U.S. DEPARTMENT OF LABOR
Employment and Training Administration

NOTICE OF AVAILABILITY OF FUNDS AND FUNDING OPPORTUNITY ANNOUNCEMENT FOR: **Registered Apprenticeship (RA) Technical Assistance (TA) Centers of Excellence**

ANNOUNCEMENT TYPE: *Initial*

FUNDING OPPORTUNITY NUMBER: *FOA-ETA-21-06*

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

KEY DATES: *The closing date for receipt of applications under this Announcement is* **April 29, 2021**. We *must receive applications no later than* ***4:00:00 p.m. Eastern Time***.

For complete application and submission information, including online application instructions, please refer to Section IV.

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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 $31 million in funds for cooperative agreements authorized by the National Apprenticeship Act for Registered Apprenticeship (RA) Technical Assistance (TA) Centers of Excellence. The Registered Apprenticeship Program (hereinafter referred to as RAP) allows employers, workforce practitioners, and the education community to match career seekers with in-demand jobs in diverse industries and occupations. Under 29 C.F.R. Part 29, Subpart A, RAPs include five key components – progressively increasing wages, on-the-job learning, related instruction, mentorship, and an industry-recognized credential. The Department has made significant strides in expanding RAP opportunities by enrolling 845,000 new apprentices since January 1, 2017, achieving growth of 83 percent since 2010, and creating 13,420 new RAPs during the past five years.[1] RAPs can be easily designed to serve a range of industries and individuals (people of color, women, veterans, formerly incarcerated individuals, youth (ages 16-24), dislocated workers, and others), allowing for diversification in program design to address individual participant needs. To support RAP expansion and modernization, the Department will create RA TA Centers of Excellence that can provide TA services on a national level in critical areas identified to boost the RAP system.

Through a cooperative agreement with the Department, the RA TA Centers of Excellence program will cover the four key areas identified below to support RAP expansion:

- ***Diversity and Inclusion Center*** will focus on supporting Equal Employment Opportunity (EEO) efforts (29 C.F.R. Part 30), providing technical assistance on effective strategies to support demonstrated increases in registered apprenticeship opportunities for underrepresented populations, and facilitating the development of other strategic partnerships and networks that support increasing diversity and inclusion in registered apprenticeship.[2]

- ***Strategic Partnerships and System Alignment Center*** will focus on establishing, building, and sustaining partnerships that support system alignment of the national workforce and education systems to accelerate RAP adoption and expansion. This RA TA Center of Excellence will provide technical assistance on a national scope to RAP sponsors implementing RAPs, and will also support state and local workforce development boards, American Job Center programs and operators, governors and other essential stakeholders that drive and inform economic and workforce development policies and programs. The RA TA Center of Excellence will engage key stakeholders, including federal agencies (e.g., Department of Education), economic development organizations, business, organized labor, and industry groups.

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[1] U.S. Department of Labor, Office of Apprenticeship, Registered Apprenticeship Partners Information Database System (RAPIDS), *October 2020*.
[2] Underrepresented populations within RAPs include but are not limited to women, people of color, formerly incarcerated individuals, and persons with disabilities.

- *Apprenticeship Occupations and Standards Center* will focus on the development of RAP frameworks (competency-based, hybrid, and other innovative models), national RAP standards including those that include industry-recognized credentials, and supporting industry in meeting RAP design and development requirements in compliance with 29 C.F.R. Part 29, Subpart A.

- *Data and Performance and Best Practices Center* will focus on conducting data analysis, data system building, and resource development that will support administrative and systems improvements, including technological advancements that promote registered apprenticeship within state systems.

In addition to working in close coordination with the Department and ETA's Office of Apprenticeship (OA), the RA TA Centers of Excellence will be required to collaborate with State Apprenticeship Agencies (SAAs) and DOL-funded registered apprenticeship investments. DOL-funded registered apprenticeship investments include but are not limited to the Department's: Industry Intermediary and Youth Intermediary contracts; Apprenticeship Expansion and Modernization Fund contracts; registered apprenticeship-focused grants; and, the Department's broader registered apprenticeship diversity and inclusion efforts.[3] This collaboration will leverage and align efforts to maximize the use of resources and minimize the duplication of efforts, ultimately ensuring the core customers of the apprenticeship system are served efficiently.

Eligible applicants will include organizations that can provide TA services on a national scale to support the expansion and modernization of TA available in the registered apprenticeship system. See Section III.A for eligible applicants for each of the four designated RA TA Centers of Excellence.

I.   FUNDING OPPORTUNITY DESCRIPTION

A. **PROGRAM PURPOSE**

This Announcement solicits applications for **Registered Apprenticeship (RA) Technical Assistance (TA) Centers of Excellence.** The purpose of this program is to establish RA TA Centers of Excellence that, in close coordination with the Department's Office of Apprenticeship (OA), will support the expansion and modernization of TA available in the registered apprenticeship system and build on existing apprenticeship efforts already in place. TA Centers of Excellence ("Centers") are designated entities that provide technical expertise and services on a national scale to key RAP stakeholders and customers to accelerate and support RAP expansion. These Centers will support four key areas and provide technical assistance on a national scale to registered apprenticeship stakeholders and customers, ultimately increasing the

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[3] https://www.apprenticeship.gov/investments-tax-credits-and-tuition-support/active-grants-and-contracts

effectiveness of the use of federal funding appropriated for the expansion of RAPs across the nation.

Registered apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, related instruction, and a portable industry-recognized credential.[4] RAPs are established in a plethora of industries, including but not limited to: construction, energy, healthcare, information technology, financial services, and advanced manufacturing. Additionally, RAPs have strong retention rates – 93 percent of apprentices who complete a RAP retain employment, with an average annual salary of $70,000.[5]

Expanding RAPs means strategically scaling all aspects of the registered apprenticeship system to support an ultimate goal of increasing the number of RAPs and opportunities across the country. Registered Apprenticeship as defined in 29 C.F.R. Part 29, Subpart A refers to the following five key elements outlined below:

1. ***Direct Business (Employer) Involvement***. Employers are the foundation of all RAPs and are an essential component in the design of a RAP. Employers must play an active role in developing and expanding RAPs and are most critical in delivering the on-the-job learning/training (OJL/OJT) of the RAP, and providing mentoring.

2. ***Structured On-the-Job Learning/Training (OJL/OJT).*** All RAPs include structured OJL/OJT. Companies hire apprentices and provide hands-on training from a mentor. This training includes a structured process to ensure apprentices obtain the skills and knowledge they must learn over the course of the program to be fully proficient in the occupation. 29 C.F.R. § 29.5(b)(2) outlines the requirements concerning the number of hours of OJL for RAPs.

3. ***Related Instruction (RI).*** Apprentices receive RI (sometimes referred to as related technical instruction) or classroom instruction that complements the OJL/OJT. 29 C.F.R. § 29.2 defines "Related Instruction" as "an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence courses of equivalent value, electronic media, or other forms of self-study approved by the Registration Agency." Federal regulations (29 C.F.R. § 29.5(b)(4)) recommend a minimum of 144 hours of RI annually for apprentices in RAPs. This instruction helps refine the technical and academic skills that apply to the job. An accredited training provider, such as a community college, technical school or college, an apprenticeship training school, an online provider, the sponsor, or a combination of sources, may provide RI. This instruction can be provided at the school, online, or at the work site. It

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[4] See 29 C.F.R 29, Subpart A, available at https://eC.F.R..federalregister.gov/current/title-29/subtitle-A/part-29
[5] ETA Common Reporting Information System (CRIS), database accessible at, https://cris.nifa.usda.gov/search.html

can also be front-loaded, where the RI occurs upfront and prior to the OJL/OJT, it can be simultaneously provided with the OJL/OJT (e.g., in the evenings or weekends), or it could be segmented or provided sporadically throughout the OJL/OJT. These different modalities highlight the flexibility inherent in the RAP model in order to meet unique industry needs.

4. ***Progressive Wage Increase***. Apprentices receive progressive wage increases as their skills and knowledge increase. In other words, they receive rewards for skills gained. Progressive wage increases motivate apprentices as they advance through training and become more productive and skilled at their job.

5. ***National Industry Recognized Credential***. Every graduate of a RAP receives a nationally recognized industry credential, referred to as a Certificate of Completion, which is issued by the DOL or a federally recognized SAA. This portable credential signifies that the apprentice has completed the training necessary to perform in an occupation. Many RAPs (particularly in high-growth industries such as healthcare, information technology, advanced manufacturing, and transportation) also offer interim credentials and/or other industry-recognized credentials, as well as college credit, as apprentices master a variety of skills as part of a career pathway.

RAP expansion efforts include, but are not limited to the following:

1) Expanding the RAP model into new industries and occupations;
2) Expanding on the use of the RAP model in the Workforce Innovation and Opportunity Act (WIOA) or workforce programs that can lead to RAP, including pre-apprenticeships and other career pathways;
3) Increasing support of registered apprenticeship stakeholders and customers in their diversity and inclusion efforts by actively working to support EEO efforts and the recruitment of underrepresented populations within RAPs (including but not limited to: women, people of color, formerly incarcerated individuals, and persons with disabilities);
4) Extending RAPs into new communities, including rural and urban neighborhoods; and
5) Building on existing apprenticeship efforts already in place to maximize the use of resources and minimize the duplication of efforts, ultimately ensuring the core customers of the apprenticeship system are served efficiently.

To support these expansion efforts, the Department intends to establish the Centers in four key areas that can support Departmental efforts to provide technical assistance to key stakeholders and customers in registered apprenticeship. Through cooperative agreements, the RA TA Centers of Excellence will expand on (OA's efforts to provide technical assistance in these function areas of: 1) strategic partnerships to support systems alignment; 2) apprenticeship occupations and standards development; 3) diversity and inclusion; and 4) data and performance and best practices. These Centers will work in close coordination with the Department and OA, as well as collaborate with SAAs and DOL-funded registered apprenticeship investments to build on and expand existing apprenticeship efforts already in place.

Applicants must develop comprehensive strategies that will provide technical assistance to key registered apprenticeship stakeholders and customers on a national scale.

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. Moreover, the Department encourages record of credential attainment be made available in such a manner that permits program participants to make said record digitally available for third-party search and verification after exit. 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.

B. **PROGRAM AUTHORITY**

Funds awarded come from the Department's annual appropriated funds to develop and expand registered apprenticeship. This appropriation allows the Department to award funds to "expand opportunities through apprenticeships only registered under the National Apprenticeship Act."[6] This means recipients must spend these funds on activities that will create or assist in the creation of RAPs and may not spend funds on Industry Recognized Apprenticeship Programs (IRAPs).

C. **GEOGRAPHIC SCOPE**

The RA TA Centers of Excellence will focus on providing technical assistance on a national scale, working to support and expand the registered apprenticeship system. The Centers will primarily engage key registered apprenticeship stakeholders and customers through a virtual platform/online presence.

Applicants must develop comprehensive strategies that will provide technical assistance to key registered apprenticeship stakeholders and customers on a national scale (i.e. capacity to service and reach multiple geographic locations, as applicable, per Center).

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[6] See Further Consolidated Appropriations Act, 2020, Public Law 116-94, Division A, Title I.

D. **PROGRAM GOALS AND ALLOWABLE ACTIVITIES**

The RA TA Centers of Excellence will provide technical assistance to support the following:

I. **General Technical Assistance (TA) – Applies to all Centers**

Each designated Center will conduct the following TA, at a minimum:

- Develop comprehensive TA strategies to key registered apprenticeship stakeholders and customers on a national scale, that directly engender: increases in underrepresented populations being served in RAPs; increases in the number of RAPs developed and expanded; finding new partners in a local area and leveraging resources for apprentices; and accurately reporting data across the OA system;
- Develop and/or use the Department's platforms to create an online community to support key stakeholders and customers during the life of the project, and which can be sustained by the Department after the project ends;
- Coordinate across all RA TA Centers of Excellence to serve key registered apprenticeship stakeholders and customers;
- Coordinate with the Department, OA, SAAs, and DOL-funded investments that support Registered Apprenticeship expansion to leverage, align, and build on existing apprenticeship efforts already in place to maximize the use of resources and minimize the duplication of efforts. Centers must ensure they directly engage with OA and SAAs, where appropriate, to support these efforts;
- Provide coaching and facilitate peer-to-peer learning for relevant key registered apprenticeship stakeholders and customers;
- Develop best practices, success stories, toolkits, and written resources to provide assistance to key registered apprenticeship stakeholders and customers;
- Conduct outreach, marketing, and partnership building on a national scale to expand RAPs;
- Directly or indirectly support the expansion of national RAP models;
- Directly or indirectly support registered apprenticeship stakeholders and customers in their diversity and inclusion efforts by actively working to support EEO efforts and the recruitment of underrepresented populations within RAPs; and
- Support RAP development and/or the recruitment of new national partners, including employers and education stakeholders and customers. (See Section IV.E.3).

