promotion. The staffing plan should be included as an attachment to the project narrative and does not count against the 20-page limit. (up to 4 points).

#### **e. Past Performance – Programmatic Capability (up to 28 Points) (All Applicants)**

##### **e.1 Evidence of past RAP, Pre-Apprenticeship Program, and Partnership Development (up to 8 Points)**

Applicants must provide past performance information. Scoring will be based on how the applicant fully addresses the following:

- i. Description of the lead applicant’s prior experience and performance in the development of RAPs and/or pre-apprenticeship programs that lead to RAP enrollment, especially for underrepresented populations and underserved communities in Registered Apprenticeships, or capacity to expand Registered Apprenticeships to local, state, regional or national scale. This could include evidence of existing partnerships, prior experience in expanding RAPs, and the number of apprentices placed in prior programs; (up to 4 points)
- ii. Demonstration of experience in engaging industry and employers in the adoption of RAPs, or in the development of work-based learning programs and ability to integrate and work with existing workforce system partners and others. (up to 4 points)

##### **e.2 Past Performance Goals/Outcomes and Spending Rate and Tracking of Funds (up to 20 Points)**

Applicants must carefully review the background section below, select the option that reflects your status, and then respond to e.1 Performance Goals/ Outcomes and e.2 Spending Rate and Tracking of Funds.

#### **Background**

**Applicants who have completed DOL Apprenticeship grant award(s) within the past five years of the closing date of this Announcement are required to use the following:**

Applicants that have completed a DOL apprenticeship grant award from the Department will receive points based on past performance demonstrated by the Quarterly Performance Report and Quarterly Financial Report (ETA-9130). The information below must be provided in a Past Performance Chart as an attachment to the Project Narrative.

**Applicants who have completed an ETA agreement (grant, contract, or cooperative agreement) but not a DOL Apprenticeship grant award are required to use the following:**

Applicants that have completed an ETA agreement within the last five years of the closing date of this Announcement must submit past performance for their ETA agreement. The information below must be provided in a Past Performance Chart as an attachment to the Project Narrative.

**Applicants that have only completed non-ETA assistance agreements (federal or non-federal grants and cooperative agreements but not federal contracts):**

Applicants that have completed a federally and/or non-federally funded assistance agreement similar in size, scope, and relevance to the proposed project within the last five years of the closing date of this Announcement must provide the information below. The information must be provided in a Past Performance Chart as an attachment to the Project Narrative.

**Applicants that have never had a federally and/or non-federally funded assistance agreement:**

Applicants that have never had a federally and/or non-federally funded assistance agreement must identify their experience with RAPs and/or work-based learning, and their ability to create partnerships related to education and employment providers within the last five years of the closing date of this announcement. Further, applicants must provide evidence that they have sufficient infrastructure and resources in place to effectively manage a federal grant of the scope and funding amount requested. Applicants will need to provide the scope of the project, length of time, number served, and metrics as part of their experience. The information must be provided in a Past Performance Chart as an attachment to the Project Narrative.

**Performance Chart** (Please see Appendix D for suggested templates).

The Past Performance Chart must include the following information:

- Name of Previous Grantor Organization;
- Grantor Contact – Name, Title, Organization, E-mail Address, and Telephone Number;
- Project Title and Grant Number;
- Funding Amount;
- Project Period of Performance (Start and End Date);
- Number of Participants Enrolled;
- Type of Population Served;
- Brief Description of Grant Project and Population Served.

For non-ETA grants, the chart must be signed by the grantor or a letter must be provided from the grantor verifying the past performance data. This letter must be on grantor letterhead, signed, dated and contain contact information for the grantor. Failure to do so will result in zero points being awarded for this rating factor. The chart should be included as an attachment to the project narrative and does not count against the 20-page limit.

**i. Performance Goals/Outcomes (up to 10 Points)**

Applicants should use the following to describe past performance, as applicable, based on quantifiable data including the tools and metrics used to track and display key performance measures identified below. Failure to address the performance measures will

result in zero points being awarded for this rating factor. Applications will be reviewed based on the extent to which the following factors are clearly and articulately addressed:

Grant applicants applying for **grant categories 1 and 2** should use the performance indicators most similar to:

- employment/education placement,
- credential/degree attainment,
- retention in education or employment, and
- earnings (applicants will specify the RAP for which earnings are reported).

Applicants will receive points based on past performance demonstrated in the performance chart as follows:

- Applicants that meet or exceed all four of their performance outcomes, most similar to the above list and specified in their Past Performance Chart (see Appendix D for a suggested template), and also fully demonstrate their ability to track and validate their performance will receive 10 points.
- Applicants that meet or exceed three of their performance outcomes, most similar to the above list and specified in their Past Performance Chart, and also fully demonstrate their ability to track and validate their performance will receive 7 points.
- Applicants that meet or exceed two of their four performance outcomes, most similar to the above list and specified in their Past Performance Chart, and also explain challenges in achieving their goals and the steps taken to address those challenges may receive 4 points.

Grant applicants applying for **grant category 3** should address the following:

Applicants should provide evidence of the effectiveness of past sponsorship and/or intermediary activities and how that was tracked in various programs, including past grants, contracts, or cooperative agreements.

- Program Performance Measure 1: Provide qualitative and/or quantitative data that demonstrates a track record of providing effective support of RAP creation and expansion that supports the delivery of the key goals of the applicant's proposed Hub. (6 points)
- Program Performance Measure 2: Provide qualitative and/or quantitative data that demonstrates the effectiveness of the applicant in forming and sustaining multi-partner networks capable of serving as a RAP sponsor or intermediary. (4 points)

ii. **Spending Rate and Tracking of Funds (up to 10 Points)**

Applicants must submit, as part of the chart of past performance described above, the total grant amount and the grant funds spent. Please provide the amount spent on your completed grant described in the Past Performance and Spending Rate Chart.

Additionally, please include in your project narrative an explanation of the process utilized for tracking individual participant services separately by grant award described in the Past Performance and Spending Rate Chart, and how the applicant ensures funds are not commingled with other funding. Applicants should explain the systems they use and



improvements they have implemented to the process of tracking different grant funding awarded to states to expand RAPs. Applicants will receive points for their spending rate and narrative, as demonstrated in the chart and project narrative.

- Applicants that expended at least 80 percent of the grant funds as specified above, and fully demonstrate they have systems in place for responsible fiscal management, will receive 10 points.
- Applicants that expended at least 65 percent, but less than 80 percent, of the grant funds as specified above, and fully demonstrate they have systems in place for responsible fiscal management, will receive 6 points.
- Applicants that expended less than 65 percent of the grant funds as specified above and fully demonstrate they have systems in place for responsible fiscal management, will receive 4 points.

#### **f. Budget and Budget Narrative (up to 12 Points) (All Applicants)**

The Budget and Budget Narrative will be used to evaluate this section. Please see Section IV.B.2 for information on the requirements. Applicants must ensure that the totals on the SF-424A and the Budget Narrative align. The Budget and Budget Narrative do not count against the page limit requirements for the Project Narrative.

(i) The extent the proposed expenditures will address all project requirements, and whether key personnel have adequate time devoted to the project to achieve project results. (up to 4 points)

(ii) The extent to which the budget narrative provides a description of costs and leveraged resources, as applicable. Applicants applying to categories 1 and 2 must also include the cost-per participant associated with each line item on the SF-424A. (up to 6 points)

(iii) The extent to which the requested funding amount is appropriate for the proposed project, geographic scope, participant outcomes, and outputs. (up to 2 points)

#### **4. Attachments to the Project Narrative**

In addition to the Project Narrative, you must submit attachments. You must clearly label all attachments. We will exclude only those attachments listed below from the page limit. The Budget and Budget Narrative do not count against the page limit requirements for the Project Narrative.

You must not include additional materials such as resumés or general letters of support. You must submit your application in one package because documents received separately will be tracked separately and will not be attached to the application for review.

Save all files with descriptive file names of 50 characters or fewer and use only standard characters in file names: A-Z, a-z, 0-9, and underscore (\_). File names may not include special characters (e.g. &, -, \*, %, /, #), periods (.), blank spaces, or accent marks, and must be unique (e.g., no other attachment may have the same file name). You may use an underscore (example: My\_Attached\_File.pdf) to separate a file name.

## **a. Required Attachments**

### **(1) Abstract**

You must submit an up to three-page abstract summarizing the proposed project including, but not limited to, the scope of the project and proposed outcomes. Omission of the abstract will not result in your application being disqualified; the lack of the required information in the abstract, however, may impact scoring. See III.C.1 for a list of items that will result in the disqualification of your application. Should you be selected for an award, the information provided in your abstract may be published to a public facing website as a summary of your project. The abstract must include the following:

- i. Lead applicant/organization name;
- ii. Lead applicant entity type;
- iii. Lead applicant city and state;
- iv. Selected grant category for which applicant is applying for (Category 1, 2, or 3)
- v. Project title/name;
- vi. Funding amount requested;
- vii. Applicants must identify the geographic scope of the proposed project;
- viii. For categories 1 and 2, number of apprentices enrolled in RAPs during the life of the grant;
- ix. Population(s) to be served (if applying in categories 1 or 2);
- x. Organization name and entity type of required partner;
- xi. Organization names and entity type of optional partners;
- xii. Project purpose;
- xiii. Subrecipient activities;
- xiv. List of credential(s) to be awarded (if applicable)
- xv. Summary of program activities;
- xvi. Public contact information.

See Appendix B for the Suggested Abstract Format.

### **(2) A letter of commitment from the Head of the State Apprenticeship Agency**

For programs with a local or state-wide geographic scope where the State Apprenticeship Agency is a required partner, a letter of support from the SAA State Director must be submitted as an attachment and clearly labeled as “SAA Letter.” If the applicant does not submit the letter when the State Apprenticeship Agency is a required partner, the application will be considered incomplete and non-responsive, and it will not move forward through the merit review process.

## **b. Requested Attachments**

We request the following attachments, but their omission will not cause us to disqualify the application. The omission of the attachment will, however, impact scoring unless otherwise noted.

### **(1) Past Performance Documentation**

This attachment must include both the Chart of Past Performance and the Grantor Verification Letter (if the chart is not signed by the Grantor).

See Appendix D for the Suggested Past Performance Format. See Section IV.B.3.e. for which applicants are to submit this documentation and additional instructions.

These documents must be uploaded as an attachment to the application package and labeled “Past Performance.”

**(2) Indirect Cost Rate Agreement**

If you are requesting indirect costs based on a Negotiated Indirect Cost Rate Agreement approved by your federal Cognizant Agency, then attach the most recently approved Agreement. (For more information, see Section IV.B.2. and Section IV.E.1.) This attachment does not impact scoring of the application.

This document must be uploaded as an attachment to the application package and labeled “NICRA.”

**(3) Financial System Risk Assessment Information**

All applicants are requested to submit Funding Opportunity Announcement Financial System Risk Assessment Information. See Section V.B.2 for a sample template and additional instructions. This attachment does not impact the scoring of the application.

**(4) Letters of Commitment or MOUs**

Submit signed and dated Letters of Commitment or Memoranda of Understanding between the applicant and required partner organizations and optional partner organizations and/or sub-grantee that propose to support the program model and lead to the identified outcomes. See Sections III.A. and IV.B.3. These letters must be uploaded as an attachment to the application package and labeled “Letters of Commitment.” We encourage, as appropriate, partnering with labor organizations (labor unions or joint-labor management partnerships).

**(5) Expected Outcomes/Outputs Table (See IV.B.3.b and Appendix F)**

All applicants are requested to submit outcome(s) and output(s) that will result from the project. Outcomes are the measurable results of the project. They are the positive benefits or negative changes or measurable characteristics that occur as a result of project activities or outputs.

**(6) Organizational Chart (see Section IV.B.3.d.i)**

All applicants are requested to submit a detailed description demonstrating the lead applicant’s capacity to: 1) effectively manage each component of the program, including a project management plan and a communications plan for efficient and effective management of the project with all partners and staff, and 2) establish effective procurement processes, systems, and procedures and those of any partners who will be providing any services or conducting any activities under the grant (where applicable).

**(7) Staffing Plan (see Section IV.B.3.d.ii)**

All applicants are requested to submit a staffing plan that describes the qualifications and experience of all executive and administrative staff, as well as other personnel such as board members, advisors, and consultants, to fulfill the needs and requirements of the proposed project. The plan must convey the capacity of identified partners to support the lead applicant in carrying out the proposed project, and such qualifications and experience must demonstrate the ability to manage a strategic partnership, including fiscal and administrative management, outreach, and promotion.

