

U.S. DEPARTMENT OF LABOR
Employment and Training Administration

**NOTICE OF AVAILABILITY OF FUNDS AND FUNDING OPPORTUNITY
ANNOUNCEMENT FOR:** DOL Nursing Expansion Grant Program

ANNOUNCEMENT TYPE: Initial

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KEY DATES: *The closing date for receipt of applications under this Announcement is 01/06/2023. We must receive applications no later than **11:59 pm Eastern Time.***

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

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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 \$80,000,000 in grant funds authorized by the American Competitiveness and Workforce Improvement Act of 1998 (ACWIA), as amended (codified at 29 USC 3224a) for the DOL Nursing Expansion Grant Program.

The purpose of the DOL Nursing Expansion Grant Program is to address bottlenecks in training the United States (U.S.) nursing workforce and to expand and diversify the pipeline of qualified nursing professionals who can fill quality jobs in healthcare through two training tracks: 1) Nurse Education Professional Track; and 2) Nursing Career Pathways Track.

The first track (Nurse Education Professional Track) will increase the number of nursing instructors and educators (including classroom and vocational/clinical instruction) by training new or upskilling experienced current or former nurses (including retired nurses) into advanced postsecondary credentialing necessary for nurses to become nursing instructors and educators. Former nurses are individuals who are not actively working as nurse professionals, but who have the postsecondary credentials, licensure, and years of experience that will support the transition from a healthcare clinician to a nurse education professional. This may include those who have recently retired or left the workforce. Applicants will propose strategies to improve nursing professional, instructor, and educator recruitment; preparation; development; training; and retention.

The second track (Nursing Career Pathways Track) will train participants as frontline healthcare professionals and paraprofessionals, including direct care workers, to advance along a career pathway and attain postsecondary credentials needed for middle- to high-skilled nursing occupations during the grant period of performance. For the purpose of this Funding Opportunity Announcement (FOA), middle-skilled occupations are generally those that require some significant education and training beyond high school (but less than a Bachelor's degree) such as a recognized postsecondary credential or Registered Apprenticeship Program. High-skilled occupations are generally those that require a Bachelor's degree or higher. Appendix A outlines

the list of allowable nursing occupations.

Nursing preceptors have a critical role in mentoring and preparing the next generation nursing workforce. Qualified preceptors are experienced nursing professionals who have one-on-one relationships with nursing students, novice nurses, and experienced nurses, to prepare them for working in a clinical setting. However, there is an insufficient number of experienced nurses willing or able to take on the role of preceptors. [1] As such, applicants applying for the second track will propose outreach and recruitment strategies, innovative partnership agreements, and leverage employer-funded financial incentives or other types of non-monetary incentives provided by the employer to address the critical shortage of nursing preceptors.

This grant program represents one important step in helping to address longstanding staffing challenges in the healthcare industry, which have been exacerbated by the COVID-19 pandemic. Both training tracks can help contribute to adequate staffing in healthcare, which is important not only for the safety of patients, but also for the safety and long-term retention of nurses themselves. Additionally, each training track places an emphasis on training individuals from historically marginalized and underrepresented populations, which will also have an impact on addressing the health equity gap in underserved communities. The promotion of a diverse nursing workforce is a key strategy towards improving health equity in the U.S. [2] The DOL Nursing Expansion Grant Program will incorporate diversity, equity, inclusion, and accessibility (DEIA) strategies, in which applicants propose solutions that seek to confront and remedy structural inequity issues in the nursing workforce and higher education. Applicants must propose strategic training solutions that address only one of these two training tracks: Nurse Education Professional Track or Nursing Career Pathways Track. Applications that include both training tracks will be considered nonresponsive.

Applicants applying for either track must incorporate the following cross-cutting principles for worker-centered sector strategies into their projects to ensure equitable access to quality jobs: 1) strategies for ensuring diversity, equity, inclusion, and accessibility; 2) career pathways; and 3) approaches for increasing job quality. Awarded grant projects will promote career pathways programs that offer a clear sequence, or pathway, of education coursework and/or training credentials recognized by employers. The grant program allows for a variety of training models including, but not limited to, on-the-job training (OJT), incumbent worker training, Registered Apprenticeship Programs (RAPs), and clinical training. As discussed in Section I.E., robust supportive services must be made available to participants who need them to increase participation in training and to retain individuals in training programs to increase their likelihood of completion.