II. **Diversity and Inclusion Center (Required by this Designated Center)**

This designated Center will conduct the following, at a minimum:

- Leverage and build on diversity and inclusion efforts already in place, including those funded through the Department's Industry Intermediary contracts[7] and EEO efforts;[8]
- Support the increase in awareness and knowledge of registered apprenticeship EEO regulations;
- Support the increase in awareness and knowledge of best practices to recruit and retain underrepresented groups in registered apprenticeship;
- Improve understanding about registered apprenticeship EEO requirements by increasing the number electronic resources available on EEO and outreach to underrepresented populations;
- Improve understanding about the importance of diversity and inclusion in RAP designed by producing new education and training materials available to the public, stakeholders, customers, and partners related to recruiting and retaining persons from underrepresented populations in RAPs;
- Support the increase in the number of Minority Serving Institutions as RA sponsors and providers of RA related instruction;
- Support the increase in the number of individuals from underrepresented populations participating in RAPs;
- Support the increase in the number of in and out-of-school youth participating in RAPs;
- Support the increase in the number of undergraduate, graduate students or recent alumni from Minority Serving Institutions participating in RAPs;
- Support the increase in the number of minority businesses, minority professional, and trade organizations participating in RAPs;
- Support the increase in the number of businesses, professional, and trade organizations participating in RAPs;
- Coordinate across all RA TA Centers of Excellence to serve key registered apprenticeship stakeholders and customers; and
- Coordinate with the Department, OA, SAAs, and DOL-funded investments that support Registered Apprenticeship expansion to leverage, align, and build on existing efforts to maximize the use of resources and minimize the duplication of efforts. Centers must ensure they directly engage with OA and SAAs, where appropriate, to support these efforts.

III. Strategic Partnerships and System Alignment Center (Required by this Designated Center)

This designated Center will conduct the following, at a minimum:

- Support the increase in the use of registered apprenticeship as a key workforce development program, including efforts to create pipelines (such as pre-apprenticeship

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[7] https://www.apprenticeship.gov/investments-tax-credits-and-tuition-support/active-grants-and-contracts
[8] https://www.dol.gov/agencies/eta/apprenticeship/eeo

and other career pathways) that can increase the diversity and inclusion of apprentices in RAPs;

- Expand on technical assistance activities and services that OA and SAAs currently provide to the registered apprenticeship system, to support the increase of the use of the RAP model in WIOA or workforce programs that can lead to RAP, including pre-apprenticeships and other career pathways;
- Expand on the Department's national efforts and marketing campaign for registered apprenticeship, improving understanding about registered apprenticeship in the workforce system (e.g., American Job Centers, Business Service Representatives, Workforce Development Boards, and YouthBuild), leading to increased workforce system participation in RAPs;
- Support an integrated service delivery approach and the development of resources to increase leveraging of WIOA funding and other federal funding across workforce programs (e.g. co-enrollment);
- Increase employer, education and training providers, intermediaries, and workforce systems partnership building and connectivity across workforce programs;
- Improve alignment between state education, workforce system, and registered apprenticeship system, with the ultimate goal of informing new policies and/or programs to support RAP integration and alignment;
- Coordinate across all RA TA Centers of Excellence to serve key registered apprenticeship stakeholders and customers;
- Coordinate with the Department, OA, SAAs, and DOL-funded investments that support Registered Apprenticeship expansion to leverage, align and build on existing efforts to maximize the use of resources and minimize the duplication of efforts. Centers must ensure they directly engage with OA and SAAs, where appropriate, to support these efforts; and
- Improve performance outcomes for RAPs by doubling the current Statewide WOIA support/participation for RAPS over the project period of performance.

IV. **Apprenticeship Occupations and Standards Center (Required by this Designated Center)**

This designated Center will conduct the following, at a minimum:

- Develop partnerships and coalitions of registered apprenticeship stakeholders and customers to solicit input, data, and best practices concerning occupational frameworks;
- Develop occupation and industry research-based studies and recommendations to advance competency-based or other innovative occupational frameworks;
- Develop new education and training materials for RAP sponsors to increase diversity by improving understanding of strategies to eliminate bias related to hiring and retaining apprentices;

- Coordinate with OA to leverage DOL-funded competency-based efforts to maximize the use of resources and minimize the duplication of efforts;
- Coordinate across all RA TA Centers of Excellence to serve key registered apprenticeship stakeholders and customers;
- Coordinate with the Department, OA, SAAs, and DOL-funded investments that support Registered Apprenticeship expansion to leverage, align, and build on existing efforts to maximize the use of resources and minimize the duplication of efforts. Centers must ensure they directly engage with OA and SAAs, where appropriate, to support these efforts;
- Support the modernization and streamlining of the apprenticeability process by leveraging new technologies and processes to gain greater industry input and reduce approval times for new occupations;
- Develop new apprenticeable occupations and standards that address workforce trends, satisfy industry demands, and incorporate EEO curriculum;
- Develop a digitized competency-based occupational framework for the Registered apprenticeship system using O*NET Online database and resource;
- Develop a web-based method of soliciting comments and feedback from business, education, labor, and key stakeholders and customers to ensure the relevance and currency of competencies;
- Develop a system for the updating of old or obsolete occupational frameworks;
- Develop a strategy for related instruction curriculum development in line with occupational competencies;
- Develop a strategy for how to assess apprentice attainment of competencies and a repository for all recognized registered apprenticeship occupations with a maintenance plan for continued updating and relevance to an evolving workforce system;
- Develop a comprehensive, written methodology to continuously evaluate occupational curriculum design and improve instructional delivery systems linking personal performance to organizational goals;
- Support registered apprenticeship sponsors to make informed decisions about competency-based models; and maintain the quality and integrity of the occupational frameworks over time; and
- Support the development of standardized assessments to measure an apprentice's competence in performing occupation-specific tasks, roles, or responsibilities.

V. **Data and Performance and Best Practices Center (Required by this Designated Center)**

This designated Center will conduct the following, at a minimum:

- Improve RAP sponsors data-based strategic approaches to increase the level of RAP alignment and integration in workforce programs to support streamlining of data systems, where appropriate;

- Improve the general alignment of RAP data across state systems to align with RAP systems (Registered Apprenticeship Partners Information Database System (RAPIDS)[9] and Workforce Integrated Performance System (WIPS)[10];
- Support the improvement of state systems by providing TA to designated IT professionals to collect registered apprenticeship data;
- Improve understanding among state authorities about the utility, value, and benefit of improved data systems;
- Coordinate across all RA TA Centers of Excellence to serve key registered apprenticeship stakeholders and customers;
- Coordinate with the Department, OA, SAAs, and DOL-funded investments that support Registered Apprenticeship expansion to leverage, align, and build on existing efforts to maximize the use of resources and minimize the duplication of efforts. Centers must ensure they directly engage with OA and SAAs, where appropriate, to support these efforts;
- Support OA evaluations, including those overseen by the Department's Chief Evaluation Office, with real-time data from the field to examine the changes in the registered apprenticeship system;
- Support improved diversification of apprentices in RAP through analysis and dissemination of identified data trends related to recruiting and retaining persons from underrepresented populations in RAP and scorecards on equity;
- Improve the efficient and effective use of evidence-based approaches to support workforce development initiatives involving RAPs; and
- Enhance partnerships with workforce development community stakeholders through conducting outreach and ensuring that workforce partners have a better understanding on how to leverage and use RAPs in their programs.

E. **COLLABORATION ACTIVITIES**

As a key arm of OA to bolster critical technical functions of a modern apprenticeship system, in addition to working in close coordination with the Department and OA, the RA TA Centers of Excellence will be required to collaborate with SAAs and DOL-funded registered apprenticeship investments.[11] DOL-funded registered apprenticeship investments include but not limited to the Department's: Industry Intermediary and Youth Intermediary contracts; Apprenticeship Expansion and Modernization Fund contracts; registered apprenticeship-focused grants; and, the Department's broader registered apprenticeship diversity and inclusion efforts. This collaboration will leverage and align efforts to maximize the use of resources and minimize the

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[9] U.S. Department of Labor, Apprenticeship Data and Statistics, available at
https://www.dol.gov/agencies/eta/apprenticeship/about/statistics
[10] U.S. Department of Labor, Workforce Integrated Performance System (WIPS), available at
https://www.dol.gov/agencies/eta/performance/wips
[11] The Department's registered apprenticeship-funded investments can be accessed as the following link. For each investment, project abstracts are provided, including public contact information at:
https://www.apprenticeship.gov/investments-tax-credits-and-tuition-support/active-grants-and-contracts

duplication of efforts, ultimately ensuring the core customers of the apprenticeship system are served efficiently (see Figure 1 below).
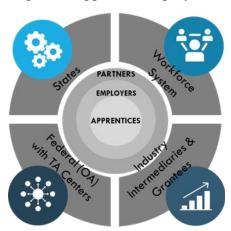
Figure 1. Apprenticeship System

RA TA Centers of Excellence collaboration activities include, but are not limited to:
- Coordination with OA to help guide and direct TA opportunities and ensure proper coordination across key partnerships and priorities (i.e., in alignment with the structure and expectation of cooperative agreements);
- Coordination with OA and SAAs on steps related to registered apprenticeship program approval, registration, etc.;
- Coordination with Industry Intermediary and Youth Intermediary contracts; Apprenticeship Expansion and Modernization Fund contracts; registered apprenticeship-focused grants; and, the Department's broader Registered Apprenticeship diversity and inclusion efforts, which are convening employers and sector-based partnerships requiring additional technical assistance support;
- Coordination with the public workforce system partners in need of technical support to: improve workforce system integration efforts; utilize apprenticeship as a reemployment tool to better serve pipelines of potential apprentices; and engage employers who are interested in starting a program;
- Coordinate across all RA TA Centers of Excellence to serve key registered apprenticeship stakeholders and customers; and
- Other partners in need of specialized TA supports.

OA will work closely with RA TA Centers of Excellence to ensure proposed project strategies address coordination activities outlined above.

II.   AWARD INFORMATION

A. **AWARD TYPE AND AMOUNT**

Funding will be provided in the form of a cooperative agreement.

We expect availability of approximately $31 million to fund approximately four cooperative agreements. You may apply for a ceiling amount of:
- Diversity and Inclusion Center: up to $13 million;
- Strategic Partnerships and System Alignment Center: up to $7 million;
- Apprenticeship Occupations and Standards Center: up to $7 million; and
- Data and Performance and Best Practices Center: up to $4 million.

Awards made under this Announcement are subject to the availability of federal funds. In the event that additional funds become available, we reserve the right to use such funds to select additional cooperative agreement awardees 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 July 1, 2021. This performance period includes all necessary implementation and start-up activities.

III.   ELIGIBILITY INFORMATION

A. **ELIGIBLE APPLICANTS**

Cooperative agreements will be awarded to the lead applicant of each RA TA Center of Excellence. The lead applicant will have overall fiscal and administrative responsibilities and must meet the definition of the eligible lead applicants described below for the designated Center. Single and consortia applications encouraged for each RA TA Center of Excellence. Applicants that apply as a lead entity for more than one RA TA Center of Excellence must submit a separate application for each RA TA Center of Excellence (not a combined application addressing all RA TA Centers of Excellence). Public and private, non-profit organizations including institutions of higher education (as defined in Section 101(a) of the Higher Education Act) are eligible to apply, where applicable per RA TA Center of Excellence.

The following national organizations or organizations with national reach are eligible to apply under each of the four RA TA Centers of Excellence:

A. ***Diversity and Inclusion Center*** eligible applicants are defined as national organizations or organizations with a national reach that are non-profit,[12] education, economic, and/or workforce development agencies/associations, and state and government entities that are one of the following:

1. **Workforce Intermediaries**: Organizations functioning as business related entities/workforce intermediaries for the expressed purpose of serving the needs of businesses, individual businesses, or consortia of businesses;

2. **Community-Based Organizations**: Organizations that are representative of a community or significant segments of a community and which provide education, vocational education or rehabilitation, job training, or internship services and programs and includes neighborhood groups and organizations, community action agencies, community development corporations, union related organizations, and employer-related organizations;

3. **Diversity and Inclusion Non-profits, Organizations, and Associations**: Organizations experienced in employer outreach and recruitment for employment, training and mentoring for underrepresented populations and EEO laws on a national level;

4. **Public and Professional Associations**: Organizations that gather together individuals working in certain professional fields through a common interest;

5. **Professional or Trade Unions**: Organizations that include an association of workers in a trade, group of trades, or profession, formed to protect and further rights and interests on a national level; or

6. **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 or governments that work together to achieve a common objective.

Applicants must identify in the Project Abstract the specific organization type they are applying under, from the list of eligible entities identified above.

A.1 **Required Partners:** Diversity and Inclusion Center eligible applicants are required to have all of the below partners as a single applicant or as a consortia. All applications must include MOUs or letter of agreements, and attach documents clearly identifying the roles and responsibilities of the applicant and each partner.

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[12] Non-profit organizations are defined as entities with tax exempt status under Internal Revenue Code, section 501(c)(3), and must be organized and operated exclusively for exempt purposes set forth in section 501(c)(3).

1. **National or regional intermediary, business, non-profit, or organization**: At least one national or regional intermediary, business, non-profit, or organization with a minimum of five years of experience in establishing and providing technical assistance for RAPs in multiple industry sectors (in traditional and non-traditional occupations) if the main applicant does not have apprenticeship programmatic experience;

2. **Foundational Skills Training Expertise Partner**: At least one partner with experience in conducting individual skills assessment and providing preparatory trainings as an on-ramp to RAPs;

3. **Youth Expertise Partner**: At least one partner with experience in establishing or managing youth workforce development programs, especially RAPs and pre-apprenticeship and youth apprenticeship programs;

4. **EEO Technical Expertise Partner**: At least one partner experienced in providing RAP sponsors with EEO technical expertise to RAP sponsors concerning outreach and recruitment efforts consistent with 29 C.F.R. Part 30, or providing technical assistance to employers in developing and/or maintaining affirmative action programs; or

5. **Minority Serving Institutions (MSIs) or Minority Serving Institutions' Organization or Association**: MSIs are defined as Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges, and Institutions with a primary focus on serving persons with disabilities.