## C. SUBMISSION DATE, TIME, PROCESS AND ADDRESS

### **Due Date for Applications:**

April 15, 2024

You must submit your application electronically on <https://www.grants.gov> **no later than 11:59 p.m. Eastern Time on the closing date.**

Applicants are encouraged to submit their application before the closing date to minimize the risk of late receipt. We will not review applications received after 11:59 p.m. Eastern Time on the closing date. We will not accept applications sent by hard-copy, e-mail, telegram, or facsimile (FAX).

### **1. Hardcopy Submission**

No applications submitted in hardcopy by mail or hand delivery (including overnight delivery) will be accepted for this funding opportunity.

### **2. Electronic Submission through Grants.gov**

Applicants submitting applications must ensure successful submission **no later than 11:59 p.m. Eastern Time on the closing date.** Grants.gov will subsequently validate the application.

The process can be complicated and time-consuming. We strongly advise you to initiate the process as soon as possible and to plan for time to resolve technical problems. Note that validation does not mean that your application has been accepted as complete or has been accepted for review by the agency. Rather, grants.gov verifies only the submission of certain parts of an application.

#### **a. How to Register to Apply through Grants.gov**

Read through the registration process carefully before registering. These steps may take as long as four weeks to complete, and this time should be factored into plans for timely electronic submission in order to avoid unexpected delays that could result in the rejection of an application.

Applicants must follow the online instructions for registration at <https://www.grants.gov/web/grants/applicants/organization-registration.html>. We recommend that you prepare the information requested before beginning the registration process. Reviewing and assembling required information before beginning the registration process will alleviate last-minute searches for required information and save time.

An application submitted through Grants.gov constitutes a submission as an electronically signed application. The registration and account creation with Grants.gov, with E-Biz Point of Contact (POC) approval, establishes an Agency Organizational Representative (AOR). When an application is submitted through Grants.gov, the name of the AOR who submitted

the application is inserted into the signature line of the application, serving as the electronic signature. The E-Biz POC must authorize the individual who is able to make legally binding commitments on behalf of your organization as the AOR; this step is often missed and it is crucial for valid submissions.

#### **b. How to Submit an Application to DOL via Grants.gov**

Grants.gov applicants can apply online using Workspace. Workspace is a shared online environment where members of a grant team may simultaneously access and edit different webforms within an application. For a complete workspace overview, refer to <https://www.grants.gov/web/grants/applicants/workspace-overview.html>. For access to complete instructions on how to apply for opportunities, refer to <https://www.grants.gov/web/grants/applicants/apply-for-grants.html>.

When a registered applicant submits an application with Grants.gov, an electronic time stamp is generated within the system when the application is successfully received by Grants.gov. Grants.gov will send the applicant AOR an email acknowledgement of receipt and a tracking number (GRANTXXXXXXXX) with the successful transmission of the application, serving as proof of timely submission. The applicant will receive two email messages to provide the status of the application's progress through the system.

- The first email will contain a tracking number and will confirm receipt of the application by Grants.gov.
- The second email will indicate the application has either been successfully validated or has been rejected due to errors.

Grants.gov will **reject applications if the applicant's registration in SAM is expired. Only applications that have been successfully submitted by the deadline and later successfully validated will be considered.** It is your responsibility to ensure a timely submission. While it is not required that an application be successfully validated before the deadline for submission, it is prudent to reserve time before the deadline in case it is necessary to resubmit an application that has not been successfully validated. Therefore, enough time should be allotted for submission (24-48 hours) and, if applicable, additional time to address errors and receive validation upon resubmission (an additional two business days for each ensuing submission). It is important to note that if enough time is not allotted and a rejection notice is received after the due date and time, DOL will not consider the application.

To ensure consideration, the components of the application must be saved as .doc, .docx, .xls, .xlsx, .rtf or .pdf files. If submitted in any other format, the applicant bears the risk that compatibility or other issues will prevent DOL from considering the application. We will attempt to open the document, but will not take any additional measures in the event of problems with opening.

We strongly advise applicants to use the various tools and documents, including FAQs, which are available on the "Applicant Resources" page at <https://www.grants.gov/web/grants/applicants/applicant-faqs.html>.

We encourage new prospective applicants to view the online tutorial, "Grant Applications 101: A Plain English Guide to ETA Competitive Grants," available through WorkforceGPS

at

<https://grantsapplicationandmanagement.workforcegps.org/resources/2022/05/10/15/23/How-to-Apply-for-a-Grant>.

To receive updated information about critical issues, new tips for users, and other time-sensitive updates as information is available, you may subscribe to “Grants.gov Updates” at <https://www.grants.gov/web/grants/manage-subscriptions.html>.

If you encounter a problem with Grants.gov and do not find an answer in any of the other resources, contact one of the following:

- call 1-800-518-4726 or 606-545-5035 to speak to a Customer Support Representative or
- email [support@grants.gov](mailto:support@grants.gov).

The Grants.gov Contact Center is open 24 hours a day, 7 days a week but closed on federal holidays. If you are experiencing difficulties with your submission, it is best to call the Grants.gov Support Center and get a ticket number.

### **Late Applications**

We will consider only applications successfully submitted through Grants.gov no later than 11:59 p.m. Eastern Time on the closing date and then successfully validated. **You take a significant risk by waiting to the last day to submit through Grants.gov.**

## **D. INTERGOVERNMENTAL REVIEW**

This funding opportunity is not subject to Executive Order 12372, “Intergovernmental Review of Federal Programs.”

## **E. FUNDING RESTRICTIONS**

All proposed project costs must be necessary and reasonable and in accordance with federal guidelines. Determinations of allowable costs will be made in accordance with the Cost Principles, now found in the Office of Management and Budget’s Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), codified at 2 CFR Part 200 and at 2 CFR Part 2900 (Uniform Guidance-DOL specific). Disallowed costs are those charges to a grant that the grantor agency or its representative determines not to be allowed in accordance with the Cost Principles or other conditions contained in the grant. Applicants, whether successful or not, will not be entitled to reimbursement of pre-award costs.

### **Indirect Costs**

As specified in the Uniform Guidance Cost Principles, indirect costs are those that are incurred for common or joint objectives and cannot be readily identified with a particular final cost objective. An indirect cost rate is required when an organization operates under more than one grant or other activity, whether federally-assisted or not. You have two options to claim reimbursement of indirect costs.

**Option 1:** You may use a NICRA or Cost Allocation Plan (CAP) supplied by the federal Cognizant Agency. If you do not have a NICRA/CAP or have a pending NICRA/CAP, and in either case choose to include estimated indirect costs in your budget, at the time of award the Grant Officer will release funds in the amount of 10 percent of Modified Total Direct Costs (see DOL's definition below) to support indirect costs. Within 90 days of award, you are required to submit an acceptable indirect cost proposal or CAP to your federal Cognizant Agency to obtain a provisional indirect cost rate. (See Section IV.B.4. for more information on NICRA submission requirements.)

**Option 2:** Any organization that does not have a current negotiated (including provisional) rate, with the exceptions noted at 2 CFR Part 200.414(f) in the Cost Principles, may elect to charge a de minimis rate of 10 percent of modified total direct costs (see DOL's definition below), which may be used indefinitely. If chosen, this methodology once elected must be used consistently for all Federal awards until such time as the non-Federal entity chooses to negotiate for a rate, which the non-Federal entity may apply to do at any time. (See 2 CFR Part 200.414(f) for more information on use of the de minimis rate.)

**Modified Total Direct Cost definition:** To avoid a serious inequity in the distribution of indirect costs, DOL defines MTDC as all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$25,000 of each subaward or subcontract (regardless of the period of performance of the subawards and subcontracts under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward or subcontract in excess of \$25,000.

### **Salary and Bonus Limitations**

None of the funds appropriated under the heading "Employment and Training" in the appropriation statute(s) may be used by a recipient or subrecipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. This limitation does not apply to contractors providing goods and services as defined in the Audit Requirements of the OMB Uniform Guidance (see 2 CFR Part 200 Subpart F). Where states are recipients of such funds, states may establish a lower limit for salaries and bonuses of those receiving salaries and bonuses from subrecipients of such funds, taking into account factors including the relative cost of living in the state, the compensation levels for comparable state or local government employees, and the size of the organizations that administer federal programs involved including ETA programs. See Public Law 113-235, Division G, Title I, section 105, and TEGP number 05-06 for further clarification: <https://www.dol.gov/agencies/eta/advisories/training-and-employment-guidance-letter-no-05-06>.

### **Intellectual Property Rights**

Pursuant to 2 CFR Part 2900.13, to ensure that the federal investment of DOL funds has as broad an impact as possible and to encourage innovation in the development of new learning materials, the grantee will be required to license to the public all work created with the support of the grant under a Creative Commons Attribution 4.0 (CC BY) license. Work that must be licensed under the CC BY includes both new content created with the grant funds and modifications made to pre-existing, grantee-owned content using grant funds.

This license allows subsequent users to copy, distribute, transmit, and adapt the copyrighted work and requires such users to attribute the work in the manner specified by the grantee. Notice of the license shall be affixed to the work. For general information on CC BY, please visit <https://creativecommons.org/licenses/by/4.0>.

Instructions for marking your work with CC BY can be found at [https://wiki.creativecommons.org/Marking\\_your\\_work\\_with\\_a\\_CC\\_license](https://wiki.creativecommons.org/Marking_your_work_with_a_CC_license).

Questions about CC BY as it applies to this specific funding opportunity should be submitted to the ETA Grants Management Specialist specified in Section VII.

Only work that is developed by the recipient in whole or in part with grant funds is required to be licensed under the CC BY license. Pre-existing copyrighted materials licensed to or purchased by the grantee from third parties, including modifications of such materials, remain subject to the intellectual property rights the grantee receives under the terms of the particular license or purchase. In addition, works created by the grantee without grant funds do not fall under the CC BY licensing requirement.

The purpose of the CC BY licensing requirement is to ensure that materials developed with funds provided by these grants result in work that can be freely reused and improved by others. When purchasing or licensing consumable or reusable materials, the grantee is expected to respect all applicable federal laws and regulations, including those pertaining to the copyright and accessibility provisions of the Federal Rehabilitation Act.

Separate from the CC BY license to the public, the Federal Government reserves a paid-up, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use for federal purposes (i) the copyright in all products developed under the grant, including a subaward or contract under the grant or subaward; and (ii) any rights of copyright to which the recipient, subrecipient, or a contractor purchases ownership under an award (including, but not limited to, curricula, training models, technical assistance products, and any related materials). Such uses include, but are not limited to, the right to modify and distribute such products worldwide by any means, electronically or otherwise. The grantee may not use federal funds to pay any royalty or license fee for use of a copyrighted work, or the cost of acquiring by purchase a copyright in a work, where the Department has a license or rights of free use in such work. If revenues are generated through selling products developed with grant funds, including intellectual property, DOL treats such revenues as program income. Such program income is added to the grant and must be expended for allowable grant activities.

If applicable, the following standard ETA disclaimer needs to be on all products developed in whole or in part with grant funds.

**“This workforce product was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it.”**



## **Credential Transparency**

The Department wishes to ensure that individuals, employers, educators and training providers have access to the most complete, current and beneficial information about providers, programs credentials, and competencies supported with these public, federal funds. To this end, the Department requires that information about all credentials (including but not limited to diplomas, badges, certificates, certifications, apprenticeships, licenses, and degrees of all levels and types) and competencies (knowledge, skills and abilities) developed or delivered through the use of these public federal funds be made publicly accessible through the use of linked open data formats that support full transparency and interoperability, such as through the use of credential transparency description language specifications. ETA will provide specific guidance and technical assistance on data elements to include in the published open data, such as information about the credential provider, the credential and its associated competencies, delivery mode, geographic coverage, the industry sector(s) and occupation(s) for which the credential was developed, related assessments, related accreditations or other quality assurances where appropriate, costs, and available outcomes.

## **Use of Grant Funds for Participant Wages**

Grant funds may not be used to directly pay wages for apprentices.