The DOL Nursing Expansion Grant Program requires worker-centered sector strategies driven by strong and diverse partnerships of public and private sector entities to promote systems change and empower workers based on equity, skills, and innovation. Applicants must propose program models that are driven both by industry and worker voice; convening workers, unions and other worker organizations, and employers as industry experts to build committed partnerships with community-based organizations and training institutions to design demand-driven quality training and work-based learning opportunities that will address the country's nursing workforce challenges.

Eligible lead applicants include nonprofit healthcare organizations affiliated with hospitals and other medical facilities; nonprofit trade, industry, or employer associations representing the target populations in the nurse education professional occupations and nursing occupations; community-based organizations; labor unions, labor-management organizations, and worker organizations representing the target populations in the nurse education professional occupations and nursing occupations; education/training providers including community colleges, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities, and other Minority-Serving Institutions (MSIs) or Strengthening Institutions Program (SIP) colleges (as designated by the Higher Education Act's Title III and V funding), among others; workforce development entities; and Native American tribal governments (Federally recognized). The Department requires these public-private partnerships to secure at least 20 percent match of the total Federal share of costs to support the grant project. Applicants are also encouraged to leverage resources across Federal and state funding streams, as well as from the private sector. Through engaging partners and aligning grant projects with broader workforce activities, applicants will position their projects to sustain nursing development and expansion efforts beyond the grant period of performance. The DOL Nursing Expansion Grant program is funded through a user fee paid by employers to bring foreign workers into the U.S. under the H-1B nonimmigrant visa program. To further meet the demand for skilled workers in high-growth industries and economic sectors, a portion of these fees have been set aside for the H-1B Skills Training Grants to fund projects that provide workers training and related activities to assist them in gaining the skills and competencies needed to obtain or upgrade employment in high-growth industries or economic sectors.

The grant program must serve participants who are at least 17 years old and not currently enrolled in secondary school within a local educational agency. Among the individuals eligible to receive training, those of particular interest include veterans, military spouses, transitioning service members, and historically marginalized and underrepresented populations, including women, people of color, justice-impacted individuals, individuals with disabilities, and other populations with employment barriers that hinder movement into career pathways in quality jobs, and especially those that lead to middle- to high-skilled H-1B healthcare occupations.

I. FUNDING OPPORTUNITY DESCRIPTION

A. PROGRAM PURPOSE

This announcement solicits applications for the DOL Nursing Expansion Grant Program.

The purpose of this program is to increase nursing instructors and educators, and to expand and diversify the pipeline of nursing professionals who can fill quality jobs to boost the nation's healthcare systems while advancing equity.

The U.S. is facing a healthcare workforce crisis, particularly for nurses, due to a variety of factors, many of which impact job quality, including an aging healthcare workforce; lack of qualified instructors, educators, and preceptors; workload intensity and burnout; high patient-to-nurse ratios; and an increased demand for healthcare workers, all compounded by the global COVID-19 pandemic. Extensive published research, evaluations, and reports validate the importance of designing and investing in new strategies to support this strained healthcare workforce. For example, McKinsey's "2021 Future of Work in Nursing Survey" revealed that 22 percent of the 400 frontline nurses who were surveyed stated that insufficient staffing, workload

intensity and its emotional and physical tolls, lack of worker voice, and family needs were all top drivers of their decisions to leave their jobs. [3] This report indicates that nurses value open communication with their employer and input into decision making, and highlights several strategies to address the nursing workforce challenges by promoting job quality and prioritizing worker voice. These strategies include, ensuring nursing staff receive support in their jobs through improved safety and health policies, improved, competitive compensation, and the provision of mental health and well-being resources; demonstrating that nursing staff are valued by providing both monetary and non-monetary recognition and limiting nursing shift hours and nurse to patient ratios; piloting flexible and innovative care models; and strengthening talent pipelines and building skills for the future.[4]

The healthcare industry sector is one of the top ten industries that are using H-1B visas to hire foreign workers. H-1B visas for nursing occupations that require a Bachelor of Science in Nursing (BSN) or higher are sought after by colleges and universities, as well as hospitals. Additionally, H-1B visas issued for nurse education professional occupations are Postsecondary Health Specialties Teachers, Nurse Educators, Postsecondary Nursing Instructors and Teachers, and Health Educators, identified in the Labor Condition Application (LCA) Disclosure Data in Fiscal Year 2022 Quarter 1. [5] This FOA seeks to train and grow workers in these occupations where the demand for foreign labor demonstrates the need to train U.S. workers in these in-demand fields. To address the growing nationwide demand for mental health services provided by healthcare professionals, this FOA also allows for training to develop behavioral health nurses and psychiatric nurse practitioners.