In addition, the RA TA Diversity and Inclusion Center applicants or their required subject matter expert partners (see underrepresented populations below) must have a minimum of five years of employment and training experience. Experience must include:

- Providing technical assistance expertise in diversity outreach and recruiting, employing, training, and mentoring; and
- Providing technical assistance to businesses and organizations on overcoming employment and training barriers for underrepresented populations (as determined pursuant to 29 C.F.R. Part 30).

A.2. **Optional Partners**: Diversity and Inclusion Center may consider partnering with any of the entities identified above as eligible entities under this Center, as well as other appropriate partner. Optional partners may include:

1. **Minority Trade or Professional Organization or Association** – Organizations that focus on supporting trade and/or business between minority businesses;

2. **Minority Chamber of Commerce** – Organizations that focus on convening minority businesses to support business expansion and growth; and

3. **Other Organizations with Experience in OJL, Worked-based Learning, and/or Apprenticeship**: Organizations that focus on OJL, work-based learning, and/or apprenticeship and can support the goal of creating and expanding RAPs.

B. ***Strategic Partnerships and System Alignment Center*** eligible applicants are defined as national organizations or organizations with a national reach that are for-profit,[13] non-profit,[14] education, economic, and/or workforce development agencies/associations, and state and government entities that are one of the following:

1. **Workforce Associations:** Organizations that connect workforce development professionals and advocates for state and local workforce programs, including the support of state and local workforce development and/or apprenticeship agencies and boards;

2. **Community-Based Organizations**: Organizations that are representative of a community or significant segments of a community and which provides education, vocational education or rehabilitation, job training, or internship services and programs and includes neighborhood groups and organizations, community action agencies, community development corporations, union-related organizations, and employer-related organizations;

3. **Public & Professional Associations**: Organizations that gather together individuals working in certain professional fields through a common interest;

4. **Professional Consulting Organizations**: Organizations that primarily house subject matter experts/consultants that can provide independent and objective advice to organizations to define and achieve their goals through improved utilization of resources; or

5. **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.

Applicants must identify in the Project Abstract the specific organization type they are applying under, from the list of eligible entities identified above.

B.1. **Required Partners**: Strategic Partnership and System Alignment Center must demonstrate the ability to effectively partner with the workforce system critical partners (governors, state and local workforce development boards, and educational institutions). The applicant must

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[13] For-profit organizations are defined as entities that exist primarily to generate a profit.

[14] Non-profit organizations are defined as entities with tax exempt status under Internal Revenue Code, section 501(c)(3), and must be organized and operated exclusively for exempt purposes set forth in section 501(c)(3).

ultimately showcase requisite expertise in workforce development and registered integration with the workforce system on a local, regional, or national scale.

Additionally, applicants should note that as business (employers, industry, associations, Chambers of Commerce, and unions) serve a critical role in the expansion of apprenticeship and workforce system integration. While applicants are not required to include MOUs or letters of agreement with business, applicants will be scored on their proposed plan to develop and engage business to achieve the goals of this solicitation.

All applications must include MOUs or letter of agreements, and attach documents clearly identifying the roles and responsibilities of the lead applicant and each partner.

The lead entity must have the following partnership as a single applicant or consortia, or clearly demonstrate in-house capabilities that can meet the needs on a national level:

- **State and Local Workforce Development Agencies/Boards**:[15] Workforce development agencies and boards assist in directing federal, state, and local funding to workforce development programs. Workforce development boards also oversee the American Job Centers, where job seekers can get employment information. As one of their many functions, many workforce development boards facilitate partnerships between local businesses with similar training needs. They also rely on labor market information to develop sector strategies that focus resources on a particular high growth industry for their area, often involving skill training for local businesses. Applicants should ensure that they partner with a representative sample of state and local development agencies and boards to leverage their ability to engage employers as a measure of increasing apprenticeship adoption.

B.2. **Optional Partners**: Strategic Partnership and System Alignment Center may consider partnering with the following entities to improve system alignment and integration:

- **Economic Development Agencies**:[16] Organizations that focus on economic development and/or economic recovery strategies to support the labor market;

- **Public Social Service Agencies**:[17] Organizations that provide social services, including local non-profits, to individuals and families. Social service offerings may vary and may include engagement with child welfare agencies, local community-based youth programs, or shelters for abused women or homeless families;

- **Institutions of Higher Education**: Generally, institutions of higher education are two-year and four-year colleges and universities, including institutions that serve people of color

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[15] Workforce Development Boards, available at
https://www.careeronestop.org/LocalHelp/WorkforceDevelopment/find-workforce-development-boards.aspx
[16] Economic Development Agencies resources available at, https://www.eda.gov/resources/
[17] Public Social Service Agencies resources available at, https://www.usa.gov/state-social-services

(e.g., Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic-Serving Institutions, Asian American and Native American Pacific Islander-Serving Institutions, or others designated by the U.S. Department of Education at http://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html). A database of institutions that are accredited by bodies recognized by the U.S. Department of Education can be found at http://ope.ed.gov/accreditation/;

- **Other Organizations with Experience in OJL, Worked-based Learning, and/or Apprenticeship**: Organizations that focus on OJL, work-based learning, and/or apprenticeship and can support the goal of creating and expanding RAPs; and

- **Apprenticeship Program Sponsor**: Any employer, association, committee, or organization that operates a Registered Apprenticeship Program. Sponsors can be a single business or a consortium of businesses. Alternatively, the sponsor can be a workforce intermediary, such as an industry association or a labor-management organization. Community colleges and community-based organizations can also serve as sponsors of apprenticeship programs. Apprenticeship Program Sponsors must ensure they support RAP only under this FOA.

C. ***Apprenticeship Occupations and Standards Center*** eligible applicants are defined as national organizations or organizations with a national reach that are for-profit,[18] non-profit,[19] education, economic, and/or workforce development agencies/associations, and state and government entities that are one of the following:

1. **Private/Public Partnerships**: Collaborative that focuses on combining public and private sector resources to implement national large-scale implementation projects. This collaborative is a mutually beneficial arrangement between two or more public and private sector organizations;

2. **Industry-recognized Associations of Credentialing**: Organizations that focus primarily on validating education and work experience acquired, resulting in the issuance of a credential/license/certificate;

3. **Institutional Accrediting Agencies**: Organizations deemed by the U.S. Department of Education as being reliable authorities concerning the quality of education or training offered by the institutions of higher education or higher education programs they accredit;

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[18] For-profit organizations are defined as entities that exist primarily to generate a profit.
[19] Non-profit organizations are defined as entities with tax exempt status under Internal Revenue Code, section 501(c)(3), and must be organized and operated exclusively for exempt purposes set forth in section 501(c)(3).

4. **Post-Secondary Education Associations:** Organizations accredited in accordance with the guidelines established by the U.S. Department of Education;

5. **Institutional Accreditation Organizations:**[20] Organizations that are certified to recognize and accredit programs;

6. **Higher Education Consultants:** Organizations comprised of subject matter experts whose primary focus is to support parents, students and organizations with educational planning;

7. **Workforce Development Agencies and Associations**: Organizations that primarily focus on workforce development. Workforce development is a term used to describe employment initiative services offered by agencies and government programs;

8. **Curriculum Development Agencies**: Organizations that research, analyze and design curriculum;

9. **Competency-based Curriculum Design Organizations**: Organizations whose primary mission is to design competency-based curriculums. This includes the general conceptualization of competency-based learning, which is an ongoing sequence of particular interactions that are systematically designed to approach and approximate performance standards.

10. **Research-focused Institutions**, specifically:
    o Education and Workforce Research Organizations: Organizations that conduct detailed research on education and workforce systems;
    o Higher Education Research Organizations: Educational institutions that focus on research and analysis; and
    o Industry-based Human Resource Research and Development Groups: Employer led research organizations that support workforce development.

11. **Government Entities**: Any federal, state, provincial or similar government agency with a focus on education, economic, and/or workforce development; or

12. **Consortia**: 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.

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[20] See Institutional Accreditation Organizations listings available at, https://ope.ed.gov/dapip/#/agency-list

Applicants must identify in the Project Abstract the specific organization type they are applying under, from the list of eligible entities identified above.

C.1. **<u>Required Partners</u>**: There are no required partners for the Apprenticeship Occupations and Standards Center. However, applicants should note that as employers and industry stakeholders serve a critical role in the expansion of apprenticeship occupations and standards, applicants will be scored on their proposed plan to develop and engage partnerships and coalitions of registered apprenticeship stakeholders and customers to solicit input, data, and best practices concerning apprenticeship occupations.

C.2. **<u>Optional Partners</u>**: Apprenticeship Occupations and Standards Center may consider partnering with any of the entities identified above as eligible entities under this Center, as well as other appropriate partners. This can include organizations that focus on OJL, work-based learning, and/or apprenticeship and can support the goal of creating and expanding RAPs.

If the Apprenticeship Occupations and Standards Center applicant chooses to engage optional partners, applications must include MOUs or letter of agreements, and attach documents clearly identifying the roles and responsibilities of the applicant and each partner.

D. ***Data and Performance and Best Practices Center*** eligible applicants are defined as national organizations or organizations with national reach that are for-profit,[21] non-profit,[22] education, economic, and/or workforce development agencies/associations, and state and government entities that are one of the following:

1. **Data Analytics Providers**: Organizations that use data analytics technologies to examine data sets in order to find trends and draw conclusions about the data. Data analytics technologies and techniques are widely used in commercial industries to enable organizations to make more-informed business decisions;

2. **Business Consulting Services**: Organizations that provide management consulting to help a company improve their performance and efficiency. These professionals analyze businesses and create solutions while also helping companies meet their goals;

3. **Labor Market Information (LMI) and State Data Centers**: Organizations or consortium of organizations or agencies that analyze data and provide publicly, in order to find trends and draw conclusions about the data. LMI and state data centers analyze and disseminate data to enable organizations to make data-driven decisions; or

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[21] For-profit organizations are defined as entities that exist primarily to generate a profit.
[22] Non-profit organizations are defined as entities with tax exempt status under Internal Revenue Code, section 501(c)(3), and must be organized and operated exclusively for exempt purposes set forth in section 501(c)(3).

4. **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.

Applicants must identify in the Project Abstract the specific organization type they are applying under, from the list of eligible entities identified above.

D.1. **Required Partners**: There are no required partners for the Data and Performance Best Practice Center.

D.2. **Optional Partners**: Data and Performance Best Practice Center should consider partnering with any of the entities identified above as eligible entities under this Center, as well as other appropriate partners. This can include organizations that focus on OJL, work-based learning, and/or apprenticeship and can support the goal of creating and expanding RAPs.

If the Data and Performance Best Practice Center applicant chooses to engage optional partners, the applicant must include MOUs or letter of agreements, and attach documents clearly identifying the roles and responsibilities of the applicant and each partner.

Role of the Lead Applicant

Cooperative agreement(s) will be awarded to a lead applicant, which will serve as the cooperative agreement recipient and have overall fiscal and administrative responsibility for the cooperative agreement. Applicants applying as a consortium must have a lead applicant of the consortium identified in the Abstract and the one listed on the SF-424 Application Form. Please note that all elements of 2 C.F.R. Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) and 2 C.F.R. Part 2900 (DOL's Supplement to 2 C.F.R. Part 200) apply to any entity that carries out a federal award as a recipient or subrecipient, including for-profit organizations serving as consortium members or partners. This includes the monitoring and the examination of their records. **In addition, the entity may not earn or keep any profit resulting from federal financial assistance.**

The lead applicant must be the organization specified in Section 8 of the SF-424 Application Form, and will be:
*   The point of contact with the Department to receive and respond to all inquiries or communications under this FOA and any subsequent cooperative agreement award;
*   The entity with authority to withdraw or draw down funds through the Department of Health and Human Services - Payment Management System;
*   The entity responsible for submitting to the Department all deliverables under the cooperative agreement, including all technical and financial reports related to the project, regardless of which partnership member performed the work;

- The entity that may request or agree to a revision or amendment of the cooperative agreement or statement of work;
- The entity with overall responsibility for carrying out the programmatic functions of the cooperative agreement, as well as for the stewardship of all expenditures under the cooperative agreement;
- The entity responsible for coordinating with the national evaluator (if there is a national evaluation of the program), including participating in a random assignment evaluation and other studies, if selected by DOL; and
- The entity responsible for working with DOL to close out the cooperative agreement.

Single Entity Applications

RA TA Centers of Excellence are national organizations and/or those that have national reach to provide the TA services identified for each Center. As noted per RA TA Center of Excellence, an entity may have in-house capabilities to cover specific or all of the outlined subject matter expertise. However, given that the RA TA Centers of Excellence's program purpose is to serve the entire registered apprenticeship system on a national scale, strategic partnerships are required for specific designated Centers as outlined above. Although the lead applicant may have in-house capabilities, it cannot account for all required partnerships to satisfy the required partner component. In other words, the lead applicant cannot serve as more than one type of required partner. For example, for the Diversity and Inclusion RA TA Center of Excellence, a workforce intermediary lead applicant could not also serve as a MSI partner by hiring staff with such expertise; the workforce intermediary would need a separate MSI partner.