**On-the-Job Learning:** Applies only to **Category 1: Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment** and **Category 2: Creation of Education System-aligned Pre-apprenticeship Programs and RAPs.**

For the purposes of grants awarded under this FOA, funds may be used to subsidize the training and education costs for Registered Apprentices enrolled in programs and can include reimbursing employers for some of the extraordinary costs of OJL. For grants awarded under this FOA, the negotiated reimbursement percentage may be as high as 50 percent of the participant's hourly wage. However, DOL encourages grant recipients to negotiate lower rates or variable rates (such as starting at the maximum allowable reimbursement rate and reducing the subsidy over time), where possible, to ensure that the maximum number of Registered Apprentices will be served by the project. Finally, grant recipients must develop OJL contracts as discussed below. The contract process sets the ground rules for OJL with an employer and assists in determining whether an employer is eligible to provide an OJL opportunity. The contract must include the federally required elements of an OJL agreement; however, states, counties, or municipalities may have additional OJL contract requirements. Contracts also outline the terms and conditions that the employer and OJL provider agree to provide for an OJL experience. Contracts with an employer can be set up for a specific period of time but need not necessarily specify the individual trainees to whom they apply. This allows the employer to provide training to more than one trainee. If an employer only has one position or plans to limit the training experience to one employee, then a contract must also include the individual trainee's information. For these grants, contracts must provide that the employer is responsible for documenting skills gained by Registered Apprentices during the training period. It should also include a description of how the reimbursement level was determined. For guidance on federally required elements of an OJL, sample templates, and other resources, grant recipients may access ETA's online technical assistance related to an OJL contract on [WorkforceGPS.org](http://WorkforceGPS.org) at the

following web address: <https://ion.workforcegps.org/resources/2017/12/01/11/19/On-the-Job-Training-Toolkit>.

**Grant Recipient Technical Training:** Grant recipients are required to participate in all ETA training activities related to grantee orientation, financial management and reporting, performance reporting, product dissemination, and other technical assistance training as appropriate during the grant period. These sessions may occur via conference calls, virtual events such as webinars, and in-person meetings.

**Use of Funds for Supportive Services for Apprentices:** Applies only to **Category 1: Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment; and Category 2: Creation of Education System-aligned Pre-apprenticeship Programs and RAPs.** While applicants are encouraged to leverage supportive services through WIOA or other funding available, when funds are not otherwise available, grant recipients may use up to 25 percent of grant funds to provide supportive services (as outlined in Section IV.B.3.c.3.ii Project Design) to individuals who are participating in education and training activities provided through the grant. Under this FOA, supportive services for training apprentices include but are not limited to: childcare and long term services and supports; linkages with community services; tools, work clothing, or equipment required to train for a job; application fees and other costs of apprenticeship or required pre-employment training; transportation and travel to training and work sites; housing; internet access; mental health counseling, substance use treatment, or other behavioral health services; reasonable accommodations and/or costs related to direct service professionals who provide assistance to persons with disabilities; legal assistance; educational testing; financial counseling; needs-based payments or emergency cash assistance; services specially geared at attracting and retaining underrepresented groups, such as mentoring, support groups, and peer networking. For the purposes of this FOA, grant recipients may use grant funds, up to the percentage specified above, to provide supportive services only to individuals who are participating in education and training activities provided through the grant, and only when: 1) they are unable to obtain such services through other programs, and 2) such services are necessary to enable individuals to participate in education and training activities under the grant. Grant recipients may establish limits on the provision of supportive services or provide their subrecipients with the authority to establish such limits, including a maximum amount of funding and maximum length of time for supportive services to be available to apprentices. Grant recipients must ensure that their use of grant funds on supportive services is consistent with their organization's established written policy on the provision of supportive services. Additionally, we encourage grant recipients to identify other sources of funding for supportive services, including through co-enrolling in WIOA.

**Use of Funds for Incentives to Employers:** Applies to all grant categories.

For Category 1 and Category 2, applicants may use up to 20 percent of grant funds to provide one-time "incentive" funds to new employers, joint labor management organizations, or industry associations (or other partners included in a multiemployer partnership) to directly fund new or expand existing RAPs in targeted industries in which they are serving.

For Category 3, applicants may use up to 50 percent of grant funds to provide one-time "incentive" funds to new employers, joint labor management organizations, or industry

associations (or other partners included in a multiemployer partnership) to directly fund new or expand existing RAPs in targeted industries in which they are serving.

Allowable uses of incentive funding to support RAP development, launch, and sustainability, include:

- Registration of RAPs with the Department of Labor or relevant SAA;
- Costs related to design and start-up of RAPs;
- Classroom education or online training for apprentices;
- Extraordinary costs related to on-the-job learning (excluding wages). These extraordinary costs to the employer can be calculated based on an apprentice's wages, as well as based on a journey worker's time as mentor for an apprentice in OJL. Applies only to Category 1: Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment and Category 2: Creation of Education System-aligned Pre-apprenticeship and RAPs. **Category 3: Registered Apprenticeship Hubs cannot use incentive payments for this purpose.**
- Train-the-trainer costs or activities;
- Training supplies for apprentices (in consultation with the Department); and/or
- Curricula development.

The Administration is focused not only on expanding the number of programs and apprentices, but also diversifying the industries that utilize Registered Apprenticeship and increasing access to, and completion of, RAPs for underrepresented populations and underserved communities. As previously stated, an allowable activity is providing incentive funding for employers to expand RAP opportunities for underrepresented populations and underserved communities. Applicants must integrate and embed DEIA principles into the above-listed allowable uses of incentive funding to support RAP development, launch, and sustainability.

These incentive funds must be aligned to the goals of this FOA. Applicants must have written policies and procedures in place governing the awarding of incentive funds, and the incentives provided under this FOA must comply with these organizational policies. Policies and procedures should include detailed processes for identification of recipients, distribution, and management of the incentive funds to ensure employer commitments are met. Further, grantees shall also provide, in quarterly narrative reports to the Department, all recipients of incentive funding, status of activities related to the use of incentive funding, and when feasible, itemized costs related to the use of incentive funding.

Please note that all elements of 2 CFR Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) and 2 CFR Part 2900 (DOL's Supplement to 2 CFR Part 200), including the monitoring and examination of records, apply to any entity that carries out a federal award as a recipient or subrecipient, including for-profit organizations. In addition, the entity may not earn or keep any profit resulting from federal financial assistance.

## **F. OTHER SUBMISSION REQUIREMENTS**

**Withdrawal of Applications:** You may withdraw an application by written notice to the Grant Officer at any time before an award is made.

## V. APPLICATION REVIEW INFORMATION

### A. CRITERIA

We have instituted procedures for assessing the technical merit of applications to provide for an objective review of applications and to assist you in understanding the standards against which your application will be judged. The evaluation criteria are based on the information required in the application as described in Sections IV.B.2. (Project Budget) and IV.B.3. (Project Narrative). Reviewers will award points based on the evaluation criteria described below.

Section IV.B.3 (Project Narrative) of this FOA has several “section headers” (e.g. IV.B.3.a), Statement of Need). Each of these “section headers” of the Project Narrative may include one or more “criterion,” and each “criterion” includes one or more “rating factors,” which provide detailed specifications for the content and quality of the response to that criterion. Each of the rating factors have specific point values assigned. These point values are the number of points possible for the application to earn for the rating factor.

<b>Criterion</b>	<b>Points (maximum)</b>
1. Statement of Need (See Section IV.B.3.a. Statement of Need)	10 total
2. Expected Outcomes and Outputs (See Section IV.B.3.b. Expected Outcomes and Outputs)	12 total
3. Project Development and Implementation (See Section IV.B.3.c. Development and Implementation)	28 total
4. Organizational, Administrative, and Fiscal Capacity (See Section IV.B.3.d. <u>Organizational, Administrative, and Fiscal Capacity</u> )	10 total
5. Past Performance – Programmatic Capability (See Section IV.B.3.e. Past Performance – Programmatic Capability)	28 total
6. Budget and Budget Justification (See Section IV.B.2. Project Budget)	12 total
<b>TOTAL</b>	<b>100</b>

Section IV.B.3, Project Narrative, provides a detailed explanation of the information an application must include (e.g., a comprehensive work plan for the whole period of performance with feasible and realistic dates). Reviewers will rate each “rating factor” based on how fully and convincingly the applicant responds. For each “rating factor” under each “criterion,” panelists will determine whether the applicant thoroughly meets, partially meets, or fails to meet

the “rating factor,” unless otherwise noted in Section IV.B.3, based on the definitions below:

Standard Rating	Definition	Standard for Calculating Points
Thoroughly Meets	The application thoroughly responds to the rating factor and fully and convincingly satisfies all of the stated specifications.	Full Points
Partially Meets	The application responds incompletely to the rating factor or the application convincingly satisfies some, but not all, of the stated specifications.	Half Points
Fails to Meet	The application does not respond to the rating factor or the application does respond to the rating factor but does not convincingly satisfy any of the stated specifications.	Zero Points

In order to receive the maximum points for each rating factor, applicants must provide a response to the requirement that fully describes the proposed program design and demonstrates the quality of approach, rather than simply re-stating a commitment to perform prescribed activities. In other words, applicants must describe why their proposal is the best strategy and how they will implement it, rather than that the strategy contains elements that conform to the requirements of this FOA.

## **B. REVIEW AND SELECTION PROCESS**

### **1. Merit Review and Selection Process**

A technical merit review panel will carefully evaluate applications against the selection criteria to determine the merit of applications. These criteria are based on the policy goals, priorities, and emphases set forth in this FOA. Up to 100 points may be awarded to an applicant, depending on the quality of the responses provided. The final scores (which may include the mathematical normalization of review panels) will serve as the primary basis for selection of applications for funding. The panel results are advisory in nature and not binding on the Grant Officer. The Grant Officer reserves the right to make selections based solely on the final scores or to take into consideration other relevant factors when applicable. Such factors may include the geographic distribution of funds, distribution among grant categories, prioritized industries and sectors, and other relevant factors. The Grant Officer may consider any information that comes to their attention.

The government may elect to award the grant(s) with or without discussion with the applicant. Should a grant be awarded without discussion, the award will be based on the applicant’s signature on the SF-424, including electronic signature via E-Authentication on <https://www.grants.gov>, which constitutes a binding offer by the applicant.

## **2. Risk Review Process**

Prior to making an award, ETA will review information available through various sources, including its own records and any OMB-designated repository of government-wide eligibility qualification or financial integrity information, such as Federal Awardee Performance and Integrity Information System (FAPIIS), and Sam.gov. Additionally, ETA will comply with the requirements of 2 CFR Part 180 codified at 2 CFR Part 2998 (Non-procurement Debarment and Suspension). This risk evaluation may incorporate results of the evaluation of the applicant's eligibility (application screening) or the quality of its application (merit review). If ETA determines that an award will be made, special conditions that correspond to the degree of risk assessed may be applied to the award. Criteria to be evaluated include the following:

- i. Financial stability;
- ii. Quality of management systems and ability to meet the management standards prescribed in the Uniform Grant Guidance;
- iii. History of performance. The applicant's record in managing awards, cooperative agreements, or procurement awards, if it is a prior recipient of such federal awards, including timeliness of compliance with applicable reporting requirements and, if applicable, the extent to which any previously awarded amounts will be expended prior to future awards;
- iv. Reports and findings from audits performed under Subpart F–Audit Requirements of the Uniform Grant Guidance or the reports and findings of any other available audits and monitoring reports containing findings, issues of non-compliance, or questioned costs;
- v. The applicant's ability to effectively implement statutory, regulatory, and other requirements imposed on recipients.

NOTE: As part of ETA's Risk Review process, the Grant Officer will determine the following:

- If the applicant had any restriction on spending for any ETA grant due to adverse monitoring findings; or
- If the applicant received a High Risk determination in accordance with [TEGL 23-15](#).

Depending on the severity of the findings and whether the findings were resolved, the Grant Officer may, at their discretion, elect not to fund the applicant for a grant award regardless of the applicant's score in the competition.

All applicants are requested to submit the following information as an attachment to their application (suggested template below) for ETA to assess the applicant's Financial System. This information will be taken into account as one component of ETA's Risk Review Process. Applicants may use the suggested template or answer the questions in a separate attachment. It is unlikely that an organization will be able to manage a federal grant without the following system/processes in place. Applicants are expected to have these in place before applying for a grant with ETA.