Consortia Applications

The Department encourages consortia applications, as indicated per RA TA Center of Excellence, with the lead applicant serving as one of the consortium members. Public and private, non-profit organizations including institutions of higher education (as defined in Section 101(a) of the Higher Education Act) are eligible to participate as members of the consortium. The purpose of the RA TA Centers of Excellence is to provide technical assistance on a national scale to the registered apprenticeship system. As a result, applications that showcase strong partnerships that address each key outcome as indicated in Section IV.B.3.b (ii) are highly encouraged.

Collaboration with the Office of Apprenticeship

As these funds will be awarded under cooperative agreements, the Department's Office of Apprenticeship (OA) will have substantial involvement in program activities. OA involvement will include:
- Serving as primary point of contact and federal project officer (FPO) on the project.
- Coordinating with the OA and with SAA offices;

- Using the Department's IT systems where appropriate to facilitate coordination and proper communication (customer relationship management tools); and
- Collaborating substantially and programmatically on the project strategy, inclusive of the sustainability strategy, and its implementation.

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.

C. **OTHER INFORMATION**

1. **Key Definitions**

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

- *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 under standards of apprenticeship.

- *Apprenticeable Occupations*: Occupations that are specified by industry and which must meet the following criteria:
    - Involve skills that are customarily learned in a practical way 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.

- *Input*: Resources invested to support activities that allow programs to achieve desired outputs.

- *Leveraged Resources:* Funds used in coordination with the cooperative agreement to support the cooperative agreement's outcomes.

- *Monitoring and Evaluation*: Consists of two basic components —performance monitoring

and evaluation— each of which serves distinct purposes. Performance monitoring is the ongoing and systematic tracking of data relating to project activities, outputs, or outcomes and used to determine whether desired results are occurring and whether implementation is on track. Monitoring often relies on indicators, quantifiable measures of a characteristic or condition of people, institutions, systems or processes that may change over time. Evaluation is the systematic collection and analysis of information about the characteristics and outcomes of programs and projects as a basis for assessment of program effectiveness, overall performance, and/or to inform decisions about current and future programming.

- *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 C.F.R. Parts 29, Subpart A, 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.

- *Outcome*: The higher-level results or effects achieved by project activities in the short-term, medium-term or long-term timeframe of the project.

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

- *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.

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

- *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 C.F.R. Parts 29, Subpart A, 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 C.F.R. Parts 29, Subpart A, and 30, and quality assurance assessments.

- *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 if so, how that will be accomplished. It also considers to what extent the project takes into account the factors, partners and institutions that are likely to have the strongest influence, 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 analyses 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.

2. **Application Screening Criteria**

Applicants should use the checklist below as a guide when preparing the 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. (*We will attempt to open the document, but will not take any additional measures in the event of problems with opening*.)	Section IV.C.2	

Application federal funds request does not exceed the ceiling amounts ranging from: • Diversity and Inclusion Center: up to $13 million; • Strategic Partnerships and System Alignment Center: up to $7 million; • Apprenticeship Occupations and Standards Center: up to $7 million; and • Data and Performance and Best Practices Center: up to $4 million.	Section II.A	
SAM Registration	Section IV.B.1	
SF-424, Application for Federal Assistance	Section IV.B.1	
SF-424 includes a DUNS Number	Section IV.B.1	
SF-424A, Budget Information Form	Section IV.B.2	
Budget Narrative	Section IV.B.2	
Project Narrative	Section IV.B.3	
Application includes only one Center of Excellence	Section III.C.2	

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

We will consider only one application from each organization per RA TA Center of Excellence. Applicants may apply for additional Centers of Excellence, but must provide a separate application. Applications including multiple Centers 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 Center of Excellence, we will consider only the most recently received application that met the deadline for that Center. If the most recent application is disqualified for any reason, we will not replace it with an earlier application.

4. **Eligible Key Stakeholders/Customers**

The RA TA Centers of Excellence will serve key stakeholders and customers in the registered apprenticeship system.

a) **Key Stakeholders and Customers Eligible to Receive TA Support**
The intent of this FOA is to establish RA TA Centers of Excellence that will provide services to employers, intermediaries, workforce groups, non-profits, government entities, where applicable, that are engaged in the expansion of the registered apprenticeship system. Further, RA TA Centers of Excellence must leverage, align, and build on existing apprenticeship efforts already in place to maximize the use of resources and minimize the duplication of efforts,

ultimately ensuring the core customers of the apprenticeship system are served efficiently. **Centers are not intended to serve or enroll individual apprentices.**

The applicant's project strategy must clearly outline service capabilities on a national level to key stakeholders and customers identified below:

- *Governance Stakeholders and Customers*: These key stakeholders and customers include individuals and organizations at the national, regional, state, and local level that manage systems, budgets, and overall project implementations at each level of governance. For example, workforce development boards and state and local government officials (e.g., governors, superintendents, mayors);

- *Registered Apprenticeship Sponsor Stakeholders and Customers:* These key stakeholders and customers include institutions and organizations, which may be at the national and regional level that administer RAPs and provide services to apprentices in the registered apprenticeship system;

- *Registered Apprenticeship Supporters and Other Stakeholders and Customers:* These key stakeholders and customers include the following: workforce intermediaries, guidance counselors, academics, and research and policy groups; and

- *Registered Apprenticeship Training Provider Stakeholders and Customers:* These key stakeholders and customers include the following organizational entities: educational institutions, high schools, school superintendents, school districts, colleges, universities, and training providers.

b)   **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 C.F.R. Part 1010. In circumstances where a grant recipient (or recipient of a cooperative agreement) 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 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 and recipients of cooperative agreements 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://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2816.

IV. APPLICATION AND SUBMISSION INFORMATION

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

This FOA, found at www.Grants.gov and https://www.doleta.gov/grants/find_grants.cfm, contains all of the information and links to forms needed to apply for 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/web/grants/forms/sf-424-family.html#sortby=1).

- In the address field, fill out the nine-digit (plus hyphen) zip code. Nine-digit zip codes can be found on the USPS website at https://tools.usps.com/go/ZipLookupAction!input.action.

- The SF-424 must clearly identify the applicant and must be signed by an individual with authority to enter into a cooperative 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/web/grants/forms/sf-424-family.html#sortby=1). You do not need to submit the SF-424B with the application.

a) **Requirement for DUNS Number**
All applicants for federal grant and funding opportunities, including cooperative agreements, must have a DUNS number, and must supply their DUNS Number on the SF-424.   The DUNS Number is a nine-digit identification number that uniquely identifies business entities. If you do not have a DUNS Number, you can get one for free through the D&B website: https://fedgov.dnb.com/webform/displayHomePage.do.

Grant recipients and recipients of cooperative agreements authorized to make subawards must meet these requirements related to DUNS Numbers:

- Grant recipients and recipients of funding under cooperative agreements must notify potential subawardees that no entity may receive a subaward unless the entity has provided its DUNS number.
- Grant recipients and recipients of funding under cooperative agreements may not make a subaward to an entity unless the entity has provided its DUNS number.

(See Appendix A to 2 C.F.R. 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 https://www.grants.gov/web/grants/forms/sf-424-family.html#sortby=1). 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 should also include a section describing any leveraged resources provided (as applicable) to support project 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. Applicants are encouraged to leverage resources to increase stakeholder investment in the project and broaden the impact of the project itself.

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

Personnel: List all staff positions by title (both current and proposed) 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/cooperative agreement.

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

Travel: For recipient staff only, specify the purpose, number of staff traveling, mileage, per diem, estimated number of in-state and out-of-state trips, and other 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 C.F.R. 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 cooperative agreement period of performance.

Supplies: Identify categories of supplies (e.g., office supplies) in the detailed budget and list the item, quantity, and the unit cost per item. Supplies include all tangible personal property other than "equipment" (see 2 C.F.R. 200.1 for the definition of Supplies).

Contractual: Under the Contractual line item, delineate contracts and subawards separately. Contracts are defined according to 2 C.F.R. 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 C.F.R. 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 TA Center 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 C.F.R. 200.414(f). Clearly state that your organization has never received a Negotiated Indirect Cost Rate Agreement (NICRA), and your organization does not have a current negotiated (including provisional) rate, and is not one described in 2 C.F.R. 200, Appendix VII(D)(1)(b).

Applicants choosing to claim indirect costs using the de minimis rate must use Modified Total Direct Costs (see 2 C.F.R. 200.1 below for definition) 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.

- **2 C.F.R. 200.1 Modified Total Direct Cost (MTDC)** means all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first $25,000 of each subaward (regardless of the period of performance of the subawards 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 in excess of $25,000. Other items may be excluded only when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

  The definition of MTDC in 2 C.F.R. 200.1 no longer allows any sub-contracts to be included in the calculation. You will also note that participant support costs are not included in modified total direct cost. Participant support costs are defined below.

- 2 C.F.R. 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/business-operations-center/cost-determination.

Note that the SF-424, SF-424A, and Budget Narrative must include the entire 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 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 is within the responsive range.

3. **Project Narrative**

The Project Narrative must demonstrate your capability to implement the TA Center of Excellence 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 Center's projects and activities.

The Project Narrative is limited to 25 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 applicant's Project Narrative should demonstrate the methodology that will efficiently and effectively establish a RA TA Center of Excellence that will provide specific services that support and expand efforts to promote registered apprenticeship to targeted stakeholders and

customers on a national scale. The applicant should address the following topics in the Project Narrative:

a) **Statement of Need (6 points)**

    (i) **<u>Applicant must conduct a needs/gap analysis (2 points).</u>** Applicant must present data and research to support their understanding and need to provide technical assistance through the selected Center. A gap analysis must:

- Clearly articulate the specific service delivery or capacity issues that the proposed project will address on a national scale and demonstrate the extent of the identified problems, including data gaps (if applicable) based on evidence and research on a national scale. (2 points)

    (ii) **<u>Applicant must provide a conceptual framework (4 points)</u>**. Applicant must provide an analysis of the current registered apprenticeship system, identifying government and non-governmental factors and/or variables that impact rapid registered apprenticeship expansion and acceleration efforts. Applicant must identify how they will leverage and build on existing apprenticeship efforts, coordinate with partners and other key stakeholders, and institutionalize progress in addressing identified gaps that continues beyond the life of the grant. The framework should address the following:

<u>Partnership Building</u>
Describe how the applicant would identify and collaborate with a broad range of partners, including the workforce system, business and industry, schools, colleges, community organizations, sponsors, and others to achieve success on a national scale. This includes describing how the applicant with leverage, align, and build on existing apprenticeship efforts through these partnership, as well as the role partners will play in sustaining efforts beyond the life of the grant;

<u>Engaging Underrepresented Populations (if applicable)</u>
Describe how the applicant would have a continuum of processes and services that enable it to effectively support working with stakeholders and customers to support registered apprenticeship EEO efforts and recruiting underrepresented populations on a national scale within RAPs (including but not limited to: women, people of color, formerly incarcerated individuals, and persons with disabilities). This includes identifying how the applicant will leverage, align, and build on existing diversity and inclusion efforts support through the Industry Intermediary contracts and the Department's apprenticeship EEO efforts;

<u>Data Alignment, Integration and Reporting (if applicable)</u>
Describe how the applicant would assess and use data to support RAP stakeholders and customers in promoting the expansion on a national scale of RAPs. This includes identifying how the applicant will leverage, align, and build on existing DOL-funded apprenticeship efforts; and

Policy Alignment

Describe how the applicant would align and connect with policies and initiatives across workforce development, economic development, education, and other systems to improve project outcomes and create longer-term conditions for success on a national scale. This includes describing how the applicant with leverage, align, and build on existing apprenticeship efforts through these partnership, as well as the role partners will play in sustaining efforts beyond the life of the grant.

b) **Expected Outputs and Outcomes (24 points)**

Applicant must develop a logic model (See Appendix I) responding to the activities, outputs and outcomes, identified for the specific Center of Excellence to which they are applying for funding, e.g., applicants that are applying for the Strategic Partnership and Systems Alignment Center must address the below key outcomes, outputs, and activities for the Strategic Partnership and Systems Alignment Center. The listed outputs and outcomes are not exhaustive, and applicants may propose additional outputs and outcomes based on their technical expertise and knowledge (See Appendix I – Suggested Logic Model Template). Applicants are expected to outline in their logic models the proposed inputs/resources that would be used to achieve the minimum activities, outputs, and outcomes outlined for each Center below. The purpose of using the logic model is to enable the Department, project implementers, and their partners to track progress made toward the completion of the project's objectives, and provide evidence of the link between multiple levels of results, including activities, outputs, and outcomes. Failure to provide a logic model will results in zero points under this scoring criterion.

(i) Applications will be reviewed based on the completeness and clarity of the provided logic model. (24 points)

DIVERSITY AND INCLUSION CENTER

Program Goals: The Diversity and Inclusion RA TA Center of Excellence will focus on the administration's goals to provide technical assistance to employers and registered apprenticeship stakeholders and customers to increase diversity and inclusion within RAPs among underrepresented populations.

Diversity and Inclusion Center activities will include Equal Employment Opportunity (EEO) efforts, providing technical assistance on effective strategies to support demonstrated increases in registered apprenticeship opportunities for under-represented populations, and facilitating the development of other strategic partnerships and networks that support increasing diversity and inclusion in registered apprenticeship. The Center will support increasing employer participation in registered apprenticeship and in meeting their EEO requirements. Specifically, the Center will demonstrate strong knowledge of registered apprenticeship EEO

Regulations (29 C.F.R. Part 30) and implementation requirements, and through education and technical assistance, be able to support sponsors in meeting the regulation requirements.