U.S. DEPARTMENT OF LABOR -EMPLOYMENT AND TRAINING ADMINISTRATION  
(ETA)  
**FUNDING OPPORTUNITY ANNOUNCEMENT: FINANCIAL SYSTEM RISK  
ASSESSMENT**

**SECTION A: PURPOSE**

The financial responsibility of grantees must be such that the grantee can properly discharge the public trust which accompanies the authority to expend public funds. Adequate administrative and financial systems including the accounting systems should meet the following criteria as contained in 2 CFR 200 and 2 CFR 2900.

- (1) Accounting records should provide information needed to adequately identify the receipt of funds under each grant awarded and the expenditure of funds for each grant.
- (2) Entries in accounting records should refer to subsidiary records and/or documentation which support the entry and which can be readily located.
- (3) The accounting system should provide accurate and current financial reporting information.
- (4) The accounting system should be integrated with an adequate system of internal controls to safeguard the funds and assets covered, check the accuracy and reliability of accounting data, promote operational efficiency, and encourage adherence to prescribed management policies.

**SECTION B: GENERAL**

1. Applicant Legal Name (as it appears in SAM.gov):

- |   |   |
|---|---|
| <p>a. When was the organization founded/incorporated (<i>month, day, year</i>):</p> | <p>b. Principal Officers Names, Title, Email Address<br/>President/Chair Board of Directors:<br/>Chief Executive Officer:<br/>Chief Financial Officer:<br/>Accounting/Budget Officer:</p> |
| <p>c. Employer Identification Number:</p>   |   |
| <p>d. Number of Employees<br/>Full Time:<br/>Part Time:</p>                         |   |

2. Is the organization or institution affiliated with any other organization:  
Yes      No  
If yes, please provide details as to the nature of the company (for profit, nonprofit, LLC, etc) and if it provides services or products to the organization in relation to this grant.

3. Total Sales/Revenues in most recent accounting period. (*12 months*)  
\$





U.S. DEPARTMENT OF LABOR -EMPLOYMENT AND TRAINING ADMINISTRATION  
(ETA)  
**FUNDING OPPORTUNITY ANNOUNCEMENT: FINANCIAL SYSTEM RISK  
ASSESSMENT**

1. Is there any legal matter or an ongoing financial concern that may impact the organization's ability to manage and administer the grant?      Yes      No  
If yes, please explain briefly.

**SECTION E: FINANCIAL STATEMENTS**

1. Did an independent certified public accountant (CPA) ever examine the financial statements?      Yes      No

2. If an independent CPA review was performed please attach a copy of their latest report and any management letters issued.      Enclosed      N / A

3. If an independent CPA was engaged to perform a review and no report was issued, please provide details and an explanation below:

**SECTION F: PAYMENT MANAGEMENT SYSTEM ACCOUNT**

1. ETA uses the Department of Health and Human Services Payment Management System (PMS). If your organization has an ETA PMS account, provide the PMS EIN and the PMS account (e.g., 89X7X) where grant funding should be placed if selected for award.

**SECTION G: ADDITIONAL INFORMATION**

1. Use this space for any additional information (*indicate section and item numbers if a continuation*)

## **VI. AWARD ADMINISTRATION INFORMATION**

### **A. AWARD NOTICES**

All award notifications will be posted on the ETA Homepage at <https://www.dol.gov/agencies/eta/>. Applicants selected for award will be contacted directly before the grant's execution. Non-selected applicants will be notified by mail or email and may request a written debriefing on the significant weaknesses of their application.

Selection of an organization as a recipient does not constitute approval of the grant application as submitted. Before the actual grant is awarded, we may enter into negotiations about such items as program components, staffing and funding levels, and administrative systems in place to support grant implementation. If the negotiations do not result in a mutually acceptable submission, the Grant Officer reserves the right to terminate the negotiations and decline to fund the application. We reserve the right not to fund any application related to this FOA.

### **B. ADMINISTRATIVE AND NATIONAL POLICY REQUIREMENTS**

#### **1. Administrative Program Requirements**

All grantees will be subject to all applicable federal laws and regulations, including the OMB Uniform Guidance, and the terms and conditions of the award. The grant(s) awarded under this FOA will be subject to the following administrative standards and provisions.

- i. Non-Profit Organizations, Educational Institutions, For-profit entities and State, Local, and Indian Tribal Governments—2 CFR Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) and 2 CFR Part 2900 (DOL's Supplement to 2 CFR Part 200)
- ii. All entities must comply with 29 CFR Part 93 (New Restrictions on Lobbying), 29 CFR Part 94 (Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)), 2 CFR Part 180 (OMB Guidance to Agencies on Government-wide Debarment and Suspension (Non-procurement)), and, where applicable, 2 CFR Part 200 (Audit Requirements).
- iii. 29 CFR Part 2, subpart D—Equal Treatment in Department of Labor Programs for Religious Organizations; Protection of Religious Liberty of Department of Labor Social Service Providers and Beneficiaries.
- iv. 29 CFR Part 31—Nondiscrimination in Federally Assisted Programs of the Department of Labor—Effectuation of Title VI of the Civil Rights Act of 1964.
- v. 29 CFR Part 32—Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance.
- vi. 29 CFR Part 35—Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance from the Department of Labor.
- vii. 29 CFR Part 36—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance.
- viii. 29 CFR Part 38 – Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Innovation and Opportunity Act.
- ix. 29 CFR Parts 29 and 30—Labor Standards for the Registration of Apprenticeship Programs, and Equal Employment Opportunity in Apprenticeship and Training, as applicable.
- x. The Department of Labor will follow the procedures outlined in the Department's Freedom of Information Act (FOIA) regulations (29 CFR Part 70). If DOL receives a

FOIA request for your application, the procedures in DOL’s FOIA regulations for responding to requests for commercial/business information submitted to the government will be followed, as well as all FOIA exemptions and procedures. See generally 5 U.S.C. § 552; 29 CFR Part 70.

- xi. Standard Grant Terms and Conditions of Award—see the following link:  
<https://www.dol.gov/agencies/eta/grants/resources>.

## **2. Other Legal Requirements**

### **a. Religious Activities**

The Department notes that the Religious Freedom Restoration Act (RFRA), 42 U.S.C. § 2000bb, applies to all federal law and its implementation. If an applicant organization is a faith-based organization that makes hiring decisions on the basis of religious belief, it may be entitled to receive federal financial assistance under this grant solicitation and maintain that hiring practice. As stated in 29 CFR 2.32(a), religious organizations are eligible on the same basis as any other organization, to seek DOL support or participate in DOL programs for which they are otherwise eligible. Guidance from DOL is found at <https://www.dol.gov/agencies/oasam/grants/religious-freedom-restoration-act/guidance>.

### **b. Lobbying or Fundraising the U.S. Government with Federal Funds**

In accordance with Section 18 of the Lobbying Disclosure Act of 1995 (Public Law 104-65) (2 U.S.C. § 1611), non-profit entities incorporated under Internal Revenue Service Code section 501(c)(4) that engage in lobbying activities are not eligible to receive federal funds and grants. No activity, including awareness-raising and advocacy activities, may include fundraising for, or lobbying of, U.S. federal, state, or local governments (see 2 CFR Part 200.450 for more information).

### **c. Transparency Act Requirements**

You must ensure that you have the necessary processes and systems in place to comply with the reporting requirements of the Federal Funding Accountability and Transparency Act of 2006 (Pub. Law 109-282, as amended by the Government Funding Transparency Act of 2008, Pub. Law 110-252, Title VI, Chap. 2, Sec. 6202), as follows.

- Except for those excepted from the Transparency Act under sub-paragraphs 1, 2, and 3 below, you must ensure that you have the necessary processes and systems in place to comply with the subaward and executive total compensation reporting requirements of the Transparency Act, should you receive funding.
- Upon award, you will receive detailed information on the reporting requirements of the Transparency Act, as described in 2 CFR Part 170, Appendix A, which can be found at <https://www.govinfo.gov/content/pkg/CFR-2021-title2-vol1/pdf/CFR-2021-title2-vol1-part170-appA.pdf>.

The following types of awards are not subject to the Federal Funding Accountability and Transparency Act.

1. Federal awards to individuals who apply for or receive federal awards as natural persons (e.g., unrelated to any business or non-profit organization he or she may own or operate in his or her name);

2. Federal awards to entities that had a gross income, from all sources, of less than \$300,000 in the entities' previous tax year; and
3. Federal awards, if the required reporting would disclose classified information.

**d. Safeguarding Data Including Personally Identifiable Information (PII)**

Applicants submitting applications in response to this FOA must recognize that confidentiality of PII and other sensitive data is of paramount importance to the Department of Labor and must be observed except where disclosure is allowed by the prior written approval of the Grant Officer or by court order. By submitting an application, you are assuring that all data exchanges conducted through or during the course of performance of this grant will be conducted in a manner consistent with applicable federal law and [TEGL 39-11](#) (issued June 28, 2012). All such activity conducted by ETA and/or recipient(s) will be performed in a manner consistent with applicable state and federal laws.

By submitting a grant application, you agree to take all necessary steps to protect such confidentiality by complying with the following provisions that are applicable in governing the handling of confidential information: You must ensure that PII and sensitive data developed, obtained, or otherwise associated with DOL/ETA funded grants is securely transmitted.

- i. To ensure that such PII is not transmitted to unauthorized users, all PII and other sensitive data transmitted via e-mail or stored on CDs, DVDs, thumb drives, etc., must be encrypted using a Federal Information Processing Standards (FIPS) 140-2 compliant and National Institute of Standards and Technology (NIST) validated cryptographic module. You must not e-mail unencrypted sensitive PII to any entity, including ETA or contractors.
- ii. You must take the steps necessary to ensure the privacy of all PII obtained from participants and/or other individuals and to protect such information from unauthorized disclosure. You must maintain such PII in accordance with the ETA standards for information security described in TEGL NO. 39-11 and any updates to such standards we provide to you. Grantees who wish to obtain more information on data security should contact their Federal Project Officer.
- iii. You must ensure that any PII used during the performance of your grant has been obtained in conformity with applicable federal and state laws governing the confidentiality of information.
- iv. You further acknowledge that all PII data obtained through your ETA grant must be stored in an area that is physically safe from access by unauthorized persons at all times and the data will be processed using recipient-issued equipment, managed information technology (IT) services, and designated locations approved by ETA. Accessing, processing, and storing of ETA grant PII data on personally owned equipment, at off-site locations, (e.g., employee's home), and non-recipient managed IT services, (e.g., Yahoo mail), is strictly prohibited unless approved by ETA.
- v. Your employees and other personnel who will have access to sensitive/confidential/proprietary/private data must be advised of the confidential nature of the information, the safeguards required to protect the information, and that there are civil and criminal sanctions for noncompliance with such safeguards that are contained in federal and state laws.

- vi. You must have policies and procedures in place under which your employees and other personnel, before being granted access to PII, acknowledge their understanding of the confidential nature of the data and the safeguards with which they must comply in their handling of such data, as well as the fact that they may be liable to civil and criminal sanctions for improper disclosure.
- vii. You must not extract information from data supplied by ETA for any purpose not stated in the grant agreement.
- viii. Access to any PII created by the ETA grant must be restricted to only those employees of the grant recipient who need it in their official capacity to perform duties in connection with the scope of work in the grant agreement.
- ix. All PII data must be processed in a manner that will protect the confidentiality of the records/documents and is designed to prevent unauthorized persons from retrieving such records by computer, remote terminal, or any other means. Data may be downloaded to, or maintained on, mobile or portable devices only if the data are encrypted using NIST validated software products based on FIPS 140-2 encryption. In addition, wage data may be accessed only from secure locations.
- x. PII data obtained by the recipient through a request from ETA must not be disclosed to anyone but the individual requestor, except as permitted by the Grant Officer or by court order.
- xi. You must permit ETA to make onsite inspections during regular business hours for the purpose of conducting audits and/or conducting other investigations to assure that you are complying with the confidentiality requirements described above. In accordance with this responsibility, you must make records applicable to this Agreement available to authorized persons for the purpose of inspection, review, and/or audit.
- xii. You must retain data received from ETA only for the period of time required to use it for assessment and other purposes, or to satisfy applicable federal records retention requirements, if any. Thereafter, you agree that all data will be destroyed, including the degaussing of magnetic tape files and deletion of electronic data.

#### **e. Record Retention**

You must follow federal guidelines on record retention, which require that you maintain all records pertaining to grant activities for a period of at least three years from the date of submission of the final expenditure report. See 2 CFR Part 200.333-.337 for more specific information, including information about the start of the record retention period for awards that are renewed quarterly or annually, and when the records must be retained for more than three years.

#### **f. Use of Contracts and Subawards**

You must abide by the following definitions of contract, contractor, subaward, and subrecipient.

**Contract:** Contract means a legal instrument by which a non-federal entity (defined as a state or local government, Indian tribe, institution of higher education (IHE), non-profit organization, for-profit entity, foreign public entity, or a foreign organization that carries out a federal award as a recipient or subrecipient) purchases property or services needed to carry

out the project or program under a federal award. The term as used in this FOA does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward (see definition of Subaward below).

**Contractor:** Contractor means an entity that receives a contract as defined above in Contract.

**Subaward:** Subaward means an award provided by a pass-through entity (defined as a non-federal entity that provides a subaward to a subrecipient to carry out part of a federal program) to a subrecipient for the subrecipient to carry out part of a federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.

**Subrecipient:** Subrecipient means a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program, but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other federal awards directly from a federal awarding agency.

You must follow the provisions at 2 CFR 200.330-.332 regarding subrecipient monitoring and management. Also see 2 CFR Part 200.308(c)(6) regarding prior approval requirements for subawards. When awarding subawards, you are required to comply with provisions on government-wide suspension and debarment found at 2 CFR Part 180 and codified at 2 Part CFR Part 2998.

#### **g. Closeout of Grant Award**

Any entity that receives an award under this Announcement must close its grant with ETA at the end of the final year of the grant. Information about this process may be found in ETA's Grant Closeout FAQ located at

<https://www.dol.gov/sites/dolgov/files/ETA/grants/pdfs/GCFAQ.pdf>.

### **3. Other Administrative Standards and Provisions**

Except as specifically provided in this FOA, our acceptance of an application and an award of federal funds to sponsor any programs(s) does not provide a waiver of any grant requirements and/or procedures. For example, the OMB Uniform Guidance requires that an entity's procurement procedures ensure that all procurement transactions are conducted, as much as practical, to provide full and open competition. If an application identifies a specific entity to provide goods or services, the award does not provide the justification or basis to sole-source the procurement (i.e., avoid competition).

### **4. Special Program Requirements**

#### **a. ETA Evaluation**

As a condition of grant award, grantees are required to participate in an evaluation, if undertaken by DOL. The evaluation may include an implementation assessment across grantees, an impact and/or outcomes analysis of all or selected sites within or across

grantees, and a benefit/cost analysis or assessment of return on investment. Conducting an impact analysis could involve random assignment (which involves random assignment of eligible participants into a treatment group that would receive program services or enhanced program services, or into control group(s) that would receive no program services or program services that are not enhanced). We may require applicants to collect data elements to aid the evaluation. As a part of the evaluation, as a condition of award, grantees must agree to: (1) make records available to the evaluation contractor on participants, employers, and funding; (2) provide access to program operating personnel, participants, and operational and financial records, and any other relevant documents to calculate program costs and benefits; and (3) in the case of an impact analysis, facilitate the assignment by lottery of participants to program services, including the possible increased recruitment of potential participants; and (4) follow evaluation procedures as specified by the evaluation contractor under the direction of DOL.

### **b. Performance Goals**

Please note that applicants will be held to outcomes provided, and failure to meet those outcomes may result in technical assistance or other intervention by ETA, and may also have a significant impact on decisions about future grants with ETA.

## **C. REPORTING**

You must meet DOL reporting requirements. Specifically, you must submit the reports and documents listed below to DOL electronically.

### **1. Quarterly Financial Reports**

A Quarterly Financial Status Report (ETA 9130) is required until such time as all funds have been expended or the grant period has expired. Quarterly reports are due by the 15<sup>th</sup> day of the second month after each calendar-year quarter. On the final Financial Status Report, you must include any subaward amounts so we can calculate final indirect costs, if applicable. You must use DOL's Online Electronic Reporting System and information and instructions will be provided to grantees. For other guidance on ETA's financial reporting, reference TEGl 20-19 and our webpage at <https://www.dol.gov/agencies/eta/grants/management/reporting>.

### **2. Quarterly Performance Reports**

The grantee must submit a quarterly performance report by the 15<sup>th</sup> day of the second month after each calendar-year quarter. The report must include quarterly information on interim indicators and performance goals. The last quarterly progress report will serve as the grant's Final Performance Report. This report must provide both quarterly and cumulative information on the grant performance. Submission requirements will be provided to grantees upon award. We will also provide you with guidance about the data and other information that is required to be collected and reported on either a regular basis or special request basis.

### **Accountability Structure and Performance Reporting**

Each grant strategy will have specific corresponding outcomes, including shared outcomes that apply to all applicants under the cross-cutting principles articulated above.

ETA will collect equity-related metrics for all ABA2 grants, in accordance with ETA's OMB-approved DOL performance reporting requirements for apprenticeship grants. This includes data elements related to: demographic information; enrollment in pre-apprenticeship and registered apprenticeship programs; completion of pre-apprenticeship and registered apprenticeship programs; credential attainment; and related training activities. Grantee outcomes data will be reported in ETA's WIPS reporting system (in addition to data reporting in RAPIDS, as appropriate).

### **3. Quarterly Narrative Performance Reports**

In addition to the Quarterly Performance Report, the grantee must submit the Joint Quarterly Narrative Performance Report Template (ETA 9179) progress report by the 15<sup>th</sup> day of the second month after each calendar year quarter during which the grant is within the period of performance for the award. The report includes quarterly information regarding accomplishments, including project success stories, upcoming grant activities, and promising approaches and processes, as well as progress toward performance outcomes, including updates on product, curricula, and training development.

**For grants awarded under Category 1: Ensuring Equitable RAP Pathways and Partnerships Through Pre-apprenticeship Leading to RAP Enrollment and Category 2: Creation of Education System-aligned Pre-apprenticeship Programs and RAPs.** Grantees are required to submit a Quarterly Progress Report containing updates on the implementation and progress specified in the grant's Statement of Work and the status of grant program outcomes for all participants that receive grant-funded services. As described above, these grants will align with WIOA performance reporting requirements. DOL will provide grantees with access to the online reporting system, WIPS, along with formal guidance and technical assistance for data collection and reporting.

The grantee must submit a quarterly performance report within 45 days after the end of each calendar-year quarter. This report includes a quarterly performance report (QPR), which is a quantitative report of all participants served through the grant program. The QPR is a quarterly aggregate of the individual participant records that the grantee has collected and uploaded as a data file into the WIPS. In order to submit these quarterly reports, the grantee will be expected to track and report on certain participant-level data to ETA, including Social Security Numbers (SSNs), on all individuals who are provided grant-funded services. The SSN information allows ETA to efficiently match employment data from state unemployment insurance and other wage records. Thus, the collection of participant SSNs lessens the burden on grantees in tracking exit-based employment measures (WIOA Primary Indicators of Performance), while permitting consistent and reliable outcome information to be produced regarding the program. Applicants may view the current OMB approved reporting requirements that will apply to these grants, OMB Control No. 1205-0521.

## **VII. AGENCY CONTACTS**

For further information about this FOA, please contact Daniela Petchik, Grants Management Specialist, Office of Grants Management, at ABA2\_FOA-ETA-24-04@dol.gov. Applicants should e-mail all technical questions to ABA2\_FOA-ETA-24-04@dol.gov and must specifically reference FOA-ETA-24-04, and along with question(s), include a contact name, and phone number. This Announcement is available on the ETA website at <https://www.dol.gov/agencies/eta/grants> and at <https://www.grants.gov>.



## **VIII. OTHER INFORMATION**

### **A. WEB-BASED RESOURCES**

DOL maintains a number of web-based resources that may be of assistance to applicants. These include the CareerOneStop portal (<https://www.careeronestop.org>), which provides national and state career information on occupations; the Service Locator function within the CareerOneStop webpage which provides a directory of the nation's American Job Centers, also known as one-stop centers, (<https://www.careeronestop.org/LocalHelp/service-locator.aspx>); and the Occupational Information Network (O\*NET) Online (<https://online.onetcenter.org>), which provides occupational competency profiles.

### **B. INDUSTRY COMPETENCY MODELS AND CAREER CLUSTERS**

ETA supports an Industry Competency Model Initiative to promote an understanding of the skill sets and competencies that are essential to an educated and skilled workforce. A competency model is a collection of competencies that, taken together, define successful performance in a particular work setting. Competency models serve as a starting point for the design and implementation of workforce and talent development programs. To learn about the industry-validated models, visit the Competency Model Clearinghouse (CMC) at <https://www.careeronestop.org/CompetencyModel>. The CMC site also provides tools to build or customize industry models, as well as tools to build career ladders and career lattices for specific regional economies.

### **C. WORKFORCEGPS RESOURCES**

We encourage you to view the information on workforce resources gathered through consultations with federal agency partners, industry stakeholders, educators, and local practitioners, and made available on WorkforceGPS at <https://www.workforcegps.org>.

We encourage you to view the online tutorials, “Grant Applications 101: A Plain English Guide to ETA Competitive Grants,” and “Grants Application 101: Budgetary Forms - SF-424, 424A, 424B, and Budget Narrative” available through WorkforceGPS at <https://grantsapplicationandmanagement.workforcegps.org/resources/2022/05/10/15/23/How-to-Apply-for-a-Grant>.

We created Workforce System Strategies to make it easier for the public workforce system and its partners to identify effective strategies and support improved customer outcomes. The collection highlights strategies informed by a wide range of evidence, such as experimental studies and implementation evaluations, as well as supporting resources, such as toolkits. We encourage you to review these resources by visiting <https://strategies.workforcegps.org>.

We created a technical assistance portal at <https://grantsapplicationandmanagement.workforcegps.org/> that contains online training and resources for fiscal and administrative issues. Online trainings available include, but are not limited to, Introduction to Grant Applications and Forms, Indirect Costs, Cost Principles, and Accrual Accounting.

## **D. SKILLSCOMMONS RESOURCES**

SkillsCommons (<https://www.skillscommons.org>) offers an online library of curriculum and related training resources to obtain industry-recognized credentials in manufacturing, IT, healthcare, energy, and other industries. The website contains thousands of Open Educational Resources (OER) for job-driven workforce development, which were produced by grantees funded through DOL's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program. Community colleges and other training providers across the nation can reuse, revise, redistribute, and reorganize the OER on SkillsCommons for institutional, industry, and individual use.

## **E. REGISTERED APPRENTICESHIP EVIDENCE-BASED RESEARCH**

ETA launched the American Apprenticeship Initiative (AAI) in October 2015 and provided five-year grants to 46 grantees across the country to expand registered apprenticeship into new sectors, such as healthcare and information technology (IT), and to populations historically underrepresented in apprenticeships, such as women, racial and ethnic minorities, and veterans. Some AAI grantees received no-cost extensions of their periods of performance through September 2021.

In April 2016, ETA, in collaboration with DOL's Chief Evaluation Office (CEO), commissioned an evaluation of the AAI grant program to build evidence about the effectiveness of registered apprenticeship for apprentices and employers. The evaluation included four sub-studies (an [implementation study](#) to document AAI grantee activities; an [outcomes study](#) to document in-program and post-program outcomes for AAI apprentices and pre-apprentices; an [employer return-on-investment \(ROI\) study](#) to document the costs to employers and benefits of registered apprenticeship programs; and a [pilot test](#) of a strategy to encourage employers to adopt registered apprenticeship to assess the implementation and outcomes of a consultative sales approach to employer recruitment by two AAI grantees). Separate from the evaluation, there is a [TA Report](#) which discusses lessons learned from the Initiative. Three reports comprised the implementation sub-study and the AAI Evaluation included five topical issue briefs.

Across the AAI sub-studies and briefs, analyses of key data sources included reviews of grantee applications and documents; site visits with grantees, employers and other grantee partners; surveys with grantees, employers, and apprentice participants; apprenticeship data reported to DOL; quarterly wage records; and publicly available data.