The Center will focus on: 1) providing TA and coaching to employers and stakeholders; 2) providing TA to Minority Serving Institutions as RAP sponsors; 3) supporting the increase of registered apprenticeship opportunities for current students or recent alumni from Minority Serving Institutions; 4) designing and supplementing Departmental guidance and technical assistance efforts to promote sustainable and replicable RAPs, including supporting pre-apprenticeships as an onramp to RAPs in traditional and non-traditional industry; and 5) leveraging and building on diversity and inclusion efforts already in place, including those funded through the Department's Industry Intermediary contracts and EEO efforts.

Minimum Activities	*Minimum Outputs*	*Minimum Outcomes*
RESEARCH AND BEST PRACTICES 1) Create and provide desk aids, tools, fact sheets, and diversity and inclusion informational materials. 2) Research and disseminate diversity and inclusion best practices for recruitment, outreach and mentoring, and retention. 3) Conduct research to find businesses that are interested in substantially increasing employment and training opportunities for underrepresented populations and have set goals as part of their mission or values statements. 4) Review registered apprenticeship EEO Regulations and conduct analysis to identify areas for educating new groups on requirements and implementation needs. 5) Conduct data analysis on participation of underrepresented populations in RAPs, identify best practices to	1) Establish 400, at minimum, new partnerships with businesses that are interested in substantially increasing employment and training opportunities for underrepresented populations and have set goals as part of their mission or values statements. 2) Building off of existing apprenticeship diversity and inclusion efforts, develop at minimum 20 fact sheet(s) on diversity and inclusion for key apprenticeship stakeholders, with the goal of increasing diversity and inclusion in RAPs among underrepresented populations. 3) Develop, at a minimum, 20 documents for	1) Support the increase in knowledge of registered apprenticeship EEO regulations. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome. 2) Support the increase in knowledge of best practices to recruit and retain underrepresented groups in registered apprenticeship. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome. 3) Improve understanding about

replicate and provide technical assistance.

TRAININGS/ INNOVATION

6) Provide one-on-one and in group settings (including virtual): coaching, support, technical assistance, facilitation and subject matter expertise in diversity and inclusion, registered apprenticeship EEO Regulations and RAP to a variety of industry sectors for small, medium and large companies, sponsors and/or apprentices, SAAs, and other RAP stakeholders and customers.

7) Develop innovative diversity and inclusion models with end goal of increasing the number of apprentices for all defined underrepresented populations for registered apprenticeship.

8) Work with secondary, post-secondary school and career technical education (CTE) systems to develop introduction to the "world of work" curriculum, to build knowledge of underrepresented and under-served populations.

9) Coordinate and work with the Department to conduct quarterly presentations and meetings to grantees,

employers on specific and proven strategies to increase registered apprenticeship opportunities (may include pre-apprenticeship that leads to RAPs) for underrepresented populations in traditional and non-traditional industry sectors.

4) Create and implement a comprehensive education plan for delivering information and training on EEO requirements and implementation needs to apprenticeship sponsors.

5) Disseminate broadly promising practices for registered apprenticeship stakeholders and customers on diversity and inclusion efforts.

6) Leveraging existing efforts, develop at minimum 20-30 new education tools, including desk aids, to support delivery of information about registered apprenticeship EEO in RAPs.

7) Provide technical assistance to federal and state agencies interested in serving as RAP sponsors by providing TA to support their program

registered apprenticeship EEO requirements through print and electronic resources available on EEO and outreach to underrepresented populations. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome.

4) Improve understanding about the importance of diversity and inclusion in RAP through education and training materials available to the public, stakeholders and customers and partners related to recruiting and retaining persons from underrepresented populations in RAPs. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome.

5) Support the increase in the number of Minority Serving

intermediaries, and other key stakeholders and customers. 10) Create and manage a virtual diversity and inclusion information center. 11) Deliver technical assistance to sponsors for meeting 29 C.F.R. Part 30 outreach, recruitment and retention goals. **INDUSTRY& COMMUNITY ENAGEMENT** 12) Assist businesses and organizations to establish scholarship programs for apprentices from underrepresented programs. 13) Promote programs in designated Opportunity Zones, and other Federal diversity and inclusion programs and initiatives such as Historically Black College and University with the development of RAPs. 14) Design succession plans/programs for businesses to promote diversity and inclusion managerial positions and policy decision maker positions.	designs that address mitigating employment and training barriers for underrepresented populations in registered apprenticeship. 8) Conduct one-on-one coaching and technical assistance to employers and stakeholders and customers with emphasis on providing supportive services to underrepresented populations to enter into RAPs. 9) Coordinate and conduct on an annual basis a virtual diversity and inclusion virtual summit for apprenticeship stakeholders and customers. 10) Coordinate and conduct a minimum of 30 virtual technical assistance sessions for employers and stakeholders and customers to provide tips, guidance, and strategies on recruitment, retention, and training of apprentices from underrepresented populations. These sessions will also support the delivery of	Institutions as RA sponsors and providers of RA related instruction. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome. 6) Support the increase in the number of undergraduate, graduate students or recent alumni from Minority Serving Institutions participating in RAPs. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome. 7) Support the increase in the number of minority businesses, minority professional, and trade organizations participating in RAPs. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying

	information about EEO in RAPs. 11) Develop a registered apprenticeship Manager Mentoring Program for at minimum 100 individual employers to assist employers in planning for mid and upper managerial registered apprenticeship career pathways as part of employers' succession planning. This includes developing desk aides and guides on how to replicate RA mentoring programs. 12) Conduct one-on-one coaching and technical assistance with employers and stakeholders and customers to promote the participation of underrepresented populations. 13) Conduct one-on-one coaching and technical assistance to employers and stakeholders and customers resulting in establishing or expanding a combination of 40 in-school and out-of-school youth RAPs (including Opportunity Zones and Tribal Communities) per year.	how they will measure success in achieving this outcome. 8) Support the increase in the number of businesses, professional, and trade organizations participating in RAPs. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome. 9) Support the increase in the number of in and out-of-school youth participating in RAP. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome.

	14) Create at minimum 20 web-based training materials (webinars, video, webcasts, toolkits, etc.) to assist sponsors with EEO compliance materials.	

STRATEGIC PARTNERSHIPS AND SYSTEM ALIGNMENT CENTER

Program Goals: The Strategic Partnerships and System Alignment Center will focus on Administration goals to improve system alignment between the registered apprenticeship system, workforce system, and education system to support workforce system alignment. The TA Center's resource development will ultimately support legal, administrative, or policy improvements that promote registered apprenticeship within state systems. Key program goals include: 1) supplementing and supporting Departmental technical assistance guidance documents to support workforce and education alignment, 2) supporting the increase of registered apprenticeship integration in the workforce systems while advancing education and workforce system alignment, 3) collaborating with key stakeholders already involved in system alignment efforts (such as SAAs); 4) leveraging, aligning, and building on existing apprenticeship system alignment efforts; and, 5) supplementing and supporting Departmental guidance and technical assistance efforts to promote registered apprenticeship and clarify the use of Workforce Innovation and Opportunity Act (WIOA) funds.

Minimum Activities	*Minimum Outputs*	*Minimum Outcomes*
RESEARCH AND BEST PRACTICES 1) Review current federal guidance and conduct analysis to identify areas for clarification and improvements. 2) Research best practices, high performing workforce development boards (e.g., based on grantee data reported to the Department, evaluations, as well as other data sets), to highlight promising	1) Establish 100, at minimum, new partnerships or connections between stakeholders in the workforce development (and education) systems that result in an increase in the use of registered apprenticeship as a key workforce development program. 2) Develop 15 new tools, including desk aids and webcasts to support the alignment of RAP and the workforce system. 3) Building off of existing OA and SAA	Support the increase of the use of the RAP model in WIOA by doubling the current Statewide WOIA support/participation for RAPs over the project period of performance. 1) Improve understanding about registered apprenticeship in the workforce system (e.g., American Job Centers, Business Service Representatives, Workforce Development Boards, YouthBuild), leading to increased workforce system participation in RAPs.

trends for replication in the field.[23]

3) Obtain and analyze quarterly data that informs and supports the improvement of integration and alignment using DOL performance data and other datasets to inform recommend programmatic and policy actions to strengthen system integration.

TECHNICAL TOOLS/RESOURCE DEVELOPMENT

4) Design and deliver trainings for key RAP stakeholders and customers in the workforce system, including governors, school superintendents, American Job Centers, and federal agencies.

5) Support workforce partners' work on adopting operational policies that reflect an integrated system between apprenticeship and other workforce and education programs. The system would integrate performance, communication, case

efforts, develop and implement 5, at minimum, key strategies that support expanding registered apprenticeship in the workforce system.

4) Building off of OA and SAA efforts, develop 5, at minimum, concept papers/ policy recommendations for OA approval and implementation that support efforts to facilitate the transition from school to RAPs.

5) Collaborate with relevant federal partners, including the Department of Education, to provide TA on implementation of pre-apprenticeships leading to RAPs, Career and Technical Education that aligns with RAP, and other work-based learning that can lead to RAPs, with the goal of increasing system alignment.

6) Create 20 webinars (or other training materials e.g. podcasts, toolkits etc.) that provide TA on workforce system integration with RAP, with the goal of

Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome.

2) Support an integrated service delivery approach and the development of resources to increase leveraging of WIOA funding and other federal funding across workforce programs (e.g. co-enrollment). Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome.

3) Increase employer, education and training providers, intermediaries, and workforce systems partnership building and connectivity across workforce programs. Applicants must identify a numerical (raw number or percentage) and measurable metric

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[23] U.S. Department of Labor, WIOA Performance Reporting, available at
https://www.dol.gov/agencies/eta/performance/reporting

management, and use technology to achieve integration and expanded service offerings. The result is optimal performance outcomes for the entire system.

6) Training Apprenticeship Training Representatives (ATRs) and Business Service Representatives on service integration that focuses on serving customers seamlessly by providing a full range of services consistent with the purpose, scope, and requirements of each program.

INDUSTRY AND EDUCATION ENGAGEMENT

7) Convening education and business stakeholders to understand and leverage proven workforce models to assist in aligning registered apprenticeship with the workforce system.

8) Support education partners (high schools, colleges, and universities) in engaging with the

increasing system alignment.

7) Building off of the Department's registered apprenticeship marketing campaign, develop 10-15 marketing and outreach materials to promote system alignment to support expansion of registered apprenticeship, with the goal of increasing system alignment.

8) Provide quarterly data review and analysis submitted to the Department.

for this outcome, including identifying how they will measure success in achieving this outcome.

4) Improve alignment between state education, workforce system, and registered apprenticeship system, with the ultimate goal of informing new policies/programs to support RAP integration and alignment. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome.

registered apprenticeship and workforce system, including WIOA programs. 9) Coordination of education, registered apprenticeship, workforce development, and economic development, with a strengthened role for local service providers — including community colleges, universities, vocational training programs, community-based workforce organizations, and other workforce intermediaries — that can coordinate between employers' needs and training and education Tracking progress, assessing program effectiveness, and planning for future TA needs based on labor market information and trends.		

APPRENTICESHIP OCCUPATIONS AND STANDARDS CENTER

Program Goals: The Apprenticeship Occupations and Standards TA Center of Excellence will focus on the registered apprenticeship system's goal of providing workers with a solid path to the middle class through the creation of new apprenticeable occupations and standards to increase RAP participation. The focus of the Center will be to facilitate a more structured and integrated system of developing and maintaining occupational standards for registered apprenticeship. The Center will research new and emerging RAP models, increasing opportunities for well-paid apprenticeships in growth industries and the development of transferable industry-recognized credentials as well as college credit. The Apprenticeship Occupations and Standards Center will serve as the technology-driven research arm of the

registered apprenticeship system and will identify and develop occupational standards based on essential industry recommendations. Further, the Center must leverage, align, and build on existing efforts to maximize the use of resources and minimize the duplication of efforts, including directly engaging with OA and SAAs, where appropriate, to support these efforts.

Apprenticeship Occupations and Standards Center must demonstrate the ability to create and design RAP standards and engage with industry to develop apprenticeable occupations that meet industry standards.

Minimum Activities	Minimum Outputs	Minimum Outcomes
RESEARCH BEST PRACTICES 1) Conduct outreach and critical industry research, engage stakeholders and identify new and emerging occupational trends. 2) Solicit possible competency-based models using O*NET.[24] 3) Develop a decision-making matrix coming to consensus about critical components of competency-based occupational frameworks and the possible options available using O*NET Online. **COMPETENCY-BASED FRAMEWORK** Using O*NET Online Database, develop a comprehensive competency-based framework with the following characteristics: ○ A finite number of competencies with definitions to be	1) Partner Meetings (agendas, minutes, meeting notes) that support efforts to identify and develop occupational standards and competencies based on essential industry recommendations. 2) Building off of existing apprenticeship efforts to leverage or develop a data collection site (shared drive, cloud, other). 3) Digitized competency-based Frameworks repository available for public use. 4) Written reports outlining continuous quality improvement measures to maintain the occupational frameworks over time. 5) Written training manuals and supplemental training aids for registered apprenticeship stakeholders and customers that support the development of occupational standards, competencies, and assessments. 6) Outreach materials for use by key apprenticeship	1) 50-60 partnerships and coalitions of registered apprenticeship stakeholders to solicit input, data, and best practices concerning occupational frameworks. 2) 15, at minimum, Occupation/ industry research-based studies/ recommendations developed to advance competency-based or other innovative occupational frameworks, including standardized assessments. 3) Develop 80, at minimum, new apprenticeable occupations/standards that address workforce trends, satisfies industry demands, and incorporate EEO curriculum. 4) Develop a digitized competency-based occupational framework for the

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[24] https://www.onetonline.org

applied across all O*NET occupations with accuracy and consistency.

o A procedure to determine parameters for which competencies apply to each specific occupation, and appropriate assessments for the attainment of those competencies.

o Proficiency standards that reflect stages of career development (i.e., early, mid-level, senior, executive) within the occupation.

o Observable and Measurable behaviors or activities to demonstrate each competency in the context of the specific work environment.

o A methodology to maximize customization for employers with specialized needs within an occupation.

o Links industry/company objectives with personal performance measures.

o An evaluation rubric for apprentice evaluation.