Applicants may use the AAI evaluation as a resource to inform their program design, model their projects after the successes, and consider the lessons learned from past grantees when conceptualizing their projects. <https://www.apprenticeship.gov/evaluation-american-apprenticeship-initiative-aa>

The report, [A Review of the Literature on Registered Apprenticeships: Evaluating Registered Apprenticeship Initiative \(dol.gov\)](#), reviews the latest studies, reports, and documents on Registered Apprenticeship programs (RAPs) to help understand gaps in apprenticeship knowledge. Also discussed within the report are pre-apprenticeship programs. Pre-apprenticeship programs aim to improve interest in and preparation for apprenticeship, especially for young apprentices, and recruitment of diverse candidates. Federal initiatives have focused on pre-apprenticeship programs and found success in recruiting a diverse pipeline of potential apprentices. For more information on pre-apprenticeship, please visit <https://www.apprenticeship.gov/employers/explore-pre-apprenticeship>

The research report, [Youth Apprenticeship in the United States: Apprenticeship Evidence-Building Portfolio](#), describes the state of youth apprenticeship in the United States, reviews existing state youth apprenticeship systems, and describes the organization and partnerships of the Youth Apprenticeship Readiness grantees. To read more on youth apprenticeship, please visit <https://www.apprenticeship.gov/educators/youth-apprenticeship>.

Evaluation of the State Accelerator and Expansion Grants (SAEG) grants and the National Industry and Equity Partner contracts: This evaluation study examined implementation efforts, including program operations, outreach, and strategies to expand and diversify the performance results for the Apprenticeship USA State Accelerator and Expansion Program Funding grants (awarded 2016 and 2018) and the National Industry and Equity Partner contracts (awarded 2016). The reports are:

[Assessment of National Industry Intermediaries' and National Equity Partners' Efforts to Expand Apprenticeship Opportunities](#)

[State Experiences Expanding Registered Apprenticeship: Findings from a Federal Grant Program](#)  
[Registered Apprenticeship: A Descriptive Study of States' Systems and Growth](#)

## **F. REGISTERED APPRENTICESHIP RESOURCES**

OA encourages you to visit [Apprenticeship.gov](https://www.apprenticeship.gov). Among the many beneficial resources that are offered on [Apprenticeship.gov](https://www.apprenticeship.gov), below are a few of the most helpful for states:

Legislation, Regulations, and Guidance – All OA related bulletins, Circulars, TENs, and TEGs are located here: (<https://www.apprenticeship.gov/about-us/legislation-regulations-guidance>)

Registered Apprenticeship Technical Assistance (RA TA) Centers of Excellence – Partnering with OA, RA TA Centers serve as resources to apprenticeship stakeholders and other interested customers. To support Registered Apprenticeship program expansion and modernization, the RA TA Centers provide TA services on a national level in four critical areas: DEIA, strategic partnerships & system alignment, occupations and standards, and data, performance, and best practices. (<https://www.apprenticeship.gov/investments-tax-credits-and-tuition-support/registered-apprenticeship-technical-assistance-centers-excellence>)

OA has many active grantees and contractors that may be able to partner with you or assist you in new industries to further expand your programs.

(<https://www.apprenticeship.gov/investments-tax-credits-and-tuition-support/active-grants-and-contracts>)

A valuable resource for apprenticeship program sponsors, the Universal Outreach Tool provides an online mechanism for finding diverse candidates for apprenticeship. This tool can help sponsors comply with the universal outreach and recruitment requirements of the apprenticeship EEO regulations. (<https://www.apprenticeship.gov/eoo/sponsors/recruit-and-hire/universal-outreach-tool>).

## **IX. OMB INFORMATION COLLECTION**

OMB Information Collection No 1225-0086, Expires July 31, 2025.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 50 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Send comments about the burden estimated or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, to the attention of the Departmental Clearance Officer, 200 Constitution Avenue NW, Room N1301, Washington, D.C. 20210. Comments may also be emailed to: [DOL\\_PRA\\_PUBLIC@dol.gov](mailto:DOL_PRA_PUBLIC@dol.gov).

PLEASE DO NOT RETURN YOUR GRANT APPLICATION TO THIS ADDRESS. SEND ONLY COMMENTS ABOUT THE BURDEN CAUSED BY THE COLLECTION OF INFORMATION TO THIS ADDRESS. SEND YOUR GRANT APPLICATION TO THE SPONSORING AGENCY AS SPECIFIED EARLIER IN THIS ANNOUNCEMENT.

This information is being collected for the purpose of awarding a grant. DOL will use the information collected through this “Funding Opportunity Announcement” to ensure that grants are awarded to the applicants best suited to perform the functions of the grant. This information is required to be considered for this grant.

Signed 02/21/2024 in Washington, D.C. by:  
Eric Luetkenhaus  
Grant Officer, Employment and Training Administration

## APPENDIX A: Key Definitions

For the purpose of this FOA, the following key terms are defined for applicants:

**Accessibility** – For the purposes of this FOA, the term “accessibility” means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them. Accessibility includes the provision of accommodations and modifications to ensure equal access to employment and participation in activities for people with disabilities, the reduction or elimination of physical and attitudinal barriers to equitable opportunities, a commitment to ensuring that people with disabilities can independently access every outward-facing and internal activity or electronic space, and the pursuit of best practices such as universal design.

**Activity** – Program events or strategies that result in an output.

**Apprentice** – A worker at least 16 years of age, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn an apprenticeable occupation as provided in 29C.F.R. § 29.4 under standards of apprenticeship fulfilling the requirements of 29 C.F.R. § 29.5.

**Apprenticeable Occupations** – Occupations that are specified by industry and meet the following criteria:

- Involve skills that are customarily learned practically through a structured, systematic program of on-the-job supervised learning;
- Be clearly identified and commonly recognized throughout an industry;
- Involve the progressive attainment of manual, mechanical, or technical skills and knowledge which, in accordance with the industry standard for the occupation, would require the completion of at least 2,000 hours of OJL to attain; and

- Require related instruction to supplement the OJL.

**Apprenticeship Agreement** – A written agreement that contains the terms and conditions of the employment and training of the apprentice.

**City** – For the purposes of this FOA, city is defined as an urban area with defined boundaries and governance structure.

**Degreed RAP** – A degreed Registered Apprenticeship program enables individuals to gain an associate’s, bachelor’s, or master’s degree while they work. Degreed apprenticeships may take three to six years to complete, depending on the course level.

**Diversity** – For the purposes of this FOA, the term “diversity” means the practice of including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures, and beliefs of the American people, including underserved communities.

**Equitable Pathway** – For purposes of this FOA, a path to quality jobs for all qualified individuals, including underrepresented populations (which may include women, people of color, and people with disabilities, as established in 29 CFR Part 30, where that population’s participation in RAPs is less than would be reasonably expected given the availability of such individuals for apprenticeship in the relevant industry, occupation, or recruitment area) and underserved communities (including veterans, justice-involved individuals, youth, and those in rural communities). Within the youth population, applicants may serve a wide range of individuals, such as high school and opportunity (out-of-school) youth, youth who are employed or unemployed, justice-involved youth, youth from underrepresented populations, [i.e., people of color, women, people with disabilities], and other youth with barriers to employment including foster youth, parenting youth, and housing insecure youth.

**Equity** – For the purposes of this FOA, the term “equity” means the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.

**Equity Partnership** – National and regional partnerships consisting of Community-based Organizations (CBOs); Joint Labor-Management Organizations; Registered Apprenticeship program sponsors; workforce, industry and education organizations that work with DOL; and DOL-recognized State Apprenticeship Agencies (SAAs), to increase Diversity, Equity, Inclusion, and Accessibility (DEIA) efforts in pre-apprenticeship leading to RAPs and in Registered Apprenticeship.

**Expansion of a RAP** – The expansion of an existing RAP within the period of performance. RAP expansion includes the addition of new industries, occupations, or employers to the existing RAP.

**Incentive Payment** – A one-time “incentive” payment to new employers, joint labor management organizations, or industry associations (or other partners included in a multi-employer partnership) to directly fund new or expand existing RAPs.

**Inclusion** – For the purposes of this FOA, the term “inclusion” means the recognition, appreciation, and use of the talents and skills of employees of all backgrounds.

**Incumbent Worker** – For the purposes of this FOA, incumbent workers are individuals already employed with a Registered Apprenticeship program sponsor before program enrollment, but need additional training to upgrade their skills, advance in their careers, or retain their current

position in Registered Apprenticeship occupations and industries. To qualify as an incumbent worker, an individual must have an established and documented employment history with an employer for six months or more.

**Industry** – A distinct group of productive or profit-making enterprises.

**Intermediary** – An organization with the capacity, expertise, and network to help businesses successfully create, launch, and expand apprenticeship programs. Intermediaries could be any of the following: Industry Associations and Business Organizations, Community and Technical Colleges, Non-Profit and Community-Based Organizations, Labor Management Partnerships, or Workforce Development Boards.

**Leveraged Resources** – Funds used in coordination with the grant agreement to support the grant’s outcomes.

**Minority Serving Institution (MSI) or Minority Serving Institutions’ Organization or Association** – MSIs are institutions of higher education that serve minority populations. They include but are not limited to HBCUs, HSIs, TCUs, and AANAPISIs.

**National Guidelines for Apprenticeship Standards** – Standards that are developed by national committees or organizations, joint or unilateral, and that are “certified” by the Department’s Office of Apprenticeship (OA). The OA Administrator signs the documentation necessary to “certify” the National Guideline Standards as substantially conforming to the requirements of Title 29 CFR Parts 29 and 30. The purpose of National Guideline Standards is to provide policy and guidance to local affiliates of national organizations in developing local standards for approval and registration. When local affiliates develop local standards for registration, even though the local standards may be based upon the organization’s National Guideline Standards, they must meet all the requirements of and be approved by the Registration Agency in that state.

**National Program Standards** – Standards that are developed and “registered” for multi-state programs. Such registration is for Federal purposes and is approved for each state covered by the National Program Standards. Apprentices are registered into these National Program Standards. OA is the Registration Agency for National Programs.

**New Program** – A program developed after the start of the period of performance. For the purpose of this grant, a new program can also be an additional occupation within a RAP.

**Occupation** – The type of work a person does to earn a living.

**Opportunity Youth** – For the purposes of this FOA, opportunity youth is defined as young people between the ages of 16 and 24 who are neither enrolled in school nor participating in the labor market.

**Outcome** – Outcomes are the measurable results of the project.

**Output** – The direct result of a project activity or services produced by the implementation of an activity.

**Participant** – An individual that is determined eligible by the ABA2 grant program and receives a direct grant-funded service during the grant period of performance.

**Partner** – Refers to an organization or entity that assists with implementing or coordinating activities under the cooperative agreement, including but not limited to a subrecipient or subcontractor relationship with the lead entity.

**Quality Pre-Apprenticeship Program** – A quality pre-apprenticeship program is defined as a set of strategies designed to prepare individuals for entry into a RAP and includes the following:

- Designed in Collaboration with RAP Sponsors;
- Meaningful Hands-on Training that Does Not Displace Paid Employees;

- Facilitated Entry and/or Articulation;
- Sustainability through Partnerships; and
- Access to Appropriate Supportive Services.

**Program Goals** – The highest-level result that the project intends to achieve.

**Public Sector Apprenticeship** – There are very few public sector Registered Apprenticeships and there is an opportunity to expand. Examples of public sector Registered Apprenticeships include roles in administration, education, health care, IT, public safety, repair and maintenance, and transportation. Public sector Registered Apprenticeships are used most often by public safety and emergency service providers like the police or firefighters and in nonemergency service occupations like building maintenance, HVAC techs, or IT support.

**Registered Apprenticeship Program** – See program elements outlined in Section I.A – Program Purpose. RAPs are registered programs with OA or a DOL-recognized State Apprenticeship Agency as set out in 29 CFR Parts 29 and 30.

**Registered Apprenticeship Sponsor** – Any person, association, committee, business, or organization operating a RAP in whose name the program is (or is to be) registered or approved.

**Registration Agency** – OA or a federally recognized State Apprenticeship Agency that has responsibility for registering apprenticeship programs and apprentices, providing TA, conducting reviews for compliance with 29 CFR Parts 29 and 30, and quality assurance assessments.

**Scaling or Scalable** – For the purposes of this FOA, scaling or scalable describes a system that is able to grow or be made larger.

**Sector** – A large, general part of the economy.

**Sponsor** – An employer, joint labor-management organization, trade association, professional association, labor organization, education and training provider, or qualified intermediary that is applying to administer and operate a program under the national apprenticeship system.