COMPETENCY-BASED FRAMEWORK

4) Using O*NET Online Database, develop

stakeholders when speaking with employers about competency-based occupational frameworks.

7) Expanded access to online related instruction.

8) Written education and training materials for RAP sponsors to increase diversity by improving understanding of strategies to eliminate bias related to hiring and retaining apprentices.

9) Quarterly data review and analysis submitted to the Department.

10) Development and deployment of standardized assessments for use in measuring attainment of occupational standards and competencies.

registered apprenticeship system using O*NET Online database and resource.

5) Develop a web-based method of soliciting comments and feedback from business, education, labor, and key stakeholders and customers to ensure the relevance and currency of competencies.

6) Expanding on OA and SAA existing efforts, develop a system for the updating of old or obsolete occupational frameworks, including one that can be sustained after the project period of performance.

7) Expanding on OA and SAA existing efforts, develop a strategy for related instruction curriculum development in line with occupational competencies.

8) Expanding on OA and SAA existing efforts, develop a strategy for how to assess apprentice attainment of competencies and a repository for all recognized registered apprenticeship occupations (OA/SAA) with a maintenance plan for continued updating

systems to maintain competency-based frameworks into the future.

5) A process to adapt occupations consistent with regularly released O*NET updates.

6) A systematic process to evaluate new and emerging occupations using O*NET information.

7) A structured methodology to demonstrate progression through a series of similar occupations using O*NET competencies (i.e., career ladders, career pathways, career mapping).

APPRENTICESHIP OCCUPATION REPOSITIORY MAINTENANCE

8) Establish an expiration threshold for all files to flag outdated or obsolete occupational frameworks for review before using in Standards of Apprenticeship.

9) Establish a system to update and maintain occupational work processes and related instruction requirements and refresh outdated or obsolete occupations.

and relevance to an evolving workforce system that can be sustained after the project period of performance.

9) Expanding on OA and SAA exiting efforts, develop a comprehensive, written methodology to continuously evaluate occupational curriculum design and improve instructional delivery systems linking personal performance to organizational goals.

10) Support registered apprenticeship sponsors to make informed decisions about competency-based models; and maintain the quality and integrity of the occupational frameworks over time. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome.

DATA AND PERFORMANCE AND BEST PRACTICES CENTER

Program Goals: The Data and Performance and Best Practices TA Center of Excellence will focus on business intelligence and data analytics to inform and guide data-driven decision-making to support and sustain workforce system alignment using existing data sources that include RAPIDS and WIPS. The Center must leverage, align, and build on existing efforts to maximize the use of resources and minimize the duplication of efforts, including directly engaging with OA and SAAs, where appropriate, to support these efforts.

Data and Performance and Best Practices Center must demonstrate the ability to streamline data systems, identify system deficiencies, and provide technical assistance to collect and provide accurate program data.

Minimum Activities	*Minimum Outputs*	*Minimum Outcomes*
1) Measure the level of integration using the Department's WIPS data to establish a baseline for each state. 2) Leverage DOL data from apprenticeship grants and contracts to create web-based business intelligence system overlay to mine apprenticeship and workforce data. 3) Transmit bi-annual data analytics to state apprenticeship and workforce systems about the integration and alignment of RAPs. 4) Collect and analyze registered apprenticeship performance data on level of integration each quarter. 5) Use broad datasets to inform all RA TA Centers of Excellence of high performing of trends and gaps related to the focus area of each Center 6) Design and deliver [primarily] virtual training in the data	1) Quarterly data review and analysis submitted to the Department. 2) Annual RAP Data book to showcase RAPs across the workforce system. 3) State of the Nation report (to include identification of data-based policy recommendations) including metrics across a wide variety of metrics. 4) Host 10 town hall meetings (in-person or virtual) to discuss the data and its policy and program implications, culminating in a national event. 5) Deliver at minimum 30 virtual training sessions, culminating in the aforementioned national event. 6) Facilitate 50 peer-to-peer training sessions (e.g., among groups with a common management	1) Improve RAP sponsors data-based strategic approaches to increase the level of RAP alignment and integration in workforce programs. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome. 2) Expand on OA and SAA existing efforts to improve the general alignment of RAP data across state systems to align with RAP systems (RAPIDS and WIPS). Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure

analytics to state apprenticeship and workforce staff. 7) Host meetings to discuss the data and its potential program implications. 8) Facilitate peer-to-peer training of groups that use IT systems to capture data relevant to registered apprenticeship program development. 9) Measure level of integration of IT systems across states in alignment with RAPIDS and WIPS data. 10) Conduct trainings, analyzing systems for deficits and making improvement recommendations, developing a change management plan to onboard new IT systems staff (recurring position), establish maintenance and sustainability plan for systems. 11) Develop white papers, conduct marketing and outreach (fact sheets, etc.), webinars, peer-to-peer learning. 12) Prepare data summaries representative of the theme identified for each center - system alignment, diversity and inclusion, and apprenticeable occupations and standards building.	information system or MIS) involving at least one high performing workforce development program, to support and sustain data system alignment. 7) Create at minimum10 white papers on the state of data analytics across the workforce system to inform and guide data-driven decision making and data system alignment. 8) Create at minimum15-20 desk aides, including fact sheets that provide technical assistance to support stakeholders to collect and provide accurate program data. 9) Conduct and facilitate at minimum 30 peer-to-peer trainings of groups using IT systems to capture data relevant to RAPs/program development. 10) Establish baseline level of integration of registered apprenticeship across the Title I WIOA workforce system. 11) Conduct at minimum 15 trainings, analyzing systems for deficits and making improvement recommendations, developing and	success in achieving this outcome. 3) Expand on existing efforts to support the improvement of state systems by providing TA to designated IT professionals to collect registered apprenticeship data. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome. 4) Improve understanding among state authorities about the utility, value, and benefit of improved data systems. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome. 5) Improve the efficient and effective use of evidence-based approaches to support workforce development initiatives involving RAPs. Applicants must identify a numerical (raw

	implementing a change management plan to onboard new IT systems staff (recurring position), establish maintenance and sustainability plan for systems. 12) Hold at minimum 10 webinars and 15 peer-to-peer learning sessions to support stakeholders to collect and provide accurate program data. 13) Prepare quarterly data summaries representative of the theme identified for each center - system alignment, diversity and inclusion, and apprenticeable occupations and standards building – to inform data-driven decision making. This includes supporting improved diversification of apprentices in RAP through analysis and dissemination of identified data trends related to recruiting and retaining persons from underrepresented populations in RAP and scorecards on equity. 14) Support OA evaluations with real-time data from the field to examine the changes in the national RAP system.	number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome. 6) Enhanced partnerships with workforce development community stakeholders and customers. Applicants must identify a numerical (raw number or percentage) and measurable metric for this outcome, including identifying how they will measure success in achieving this outcome.

c)   **Project Design (26 points)**

(i) **Clearly describe the center's technical assistance strategy (10 points)**. Applicant's proposal will be assessed based on service strategies to meet registered apprenticeship national customers' needs, generate high-impact returns (e.g., increased program development, diversification of industries, strategic partnership formations, etc.), and support a sustainable apprenticeship system on a national scale. Applications will be reviewed based on their ability to clearly describe a strategy that:

- Incorporates the market/gap analysis to inform strategies, products and services and outlines service delivery methodology that caters to various geographic scopes and diverse customer bases; (2 points)

- Describes how the proposed technical assistance strategy leverages, aligns, and builds on existing apprenticeship efforts to maximize the use of resources and minimize the duplication of efforts, including how this strategy includes coordination with OA and SAAs; (4 points) and

- Defines the applicant's existing and/or proposed roles and relationships with other entities in the apprenticeship system, including national, state, regional, and local agencies, economic development organizations and educational institutions such as universities and community or technical colleges, industry associations, and other appropriate entities and outlines the planning and outreach strategy to engage with other entities to support the achievements of the registered apprenticeship TA Center(s) of Excellence mission and objectives while also satisfying the interests of other stakeholders and customers, investors, and partners in the apprenticeship system and outlines the appropriate strategy and tools required per stakeholder and leverages the applicant's past experience and strategic partnerships in providing services and working with key stakeholders and customers. (4 points)

(ii) Describe and provide a detailed **project work plan (4 points):** Applicants must present a comprehensive project work plan. A suggested format can be found in Appendix II. The project work plan must:

- Demonstrate a cohesive, organized approach to implementing the project and showcase the capacity to manage the project and specify the role that partners will play in supporting these activities; and clearly align with the expected outputs and outcomes (logic model) that describes the major activities, outputs, and short- and medium-term outcomes that will be completed/achieved for the respective RA TA Center(s) of Excellence; (2 points) and

- Clearly showcase that all activities and outputs support achievement of one or more project outcomes; and present a clear, causally sound, theory of change presented in explicit "if…then" hypotheses between proposed project

interventions and desired results and provide evidence of the effectiveness and sustainability of their proposed work plan. (2 points)

(iii) **Clearly identify strategic partnerships to meet program purposes (4 points)**: Applicants must clearly outline the intended required and optional partners to support implementation of the project and include the appropriate letters of commitments/ memorandum of understanding (MOU). The applicant must:

- Clearly identify which aspect of the work plan an identified partner will support. If partners are not required, the applicant must identify how they will support all aspects of the project. (2 points); and

- Identify the actual deliverables and/or activities that will result from the partnership. (2 points)

(iv) **Propose and/or fully describe an evaluation plan of TA effectiveness (4 points):** Applicant must clearly outline:

- The TA techniques and methodologies that will be enacted to support the RA TA Center(s) of Excellence goals and the methods to track technical performance throughout the life of the project, by providing specific metrics for success; including the TA feedback mechanisms used to assess and make improvements on TA throughout the life of the project, and the frequency of TA services to be offered on the national, regional, and state level. (4 points)

(v) **Clearly Identify an implementation plan for sustaining impact after the grant period of performance (4 points):** Applicants must consider long-term sustainability of impact of their TA efforts in proposed strategies and must describe their initial implementation plan design to support long-term impacts. The applicant's description of the sustainability implementation plan should:

- Demonstrate the long-term impact of TA efforts and outcomes in the design of the proposal, including which outcomes have the potential to be sustained after the end of the project and explain how the responsibility for sustaining them is expected to transition to local stakeholders and institutions; (2 points)
- Identify critical assumptions supporting the causal relationships that are outside the project's control that must hold for the project's strategy to succeed and be sustained after the project, and the likelihood of those assumptions holding true; and recognize possible external factors and their potential influence on the project, expected outcomes, and their sustainability. (2 points)

(d) **Organizational, Administrative, and Fiscal Capacity (8 points)**
Scoring under this criterion will be based on the extent to which the following factors are clearly and accurately addressed:

- Describe how the applicant will manage and staff the RA TA Center(s) of Excellence. Describe how staff, organizational experience, and management

contribute to the ability of the applicant to conduct the project and its requirements and meet program expectations. Provide detailed organizational chart that identifies key personnel, RAP partnerships, and other proposed partners. The chart must describe the structure of the relationships of all partners involved in the project. The chart must also identify the proposed project's staffing plan to illustrate that partners have the capacity to support the lead applicant to carry out the proposed project. The staffing plan must describe 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; (4 points) and

- Describe the applicant's fiscal and administrative controls in place to manage federal funds. (4 points)

(e) Past Performance – Programmatic Capability (32 points)
Performance Goals: Applicants should provide evidence of the effectiveness of past TA efforts and how that TA was tracked in various programs, including past grants, contracts, or cooperative agreements.

Performance Measures. 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:

- *Program Performance Measure 1:* Provide qualitative and/or quantitative data that demonstrates a track record of providing effective TA products and services, in alignment with the key goals of the applicant's targeted Center, that increased the number of targeted stakeholders or customers engaged by at least 10 percent; (8 points)

- *Program Performance Measure 2*: Provide qualitative and/or quantitative data that demonstrates the cost efficiency of the TA products and services provided, in alignment with the key goals of the applicant's targeted Center, including demonstrating benefit to key stakeholders and customers, and the level of funds spent to achieve results, whether through a decrease in spending, greater efficiency, or by leveraging existing resources; (8 points)

- *Program Performance Measure 3:* Provide qualitative and/or quantitative data that demonstrates, in alignment with the key goals of the applicant's targeted Center, that the TA products developed were disseminated on a local, regional, or national scale to service multiple stakeholders; and (8 points)

- *Program Performance Measure* 4: Provide qualitative and/or quantitative data that demonstrates experience, in alignment with the key goals of the applicant's targeted Center, in modifying and evolving TA strategies and products to better meet stakeholder and customer needs, based on past effectiveness of TA. (8 points)

(f) Budget and Budget Narrative (4 Points)

The Budget and Budget Narrative will be used to evaluate this section. Please see Section IV.B.2 for information on the requirements. The Budget and Budget Narrative do not count against the page limit requirements for the Project Narrative.

Applicants must provide a detailed explanation of how the budget is reasonable and feasible based on the activities outlined in the Project Narrative, how the proposed expenditures will support the project activities and systems change, and whether key personnel have adequate time devoted to the project to achieve project results. In addition, this explanation must include a detailed description of any leveraged resources provided to support grant activities, the specific activities they will cover, and the way the leveraged resources will support the RA TA Center(s) of Excellence goals.

4.   **Attachments to the Project Narrative**
In addition to the Project Narrative, you must submit attachments. All attachments must be clearly labeled. We will exclude only those attachments listed below from the page limit. The Budget and Budget Justification 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 two-page abstract summarizing the proposed project including, but not limited to, the scope of the project and proposed outcomes (see Appendix IV for a suggested template). 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. The abstract must include the following:

- The lead applicant's name;
- Type of organization applicant is applying as
- Identification of RA TA Center applicant is apply for
- The required partners, as applicable
- Optional partners, as applicable
- The lead applicant's city/state;
- The project title;
- The funding level requested;
- A brief summarization of the proposed project including, but not limited to, the scope of the project and proposed outcomes; and
- Public contact information.

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) **Logic Model**

The applicant must submit a logic model that addresses the minimum activities, outputs, and outcomes. This document must be uploaded as an attachment to the application package and specifically labeled "Logic Model."

See Appendix I for the suggested logic model template.

(2) **Organizational Chart:**

Detailed organizational chart that identifies the lead applicant, required partners, and optional partners. The chart must describe the structure of the relationships of all partners involved in the Center. The chart must also identify the proposed project's staffing plan to illustrate that partners have the capacity to support the lead applicant to carry out the proposed project on a national scale. The staffing plan must describe 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. Such qualifications and experience must demonstrate the ability to manage a strategic partnership, including fiscal and administrative management, outreach, and promotion.

(3) **Project Work Plan**

A sample format can be found in Appendix II. The project work plan must follow the outline as described in Section IV.B.3.c.ii.

(4)   **Letters of Commitment or MOUs**
Submit signed and dated Letters of Commitment or Memoranda of Understanding between the applicant and required partner organizations (as applicable) and optional partner organizations that propose to support the program model and lead to the identified outcomes.

Letters of Commitment or MOUs are required to showcase accessibility and availability of resources to support project implementation. Applications without Letters of Commitment or MOUs from all required partner organizations and identified optional organizations may be considered less favorably during the application review process. The applicant should include information regarding any planned leveraged resources contribution from partner organizations in the Letters of Commitment or MOUs.

See Section IV.B.3.c.iii focused on partnerships.

These letters must be uploaded as an attachment to the application package and labeled "Letters of Commitment."

(5)   **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."

(6)   **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.

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

We must receive your application by **April 29, 2021**. You must submit your application electronically on https://www.grants.gov **no later than 4:00:00 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 4:00:00 p.m. Eastern Time on the closing date. We will not accept applications sent by hardcopy, 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 4:00:00 p.m. Eastern Time on the closing date**. Grants.gov will subsequently validate the application.

The process can be complicated and time-consuming. You are strongly advised 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://strategies.workforcegps.org/resources/2014/08/11/16/32/applying-for-eta-competitive-grants-a-web-based-toolkit-for-prospective-applicants-438?p=1.

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.

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 4:00:00 p.m. Eastern Time on the closing date and then successfully validated. You take a significant risk by waiting until 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 C.F.R Part 200 and at 2 C.F.R Part 2900 (Uniform Guidance-DOL specific). Disallowed costs are those charges to a cooperative agreement that the grantor agency or its representative determines not to be allowed in accordance with the Cost Principles or other conditions contained in the cooperative agreement. Applicants, whether successful or not, will not be entitled to reimbursement of pre-award costs.

1. **Indirect Costs**
As specified in the Uniform Guidance Cost Principles, indirect costs are those that have been 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 salaries and wages 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 has never received a negotiated indirect cost rate, with the exceptions noted at 2 C.F.R 200.414(f) in the Cost Principles, may elect to charge a de minimis rate of 10 percent of modified total direct costs (see 2 C.F.R 200.68 for definition), which may be used indefinitely. If chosen, this methodology once elected must be used consistently for all Federal awards until such time as a non-Federal entity chooses to negotiate for a rate, which the non-Federal entity may apply to do at any time. (See 2 C.F.R 200.414(f) for more information on use of the de minimis rate.)

2.   **Intellectual Property Rights**
Pursuant to 2 C.F.R 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 recipient of a cooperative agreement will be required to license to the public all work created with the support of the cooperative agreement 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 federal funds and modifications made to pre-existing, applicant-owned content using federal funds from the cooperative agreement.

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 recipient of a cooperative agreement. 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.

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 funds from the cooperative agreement is required to be licensed under the CC BY license. Pre-existing copyrighted materials licensed to or purchased by the recipient from third parties, including modifications of such materials, remain subject to the intellectual property rights the recipient receives under the terms of the particular license or purchase. In addition, works created by the recipient without federal funds under the cooperative agreement 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 cooperative agreements result in work that can be freely reused and improved by others. When purchasing or licensing consumable or reusable materials, the recipient 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 cooperative agreement, including a subaward or contract under the cooperative agreement 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 recipient 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 funds from the cooperative agreement, including intellectual property, DOL treats such revenues as program income. Such program income is added to the cooperative agreement and must be expended for allowable activities.

If applicable, the following standard ETA disclaimer needs to be on all products developed in whole or in part with funds from this cooperative agreement.
"This workforce product was funded by a cooperative agreement awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the recipient 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."

3. **Use of Funds for Participants**
Under this FOA, funds may not be used to support individual participants/apprentices.

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.

Criterion	Points (maximum)
1. Statement of Need (See Section IV.B.3.a. Statement of Need)	6 total
2. Expected Outputs and Outcomes (See Section IV.B.3.b. Expected Outcomes and Outputs)	24 total
3. Project Design (See Section IV.B.3.c. Project Design)	26 total
4. Organizational, Administrative, and Fiscal Capacity (See Section IV.B.3.d. Organizational, Administrative, and Fiscal Capacity)	8 total
5. Past Performance – Programmatic Capability (See Section IV.B.3.e. Past Performance – Programmatic Capability)	32 total
6. Budget and Budget Justification (See Section IV.B.2. Project Budget)	4 total
TOTAL	**100**

Standards for Evaluating the Applicant's Response to each Requirement

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, industry representation, and other relevant factors. The Grant Officer may consider any information that comes to their attention.

The government may elect to award the cooperative agreement(s) with or without discussion with the applicant. Should a cooperative agreement 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), Dun and Bradstreet, and "Do Not Pay." Additionally, ETA will comply with the requirements of 2 C.F.R. Part 180 codified at 2 C.F.R. 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; and
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 or cooperative agreement 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 cooperative agreement 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 cooperative agreement without the following system/processes in place. Applicants are expected to have these in place before applying for a cooperative agreement 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 C.F.R. 200 and 2 C.F.R. 2900.

(1) Accounting records should provide information needed to adequately identify the receipt of funds under each cooperative agreement awarded and the expenditure of funds for each cooperative agreement.

(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. Complete the following items:

a. When was the organization founded/incorporated *(month, day, year)*	b. Principal officers Titles
c. Employer Identification Number:	
d. Number of Employees Full Time: Part Time:	

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, non-profit, LLC, etc.) and if it provides services or products to the organization in relation to this cooperative agreement.

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

SECTION C: ACCOUNTING SYSTEM

1. Has any Government Agency rendered an official written opinion concerning the adequacy of the accounting system for the collection, identification and allocation of costs under Federal contracts/grants?   Yes   No

a. If yes, provide name, and address of Agency performing review:	b. Attach a copy of the latest review and any subsequent correspondence, clearance documents, etc.
	Note: If review occurred within the past three years, omit questions 2-8 of this Section and Section D.

2. Which of the following best describes the accounting system: State administered   Internally Developed   Web-based

3. Does the accounting system identify the receipt and expenditure of program funds separately for each contract/grant?	Yes	No	Not Sure
4. Does the accounting system provide for the recording of expenditures for each grant/contract by the component project and budget cost categories shown in the approved budget?	Yes	No	Not Sure
5. Are time distribution records maintained for an employee when his/her effort can be specifically identified to a particular cost objective?	Yes	No	Not Sure
6. If the organization proposes an overhead rate, does the accounting system provide for the segregation of direct and indirect expenses?	Yes	No	Not Sure
7. Does the organization have an approved indirect cost rate or cost allocation plan? If so, who approved it (Federal Cognizant Agency or a Pass-through Entity)? What are the effective dates?	Yes	No	Not Sure

8. Does the accounting/financial system include budgetary controls to preclude incurring obligations in excess of:			
a. Total funds available for a grant?	Yes	No	Not Sure
b. Total funds available for a budget cost category (e.g., Personnel, Travel, etc.)?	Yes	No	Not Sure

9. Does the organization or institution have an internal control structure that would provide reasonable assurance that the grant funds, assets, and systems are safeguarded?	Yes	No	Not Sure

SECTION D: FINANCIAL STABILITY

1. Is there any legal matter or an ongoing financial concern that may impact the organization's ability to manage and administer the cooperative agreement? 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: 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 execution of the cooperative agreement. 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 cooperative agreement is awarded, we may enter into negotiations about such items as program components, staffing and funding levels, and administrative systems in place to support project 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 cooperative agreement(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 C.F.R. Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) and 2 C.F.R. Part 2900 (DOL's Supplement to 2 C.F.R. Part 200).

ii. All entities must comply with 29 C.F.R. Part 93 (New Restrictions on Lobbying), 29 C.F.R. Part 94 (Government-wide Requirements for Drug-Free Workplace (Financial Assistance)), 2 C.F.R. Part 180 (OMB Guidance to Agencies on Government-wide Debarment and Suspension (Non-procurement)), and, where applicable, 2 C.F.R. Part 200 (Audit Requirements).

iii. 29 C.F.R. 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 C.F.R. 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 C.F.R. Part 32—Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance.

vi. 29 C.F.R. Part 35—Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance from the Department of Labor.

vii. 29 C.F.R. Part 36—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance.

viii. 29 C.F.R. Part 38 – Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Innovation and Opportunity Act.

ix. 29 C.F.R. Parts 29, Subpart A, 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 C.F.R. 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 C.F.R. Part 70.

xi. Standard Grant Terms and Conditions of Award—see the following link: https://www.doleta.gov/grants/resources.cfm.

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 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. If a faith-based organization is awarded a cooperative agreement, the organization will be provided with more information.

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 C.F.R. 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 C.F.R. Part 170, Appendix A, which can be found at https://edocket.access.gpo.gov/2010/pdf/2010-22705.pdf.

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

- 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);

- Federal awards to entities that had a gross income, from all sources, of less than $300,000 in the entities' previous tax year; and
- 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 an application for a cooperative agreement, 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:

i.   You must ensure that PII and sensitive data developed, obtained, or otherwise associated with DOL/ETA funded grants or agreements is securely transmitted.

ii.   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.

iii.   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 39-11 and any updates to such standards we provide to you. Recipients who wish to obtain more information on data security should contact their Federal Project Officer.

iv.   You must ensure that any PII used during the performance of your agreement has been obtained in conformity with applicable federal and state laws governing the confidentiality of information.

v.   You further acknowledge that all PII data obtained through your ETA cooperative agreement 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 cooperative agreement 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.

vi. 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.

vii. 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.

viii. You must not extract information from data supplied by ETA for any purpose not stated in the cooperative agreement.

ix. Access to any PII created by the ETA cooperative agreement must be restricted to only those employees of the recipient who need it in their official capacity to perform duties in connection with the scope of work in the cooperative agreement.

x. 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.

xi. 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.

xii. 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.

xiii. 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 activities under this cooperative agreement for a period of at least three years from the date of submission of the final expenditure report. See 2 C.F.R. 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 C.F.R. 200.330-.332 regarding subrecipient monitoring and management. Also see 2 C.F.R. 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 C.F.R. Part 180 and codified at 2 C.F.R. Part 2998.

g) **Closeout of Grant Award**

Any entity that receives an award under this Announcement must close its cooperative agreement with ETA at the end of the final year of said agreement. Information about this process may be found in ETA's Grant Closeout FAQ located at https://www.doleta.gov/grants/docs/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 award, recipients of a cooperative agreement are required to participate in an evaluation, if undertaken by DOL. The evaluation may include an implementation assessment across recipients, an impact and/or outcomes analysis of all or selected sites within or across recipients, 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, recipients 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 and cooperative agreements 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 period of performance has expired. Quarterly reports are due 45 days after the end of 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 recipients of a cooperative agreement. For other guidance on ETA's financial reporting, reference TEGL 02-16 and our webpage at https://www.doleta.gov/grants/financial_reporting.cfm.