**State** – The term “state” means “any of the 50 states of the United States, District of Columbia, or any Territory or possession of the United States.”

**Supply Chain Industry** – Supply chain industries and occupations consist of taking natural or raw material and creating them into the final consumer product. Supply chain sectors include logistics, warehouse, transportation, and manufacturing, including but not limited to the advanced manufacturing, such as semiconductor manufacturing and bio-manufacturing.

**Supportive Services** – Supportive services can be a vital part of a successful pre-apprenticeship program and RAP because they remove barriers that may prevent successful completion of these programs.

Supportive services for participants, who have already received a grant-funded service either through OA or WIOA-funded program, may include services such as, but not limited to: childcare and long term services and supports; linkages with community services; tools, work clothing, or equipment required to train for a job; application fees and other costs of apprenticeship or required pre-employment training; transportation and travel to training and work sites; housing; internet access; mental health counseling, substance use treatment, or other behavioral health services; reasonable accommodations and/or costs related to direct service professionals who provide assistance to persons with disabilities; legal assistance; educational testing; financial counseling; needs-based payments or emergency cash assistance; services specially geared at attracting and retaining underrepresented groups, such as mentoring, support groups, and peer networking. Supportive services activities may include: the provision of the actual supportive service (i.e., childcare); providing participants with a voucher for the service

(i.e., public transportation cards or tokens); or providing a stipend directly to the apprentice. Funding for supportive services may not exceed 25 percent of the funding level (please refer to Section IV.E Use of Funds for Supportive Services for Apprentices).

**Sustainability** – Focused on measuring whether the benefits of an activity are likely to continue after federally funded project has ended. This includes evaluating the likelihood that the benefits or effects of a particular output or outcome will continue after federal funding ends; and the extent to which the project takes into account the factors, partners and institutions that are likely to have the strongest influence over, and capacity and willingness to sustain the desired outcomes and impacts. This includes an examination of the financial, economic, social, environmental, and institutional capacities of the systems needed to sustain net benefits over time and involves analysis of resilience, risks and potential trade-offs. Depending on the timing of the evaluation, this may involve analyzing the actual flow of net benefits or estimating the likelihood of net benefits continuing over the medium and long-term.

**Underemployed Workers** – This term refers to individuals who are not currently connected to a full-time job commensurate with the individual’s level of education, skills, or wage and/or salary earned previously, or who have obtained only episodic, short-term, or part-time employment. The RAPs must include components that will assist those who do not have particular educational prerequisites and/or experience.

**Underrepresented Populations** – For the purposes of this FOA, this term may include women, people of color, and persons with disabilities, as established in 29 CFR Part 30, where that population’s participation in Registered Apprenticeship Programs is less than would be reasonably expected given the availability of such individuals for apprenticeship in the relevant industry, occupation, or recruitment area.

**Underserved Communities** – Populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life, as exemplified by the list in the preceding definition of “equity.” For the purposes of this FOA, this term refers to veterans, justice-involved individuals, youth and those in rural communities. Within this population of youth, applicants may serve a wide range of individuals, such as high school and opportunity youth, youth who are employed or unemployed, justice-involved youth, youth from underrepresented populations (i.e., people of color, women, people with disabilities), and other youth with barriers to employment including foster youth, parenting youth, and housing insecure youth.

**Unemployed Workers** – An unemployed worker is an individual who is without a job, is seeking employment, and is available to work.

**Worker-Centered Sector Strategy** – A worker-centered sector strategy is a systems approach to workforce development that involves a public-private partnership that creates a comprehensive infrastructure of support for the sector in which employers; education and training providers; labor unions, labor-management partnerships, and other worker organizations; workforce development entities; and workers collaboratively address occupation needs in real time and prepare for the future of work with a focus on equity; job quality; and attracting, training, hiring, and retaining skilled workers, especially from underserved communities. By engaging worker voices, this approach ensures workforce development and employment opportunities are accessible to and shaped by marginalized communities — including communities of color and low-paid workers— offer jobs with family-sustaining wages and benefits, ensure workplaces are safe and healthy, and that workers have agency and voice and are treated with dignity and respect.



**Youth Apprentice** – A high school or opportunity (out-of-school) youth (16-24 years old at the time of enrollment) enrolled into a new or existing Registered Apprenticeship Program, who otherwise meet all eligibility requirements to participate in a RAP.

**APPENDIX B: Suggested Abstract Template**

<b>Lead Applicant / Organization Name:</b>
<b>Lead applicant entity type:</b>
<b>Lead Applicant City and State:</b>
<b>Select Grant Category:</b>  _____ Ensuring Equitable Apprenticeship Pathways and Partnerships Through Pre-Apprenticeship Leading to RAP Enrollment: up to \$4 million  _____ Creation of Education System-aligned Pre-apprenticeship and Registered Apprenticeship Programs: up to \$4 million  _____ Registered Apprenticeship Hubs up to Registered Apprenticeship Hubs: up to \$6 million for projects with a local/regional or statewide geographic scope; and up to \$8 million for projects with a national geographic scope.
<b>Project Title:</b>
<b>Funding Amount Requested:</b>

<b>Applicants Geographic Scope of Proposed Project:</b>	
<b>Number of apprentices enrolled in RAPs during the life of the grant:</b>	
<b>Population(s) to be served:</b>	
<b>Required Partners: (Organization name and entity type)</b>	
<i>Insert name(s)</i>	<i>Insert type of organization</i>
<i>[add additional lines as needed]</i>	
<b>Optional Partners: (Organization names and entity type)</b>	
<i>Insert name(s)</i>	<i>Insert type of organization</i>
<i>[add additional lines as needed]</i>	
<b>Project Purpose:</b>	
<b>Sub recipient Activities:</b>	
<b>List of Credentials(s) to be awarded:</b>	
<b>SUMMARY OF PROGRAM ACTIVITIES:</b>	
<b>Public Contact Information:</b>	
Name:	
Title:	
Address:	
Phone Number:	
Email Address:	

## APPENDIX C: Suggested Incentive Plan Template

TOPIC/AREA	PARAMETERS	PLAN
<p><b>Technical Assistance</b></p> <p>What strategies for providing technical assistance will be utilized prior to offering financial incentives?</p>	<p>Specifically, plans should address:</p> <ul style="list-style-type: none"> <li>• Ensuring that support needed is not already available for no cost (e.g., identifying available curriculum resources/tools, before supporting development of new curriculum).</li> <li>• How you will identify and leverage other resources, particularly WIOA, before utilizing grant resources.</li> </ul>	
<p><b>Targets for Incentives</b></p> <p>What is your strategy for identifying the types of business/sponsors targeted?</p>	<p>Specifically, plans should address:</p> <ul style="list-style-type: none"> <li>• Clear justification for strategy and approach.</li> <li>• Assessment of need based on employer size (e.g., priority on small or medium size employers) or industry specific dynamics (e.g. new to apprenticeship models).</li> <li>• Analysis of need based on individual programs vs. consortia or group approaches.</li> <li>• Analysis of high potential impact for certain types of employers or industries.</li> </ul>	
<p><b>Incentives Criteria/Requirements</b></p> <p>What are the criteria that will be applied to determine what businesses/sponsors receive incentives? What commitments will businesses/sponsors be required to make to receive incentives?</p>	<p>Specifically, plans should address:</p> <ul style="list-style-type: none"> <li>• Will all participating employers receive incentives or will incentives be used selectively? Will the amount of incentive vary by employer?</li> <li>• If used selectively, what criteria will be used to determine if employer is</li> </ul>	

TOPIC/AREA	PARAMETERS	PLAN
	<p>eligible for incentives and for what amount?</p> <ul style="list-style-type: none"> <li>• Beyond specific commitments to create new apprenticeships, will sponsors be required to make other commitments such as number of completers and/or # of apprentices permanently hired upon completion?</li> </ul>	
<b>Use of Incentive Funds</b>	Specifically, plans should address:	
<p>What funding amount will be provided to each business/sponsor?            What activities will be funded?            Will the funds be provided directly to business/sponsors or to another entity?</p>	<ul style="list-style-type: none"> <li>• What specific funding amount you have determined to provide to participating employers and why? Which activities specifically will be supported (e.g., program development, curriculum development, support for OJT, support for classroom costs, others)?</li> <li>• How will use of incentives help meet goals for number of new sponsors?</li> <li>• Clear description of process or mechanism for funds being distributed to each business/sponsor. Will funds go directly to each sponsor and/or participating employer?</li> <li>• Will funds be provided as a lump sum or in increments? When will payments be made? At time of commitment or later upon agreed upon milestones?</li> </ul>	
<b>Distribution of Funds</b>	Specifically, plans should address:	
<p>In the case of incentivizing employers in joint-management programs or large corporations with subsidiaries and nationwide footprints, how will equal distribution be guaranteed among a variety of employers in the industry</p>	<ul style="list-style-type: none"> <li>• How you will manage complex apprenticeship program types such as consortia/group employer models, joint labor-management programs, and other unique intermediary</li> </ul>	

TOPIC/AREA	PARAMETERS	PLAN
to ensure equity and unbiased distribution?	models involving numerous employers? <ul style="list-style-type: none"> <li>• How will you maintain accountability to distribute incentive funds equally to employers?</li> </ul>	
<b>Results/Outcomes</b>	Specifically, plans should address: <ul style="list-style-type: none"> <li>• How will you ensure that your plan will result in the development of new RAPs and/or enrollment of apprentices in RAP?</li> <li>• How will you track results for the employers that will receive the incentive funding?</li> </ul>	
How many business/sponsors will receive incentives? What will be the increase in the number of apprentices due to the incentives?		
<b>Sustainability</b>	Specifically, plans should address: <ul style="list-style-type: none"> <li>• How sponsors/employers are planning long term and will not be dependent on ongoing funding to sustain their apprenticeship programs.</li> </ul>	
What strategies will be used to ensure the long-term sustainability of the Registered Apprenticeship programs supported with incentives?		

**APPENDIX D: Suggested Chart of Past Performance Template with Examples**

**SUGGESTED CHART OF PAST PERFORMANCE TEMPLATE FOR APPLICANTS WITH PREVIOUS GRANT OR AGREEMENT**

Note: Applicants must provide data from a previous project completed within the last five years as of the closing date of this Announcement that is similar in size, scope, and relevance to the grant program.

<b>Name of Previous Grantor Organization:</b>
---

<b>Grantor Contact - Name, Title, Organization, E-mail Address, and Telephone Number:</b>				
<b>Project Title and Grant Number:</b>				
<b>Funding Amount:</b>				
<b>Project Period of Performance (Start and End Date):</b>				
<b>Number of Participants Enrolled:</b>				
<b>Type of Population Served:</b>				
<b>Brief Description of Grant Project and Population Served:</b>				
<b>Performance Goals (Grant Categories 1 and 2)</b>				
<b>Metric</b>	<b>Total Number of Participants (Denominator of the Metric)</b>	<b>Total Number of Participants Successfully Achieved this Metric (Numerator of this Metric)</b>	<b>Numerator of this Metric (number who achieved this metric) /Denominator for Metric</b>	<b>Percentage Rate of Actual Achievement</b>
<i>Example: Unsubsidized Employment Placement</i>	60	40	40/60	% 67
1. [Name of Metric (i.e.i.e., Employment/Education Placement)]				
2. [Name of Metric (i.e.i.e., Credential/Degree Attainment)]				
3. [Name of Metric (i.e.i.e., Retention in Education or Employment)]				

4. [Name of Metric (i.e.i.e., Earnings. Please specify RAP.)]	(Starting Wage)	(Wage at Exit)	$[(Wage\ at\ exit) - (Starting\ wage)] / (Starting\ wage)$	$[(Wage\ at\ exit) - (Starting\ wage)] / (Starting\ wage) * 100 =$
<b>Performance Goals (Grant Category 3)</b>				
<u>Program Performance Measure 1:</u> Provide qualitative and/or quantitative data that demonstrates a track record of providing effective support of RAP creation and expansion that supports the delivery of the key goals of the applicant's proposed Hub.				
<u>Program Performance Measure 2:</u> Provide qualitative and/or quantitative data that demonstrates the effectiveness of the applicant in forming and sustaining multi-partner networks capable of serving as a RAP sponsor or intermediary.				
<b>Spending Rate Analysis</b>				
<b>Grant Funds Received:</b>	<b>Grant Funds Spent (2016 SAE as of 9/30/20. All others, the completed grant)</b>	<b>Total Spent / Total Grant Funds</b>	<b>Percentage Rate of Spending:</b>	
<i>Example: \$1,000,000</i>	<i>\$800,000</i>	<i>\$800,000 / \$1,000,000</i>	<i>80%</i>	
<b>Cost Per Positive Outcome (Provide calculation):</b> Example: <i>Total funding / the number of individuals who successfully complete training</i> <i>\$1,000,000 total grant funding / 500 individuals who successfully complete training =</i> <i>\$2,000 / individual who successfully complete training =</i>				
<b>Grantor Signature (named above)</b>			<b>Date Signed</b>	

**SUGGESTED CHART OF PAST PERFORMANCE TEMPLATE FOR APPLICANTS THAT HAVE NEVER HAD A FEDERALLY AND/OR NON-FEDERALLY FUNDED ASSISTANCE AGREEMENT**

Note: Applicants must provide data from a previous project completed within the last five years as of the closing date of this Announcement that is similar in size, scope, and relevance to the ABA 2.0 grant program.