2. **Quarterly Performance Reports**

The recipient must submit a quarterly performance report within 45 days after the end of each calendar-year quarter. The report must include quarterly information on interim indicators and performance goals, accomplishments, including project success stories, upcoming project activities, and promising approaches and processes, as well as progress toward performance outcomes, including updates on product, curricula, and training development. The last quarterly progress report will serve as the recipient's Final Performance Report. This report must provide both quarterly and cumulative information on project performance. Submission requirements will be provided to recipients 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.

VII. AGENCY CONTACTS

For further information about this FOA, please contact Daniela Petchik, Grants Management Specialist, Office of Grants Management, at (202) 693-3439. Applicants should e-mail all technical questions to petchik.daniela.m@dol.gov and must specifically reference FOA-ETA-21-06, and along with question(s), include a contact name, fax and phone number. This Announcement is available on the ETA website at https://www.doleta.gov/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 Occupational Information Network (O*NET) Online (https://online.onetcenter.org), which provides occupational competency profiles; and America's Service Locator (https://www.servicelocator.org),), which provides a directory of our nation's American Job Centers (formerly known as One-Stop Career Centers).

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. **<u>WORKFORCEGPS RESOURCES</u>**

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://workforcegps.org..

We encourage you to view the online tutorial, "Grant Applications 101: A Plain English Guide to ETA Competitive Grants," available through WorkforceGPS at https://strategies.workforcegps.org/resources/2014/08/11/16/32/applying-for-eta-competitive-grants-a-web-based-toolkit-for-prospective-applicants-438?p=1.

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. **<u>SKILLSCOMMONS RESOURCES</u>**

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.

IX.   OMB INFORMATION COLLECTION

OMB Information Collection No 1225-0086, Expires July 31, 2022.

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 20 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.

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

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

Signed March 22, 2021, in Washington, D.C. by:
Brinda Ruggles
Grant Officer, Employment and Training Administration

APPENDIX I: SUGGESTED LOGIC MODEL TEMPLATE

As indicated in the scoring criteria, the applicant must submit a logic model that addresses the minimum activities, outputs, and outcomes. Applicant must also identify the intended resources to be used in accomplishing the minimum goals outlined for the designated RA TA Center of Excellence.

Needs Statement	
Program Goals	

Desired Outcomes		
Short-Term	Medium-Term	Long-Term

Inputs	Activities	Outputs

Assumptions	External Factors
Definition: Assumptions are the underlying beliefs about a program, the people involved, and the way a program works. They can refer to facts about the target population or special circumstances in the community or field and it is important to recognize the role of beliefs and assumptions as they impact the choices about program strategies. Consider assumptions at each stage of the logic model and examine to determine if any content in the logic model needs revising.	*Definition: External factors influence the way the program operates. These factors are outside of the program's control but may influence the outcome and impact of the program, either positively or negatively. Dynamic systems interactions include the cultural setting, biophysical environment, economic structure, housing patterns, demographic make-up, family circumstances, values, political environment, background and experiences of participants, media, policies and priorities, etc.*

APPENDIX II: SUGGESTED PROJECT WORK PLAN FORMAT

Consortium and single applicants should use the logic model as a guide to determine the activities, outputs, and outcome measures that will be addressed in the project work plan.

For planning purposes, all applicants should identify key outputs (or deliverables and/or milestones) and the timeframe for achieving them. Applicants should also indicate the name of each RA TA Center of Excellence 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:

- **S**pecific: Specifically and qualitatively describe the output (e.g., partnerships with American Job Centers and Jobs Corps Centers).
- **M**easureable: Where possible, quantitatively describe the output in the "measure" column below (e.g., 10 new partnerships with minority serving institutions).
- **A**chievable: 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.
- **R**elevant: Check that achieving the output logically leads to and supports achieving the outcome with which it is associated.
- **T**ime-bound: Include a timeframe for completing the output (e.g., "month 6" or "year 1").

PROJECT WORK PLAN FOR [INSERT NAME OF RA TA CENTER OF EXCELLENCE]			
Program Goals:			
Outcome # 1 in [specify RA TA Center measure as stated in applicant's logic model]:			
OUTPUT(S)	**MEASURE(S)**	**DUE DATES**	**RESPONSIBLE PARTIES**
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]			
Outcome # 2 in [specify RA TA Center measure as stated in applicant's logic model]:			
OUTPUT(S)	**MEASURE(S)**	**DUE DATES**	**RESPONSIBLE PARTIES**
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 III: ADDITIONAL RESOURCES/REFERENCES

<u>GENERAL RESOURCES/ REFERENCES</u>

- National Apprenticeship Act (P.L. 75-308) http://www.doleta.gov/OA/fitzact.cfm
- TEN 13-12 - Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources http://wdr.doleta.gov/directives/attach/TEN/TEN_13-12_Acc.pdf
- Apprenticeship.gov (https://www.apprenticeship.gov/): The DOL launched Apprenticeship.gov in 2018 as the one-stop source for all things apprenticeship.
- Apprenticeship Community of Practice (COP) (https://apprenticeship.workforcegps.org/
- Apprenticeship for High School Students Factsheet – https://www.apprenticeship.gov/sites/default/files/2019-04/Youth-Fact-Sheet-Final-20180828.pdf
- High School Apprenticeships: A Guide for Starting Successful Programs – https://www.apprenticeship.gov/sites/default/files/2019-04/HS_Apprenticeship_Youth_Guide_FINAL_2010831.pdf
- U.S. Department of Education, Technical Assistance and Demonstration Projects - https://www2.ed.gov/about/offices/list/osers/rsa/ta-centers.html#peqatac
- U.S. Department of Housing and Urban Development, Envision Centers - https://www.hud.gov/envisioncenters
- TEN 31-16 - Framework on Registered Apprenticeship for High School Students – https://wdr.doleta.gov/directives/attach/TEN/TEN_31-16_Acc.pdf
- SkillsCommons Apprenticeship Showcase (http://support.skillscommons.org/showcases/apprenticeships/): Showcase of resources developed for educators to help set up apprenticeship programs.
- Competency Model Clearinghouse (https://www.careeronestop.org/CompetencyModel/): Database containing resources that detail competency models, such as apprenticeship work process schedules, assessment instruments, curricula, and other competency-related resources.
- My Skills My Future (https://www.myskillsmyfuture.org/): Skill transferability tool for identifying new job opportunities based on a previous job, including information on remaining training and apprenticeship opportunities needed to move to the new occupation
- U.S. Department of Labor, Clearinghouse for Labor Evaluation and Research - https://clear.dol.gov/
- My Next Move (https://www.mynextmove.org/): Questionnaire Career exploration site, including interest inventory. See also My Next move for Veterans and Mi Proximo Paso.
- Workforce System Strategies (WSS) (https://strategies.workforcegps.org /): Database of over 1,200 reports, studies, and papers on evidence-based research and emerging practices in workforce development.

- Apprenticeship Quick Start Toolkit
  (http://www.doleta.gov/oa/employers/apprenticeship_toolkit.pdf): Five step guide to take you from "exploring" to "launching" an apprenticeship.
- Federal Resource Playbook for Registered Apprenticeship (currently being updated but still a valuable resource/reference).
- Toolkit and White Paper on Improving Transition Outcomes of Youth with Disabilities through Apprenticeship - https://wdr.doleta.gov/directives/attach/TEN/ten2009/TEN10-09.pdf
- ETA Grantee Products (https://etagranteeproducts.workforcegps.org/): Community of Practice for posting DOL-funded, grantee-developed products, including a wide range of guides and toolkits for apprenticeship.

STRATEGIC PARTNERSHIPS AND SYSTEM ALIGNMENT CENTER
- TEGL 13-16 - Guidance on Registered Apprenticeship Provisions and Opportunities in the Workforce Innovation and Opportunity Act (WIOA) - https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=9125
    o Registered Apprenticeship on Eligible Training Provider List – Section 122(a)(2)(B) and (3)
    o Registered Apprenticeship as recognized post-secondary credential – Section 3(52)
    o Registered Apprenticeship on State Workforce Board – Section 101(b)(1)(C)(ii)(II)
    o Registered Apprenticeship on Local Workforce Board – Section 107(b)(2)(B)(ii)
    o Pre-apprenticeship as Youth program service – Section 129(c)(2)(C)(ii)
    o Registered Apprenticeship as career pathway for Job Corps – Section 141(1)(A)(ii) and Section 148(a)(2)(B)
    o Pre-apprenticeship/Registered Apprenticeship for YouthBuild – Section 171(c)(2)(A)(i)
- Resources to Support Workforce Development Boards https://www.workforcegps.org/resources/2019/02/26/14/40/Resources-to-Support-Workforce-Development-Boards
- TEGL 19-16 - Guidance on Services provided through the Adult and Dislocated Worker Programs under the Workforce Innovation and Opportunity Act (WIOA) and the Wagner-Peyser Act Employment Service (ES), as amended by title III of WIOA, and for Implementation of the WIOA Final Rules - https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=3851
- TEGL 14-18 - Aligning Performance Accountability Reporting, Definitions, and Policies Across Workforce Employment and Training Programs Administered by the U.S. Department of Labor (DOL) - https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7611
- Urban Institute, Changing Workforce Systems, A Framework for Describing and Measuring Systems Change - https://www.urban.org/research/publication/changing-workforce-systems/view/full_report

- National Skills Coalition, Making Workforce Data Work - https://m.nationalskillscoalition.org/resources/publications/file/WDQC-Signature-Report.pdf

APPRENTICESHIP OCCUPATIONS AND STANDARDS CENTER
- OA's Apprenticeable Occupations listing https://www.dol.gov/agencies/eta/apprenticeship/occupations
- OA's current list of NPS/NGS/Occupations (bulletins/circulars) https://www.dol.gov/agencies/eta/apprenticeship/bulletins
- Apprenticeship Tools and Resources https://www.apprenticeship.gov/?utm_source=dol_gov_agencies_eta_apprenticeship&utm_medium=text&utm_campaign=apprenticeship_homepage
- Red Seal Occupational Standards in Canada, Trailblazer Standards in the UK, Vocational Training Standards from the BIBB in Germany and from SERI in Switzerland, other national and international occupational competency data. http://www.red-seal.ca/about/pr.4gr.1m-eng.html
- BLS and O*NET reports with 10 year projections for industries and occupations https://www.bls.gov/ooh/
- Reports of O*NET Resources Center (Content Model, Occupation taxonomy, Reports and Documents) https://www.onetcenter.org/

DIVERSITY AND INCLUSION CENTER
- Apprenticeship Disability Resources https://www.dol.gov/agencies/odep/topics/apprenticeship
- Equal Employment Opportunity Resources https://www.dol.gov/agencies/eta/apprenticeship/eeo
- EEOC Guidance on UGESP, " Employment Tests and Selection Procedures https://www.eeoc.gov/laws/guidance/employment-tests-and-selection-procedures

DATA AND PERFORMANCE AND BEST PRACTICES CENTER

- Credential Engine, https://credentialengine.org/, https://credentialengine.org/, is a non-profit that seeks to "create credential transparency, reveal the credential marketplace, increase credential literacy, and empower everyone to make more informed decisions about credentials and their value." Credential Engine "provides a suite of web-based services that creates for the first time a centralized Credential Registry to house up-to-date information about all credentials, a common description language to enable credential comparability, and a platform to support customized applications to search and retrieve information about credentials."

- National Skills Coalition created the State Workforce and Education Alignment Project (SWEAP) - http://www.nationalskillscoalition.org/state-policy/state-workforce-and-education-alignment-project

- Lumina Foundation, Mapping the Postsecondary Data Domain-
  https://www.luminafoundation.org/resource/mapping-the-postsecondary-data-domain/

APPENDIX IV: SUGGESTED ABSTRACT TEMPLATE

The template below is a suggested format. Applicants may tailor this template as needed to fit their proposed application. The template should include the following:

- the lead applicant's name;
- If applying as a consortia applicant, you must identify (1) the lead applicant of the consortia and (2) all consortia members
- the type of organization applicant is applying as;
- the identified RA TA Center of Excellence the applicant is applying to create and support;
- the required partners, as applicable;
- the identified optional partners, as applicable;
- the lead applicant's city/state;
- the project title;
- the funding level requested;
- a brief summarization of the proposed project including, but not limited to, the scope of the project and proposed outcomes; and
- public contact information.

OVERVIEW
Lead Applicant / Organization Name:
If Applying as a consortia applicant: • **Lead Applicant of Consortia** • **Consortia members**
Type of Organization applicant is applying for:
Identified RA TA Center of Excellence applicant is applying to create and support:
Lead Applicant City and State:
Project Title:
Funding Amount Requested:
RA TA Center of Excellence:

List all RA TA Center **Required Partners**:	
Insert name(s)	*Insert type of organization*
[add additional lines as needed]	
List RA TA Center **Optional Partners**, as applicable:	
Insert name(s)	*Insert type of organization*

[add additional lines as needed]	
SUMMARY OF PROGRAM ACTIVITIES	
RA TA CENTER PERFORMANCE OUTCOMES (Insert yours from Outcomes Table)	
Outcome Measure #1: provided by DOL [For example, the Strategic Partnerships and System Alignment Outcome #1 is - Support the increase in the use of registered apprenticeship as a key workforce development program]	
Outcome Measure #1: Insert additional outcomes proposed by applicant	*Partner Support – identify partner organization and high-level deliverables contributed in program*
Add additional rows to complete	
PUBLIC CONTACT INFORMATION	
Point of Contact Name and Title: Institution: Address: Phone Number: Email Address:	