<b>Name of Previous RAP or Work-based Learning Project:</b>				
<b>External Partner Reference Contact - Name, Title, Organization, E-mail Address, and Telephone Number:</b>				
<b>Funding Amount Dedicated to Project:</b>				
<b>Project Period of Performance (Start and End Date):</b>				
<b>Number of Individuals placed into a Registered Apprenticeship or Work-based Learning Program:</b>				
<b>Type of Population Served:</b>				
<b>Brief Description of Project and Population Served:</b>				
<b>Performance Goals (Grant Categories 1 and 2)</b>				
<b>Metric</b>	<b>Performance Goal (Denominator)</b>	<b>Performance Outcome (Numerator)</b>	<b>Performance Outcome/ Performance Goal</b>	<b>Percentage Rate of Actual Achievement</b>
<i>Example: Unsubsidized Employment Placement</i>	60	40	4 0/60	67 %
1. [Name of Metric (i.e., Employment/Education Placement)]				
2. [Name of Metric (i.e., Credential/Degree Attainment)]				
3. [Name of Metric (i.e., Retention in Education or Employment)]				



4. [Name of Metric (i.e., Earnings. Please specify RAP.)]	(Starting Wage)	(Wage at Exit)	$[(Wage\ at\ exit) - (Starting\ wage)] / (Starting\ wage)$	$[(Wage\ at\ exit) - (Starting\ wage)] / (Starting\ wage) * 100 =$
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<b>Performance Goals (Grant Category 3)</b>			
<u>Program Performance Measure 1:</u> Provide qualitative and/or quantitative data that demonstrates a track record of providing effective support of RAP creation and expansion that supports the delivery of the key goals of the applicant’s proposed Hub.			
<u>Program Performance Measure 2:</u> Provide qualitative and/or quantitative data that demonstrates the effectiveness of the applicant in forming and sustaining multi-partner networks capable of serving as a RAP sponsor or intermediary.			
<b>Spending Rate Analysis</b>			
<b>Funds Received:</b>	<b>Funds Spent</b>	<b>Total Spent / Total Funds</b>	<b>Percentage Rate of Spending:</b>
<i>Example: \$1,000,000</i>	<i>\$800,000</i>	<i>\$800,000 / \$1,000,000</i>	<i>80%</i>
<b>Cost Per Positive Outcome (Provide calculation):</b> Example: <i>Total funding/ the number of individuals who successfully complete training</i> \$1,000,000 total grant funding / 500 individuals who successfully complete training = \$2,000 / individual who successfully complete training =			
<b>Authorized Signatory</b>		<b>Date Signed</b>	

**APPENDIX E: Suggested Project Work Plan Template**

For planning purposes, all applicants should identify key outputs (or deliverables and/or milestones) and the time frame for achieving them. Applicants should also indicate the name of each partner engaged in the output or deliverable, and designate which organization has the lead responsibility for producing the output.

Finally, the acronym SMART is a common acronym used to test whether an output is sound. Applicants should ensure that the outputs used in their work plans follow the SMART framework described here. Specifically, SMART outputs are as follows:

**Specific:** Specifically and qualitatively describe the output (e.g., partnerships with American Job Centers and Jobs Corps Centers).

**Measurable:** Where possible, quantitatively describe the output in the “measure” column below (e.g., 10 new partnerships with minority serving institutions).

**Achievable:** Check that based on the award amount requested, resources available to be leveraged, and capacity of your organization and partners, you can realistically expect to achieve the output within the scope written in the work plan.

**Relevant:** Check that achieving the output logically leads to and supports achieving the outcome with which it is associated.

**Time-bound:** Include a time frame for completing the output (e.g., “month 6” or “year 1”).

<b>PROJECT WORK PLAN FOR [INSERT GRANT CATEGORY NUMBER AND NAME]</b>			
<b><i>Program Goals:</i></b>			
<b><i>Outcome # 1 in [specify measure as stated in applicant’s logic model]:</i></b>			
<b>OUTPUT(S)</b>	<b>MEASURE(S)</b>	<b>DUE DATES</b>	<b>RESPONSIBLE PARTIES</b>
Insert outputs (milestones and/or deliverables), including description, for Outcome 1	Insert the measures you will use to demonstrate achievement of the milestones/deliverables	Insert due dates for achieving milestones/ Deliverables	Insert responsible lead and any supporting entity(ies) responsible for achieving the milestones/deliverables
[add additional lines as needed]			
<b><i>Outcome # 2 in [specify measure as stated in applicant’s logic model]:</i></b>			
<b>OUTPUT(S)</b>	<b>MEASURE(S)</b>	<b>DUE DATES</b>	<b>RESPONSIBLE PARTIES</b>
Insert outputs (milestones and/or deliverables), including description, for Outcome 1	Insert the measures you will use to demonstrate achievement of the milestones/deliverables	Insert due dates for achieving milestones/ Deliverables	Insert responsible lead and any supporting entity(ies) responsible for achieving the milestones/deliverables
[add additional lines as needed]			

**APPENDIX F: Suggested Performance Outcomes and Outputs Table for ABA2**

Suggested Apprenticeship Building America (ABA2) Performance Outcomes and Outputs Table

<b>ABA2 PERFORMANCE MEASURES FOR CATEGORY 1: ENSURING EQUITABLE RAP PATHWAYS AND PARTNERSHIPS THROUGH PRE-APPRENTICESHIP LEADING TO RAP ENROLLMENTS and CATEGORY 2: CREATION OF EDUCATION SYSTEM-ALIGNED PRE-APPRENTICESHIP PROGRAMS AND RAPS GRANT APPLICANTS</b>		
<b>A</b>	<b>Participant Outcomes</b>	<b>Targets (cumulative 4-year total)</b>
1	<p><b>Total participants served (cumulative 4-year total)</b> The total number of individuals who have been determined eligible for the program and who receive a direct grant-funded service. Eligible individuals are at least 16 years of age and not already enrolled in a RAP at the time of initial grant service.</p>	
2	<p><b>Total participants who enroll in Registered Apprenticeship Programs (cumulative 4-year total)</b>  The total number of participants who start in a RAP. <i>The number of total participants enrolled in RAPs cannot exceed total participants served.</i></p>	
3	<p><b>Total number of participants who complete a RAP.</b> Verification requires a certificate of completion issued by the US Dept of Labor or a State Apprenticeship Agency.</p>	
4	<p><b>Total number of participants who enroll in a pre-apprenticeship served by ABA2 grant funding (as applicable)</b> <i>The number of total participants enrolled in a pre-apprenticeship cannot exceed total participants served.</i></p>	
5	<p><b>Total number of participants who complete a pre-apprenticeship served by ABA2 grant funding (as applicable)</b> <i>The number of total participants completing a pre-apprenticeship cannot exceed the total number of participants who enroll in a pre-apprenticeship.</i></p>	
<b>B</b>	<b>Program Outputs</b>	<b>Targets (cumulative 4-year total)</b>
1	<b>Total RAPs created as a result of ABA2 grant funding.</b>	
2	<b>Total RAPs expanded as a result of ABA2 grant funding</b>	

3	Total pre-apprenticeship programs created as a result of ABA2 grant funding (as applicable)	
4	Total pre-apprenticeship programs expanded as a result of ABA2 grant funding (as applicable)	

<b>ABA2 PERFORMANCE MEASURES FOR APPRENTICESHIP HUBS</b>		
	<b>Program Outputs</b>	<b>Targets (cumulative 4- year total)</b>
1	Total number of RAPs developed	
2	Total number of RAPs expanded	
3	Total number of pre-apprenticeships developed (as applicable)	
4	Total number of pre-apprenticeships expanded (as applicable)	
5	Total number of stakeholder's engaged	
6	Total number of employers receiving incentive funding, including total amount of funds to be awarded in incentive funding	

7	<b>Total number of technical assistance resources created</b>	
8	<b>Total number of new sponsors</b>	
9	<b>Total number of individuals enrolled in a RAP that was developed using ABA2 grant funds</b>	
10	<b>Total number of individuals enrolled in a pre-apprenticeship that was developed using ABA2 grant funds</b>	

**APPENDIX G: Resources To Help Employers with Workplace Inclusion**

Case Studies for Advancing Opportunities for Women Through Apprenticeship. [Case Studies for Advancing Opportunities for Women Through Apprenticeship: A Case-Based Resource Guide](#)

[EARN’s Mental Health Toolkit](#) is a gateway to background, tools, and resources that can help employers learn more about mental health issues and cultivate a welcoming and supportive work environment for employees who may be facing mental health issues. It also presents an easy-to-follow framework for fostering a mental health-friendly workplace, all built around the “4 A’s”: Awareness, Accommodations, Assistance, and Access. The [EARN’s Mental Health Toolkit](#) can help employers, both public and private, ensure their recruitment and hiring processes are disability inclusive.

[Inclusion@Work: A Framework for Building a Disability-Inclusive Organization and Overview Video](#)

Apprenticeship Inclusion Models (AIM) Policy and Practice Brief Series

[Connecting Ticket to Work and Apprenticeships](#) This brief presents a detailed overview of the Ticket to Work (TTW) program and examines Registered Apprenticeship programs as an option for helping people with disabilities to access sustainable gainful employment through the TTW program. The brief offers considerations and recommendations.

[Emerging Lessons for Inclusive Apprenticeship Programs: Managing Through the COVID-19 Crisis and Beyond](#) During a crisis, such as the COVID-19 pandemic and resulting economic recession, apprenticeship programs can face disruptions. This brief identifies several key factors that representatives of inclusive apprenticeship and pre- apprenticeship programs identified as critical and that established a foundation for program resilience. These include: (1) diversity of funding, programs, and partners; (2) responsiveness to changing labor market demands;(3) participant support services; and (4) contingency planning.

[Funding Inclusive Apprenticeships: Strategies for Braiding, Blending, and Aligning Resources](#) In this brief, project directors and stakeholders of inclusive apprenticeship programs share several common strategies for funding their programs including: (1) identifying resources for recruitment outreach and supportive services, which are necessary for programs to ensure they are inclusive; (2) leveraging monetary and in-kind support from employers and other sources to cover the costs of each component; (3) implementing collaborative funding approaches to braid, blend, and align resources and services to meet the unique needs of participants and the particular context of the program; and (4) incorporating specific strategies that support collaborative funding approaches.

[Strengthening Supports for People with Disabilities in Pre-Apprenticeships Through Policy, Design, and Practice](#) Pre-apprenticeship (PA) programs are focused on preparing participants for entry into Registered Apprenticeship programs. The brief outlines several recommended strategies for making PA programs accessible for people with disabilities. These suggested strategies help make PA programs more inclusive, foster Universal Design, and enhance accessibility for youth and adults with disabilities. In turn, supporting accessibility for apprenticeships enables employers to access a broader pool of talent and job seekers with disabilities to attain needed occupational skills training, employment and financial security.

[Using Universal Design for Learning in Apprenticeship](#) Universal Design for Learning (UDL) offers a way for organizations to improve their programs and services while addressing accessibility concerns and increasing the pool of qualified candidates. UDL guidelines may be applied to recruitment, assessment, workplace training, and related instruction efforts that make up apprenticeship programs, as well as to general approaches to offering supportive services. This brief identifies a number of practices tested in education and work-based learning programs that would benefit apprenticeship and pre-apprenticeship programs.