This FOA seeks to align and build on the stakeholder engagement, research, and lessons learned from “The Future of Nursing: Leading Change, Advancing Health,” developed by the National Academy of Medicine (NAM) (formerly known as the Institute of Medicine), in partnership with the Robert Wood Johnson Foundation. [6] This report provided the following recommendations for an action-oriented blueprint for the future of nursing, including changes in public and institutional policies at the national, state, and local levels:

- Reconceptualizing the role of nurses within the context of the entire workforce, the shortage of nurses, societal issues, and current and future technology;
- Expanding nursing faculty, increasing the capacity of nursing schools, and redesigning nursing education to assure that it can produce an adequate number of well-prepared nurses able to meet current and future healthcare demands;
- Examining innovative solutions related to care delivery and health professional education by focusing on nursing and the delivery of nursing services; and
- Attracting and retaining well-prepared nurses in multiple care settings, including acute, ambulatory, primary care, long term care, community, and public health. [7]

1. Program Design: Dual Tracks for Training Nurse Education Professionals and Nursing Professionals

To achieve the goals of the FOA, applicants are required to propose research and evidence-based solutions that address one of the following two training tracks:

- a. **Nurse Education Professional Track:** Increase Nursing Instructors and Educators to Train the Next Generation Healthcare Workforce and Build Resilient Healthcare Systems

This FOA will fund projects to bolster the nursing instructor and educator infrastructure by developing innovative strategies for recruiting and training current and former nurses to transition their nursing careers, in whole or in part, from a healthcare clinician focus to a nurse education focus.

Nursing schools across the country lack capacity to educate and train the next generation of needed nurse education professionals. Currently, there is a high number of vacancies for nurse education professionals for baccalaureate and/or graduate nursing programs, which will only be exacerbated by the impending wave of nurse education professional retirements. [8] According to the American Association of Colleges of Nursing (AACN), this nurse education professional shortage is impacting nursing programs' ability to enroll enough students to meet the projected demand for nursing services. [9] In 2019, U.S. nursing schools turned away 80,407 qualified applicants from baccalaureate and graduate nursing programs due to an insufficient number of faculty, clinical sites, classroom space, and clinical preceptors, as well as budget constraints. [10]

The nursing instructor and educator career track has not traditionally been seen as desirable by nurses due to the lower amount of pay and the expected higher education requirements, compared to nurse caregiving occupations. This is not only an economic issue, but an equity issue because it lends itself to an inadequately diverse group of nurse education professionals, which further impacts nurse preparation. [11] This FOA will support projects that develop innovative strategies that address critical obstacles which inhibit individuals from achieving the required advanced degrees and certifications necessary to move into nurse education occupations. Applicants must foster strategic partnerships and design training programs that address these challenges to make instructors and educators a desirable occupation.

b. Nursing Career Pathways Track: Expanding the Pipeline of Nursing Professionals

The DOL Nursing Expansion Grant Program will expand the pipeline of nursing professionals by providing nursing career pathways training and employment programs to train participants as frontline healthcare professionals and paraprofessionals, including direct care workers, seeking to advance to quality jobs along the nursing career pathway. A key aspect of nursing training is the mentorship of an experienced nurse during a nurse trainee's clinical rotation, referred to as preceptors. Preceptors are experienced nursing professionals who provide one-on-one relationships with students to help them develop clinical skills and competencies, gain practical experience working with patients in the work environments, understand the clinical setting and the patient population, and acclimate to the role of a professional nurse. These preceptor duties are in addition to a nurse's regular day-to-day duties, and often are done for no additional monetary or non-monetary compensation. To achieve the FOA's goal to expand the pipeline of nursing professionals, applicants must describe the strategy to support the increased uptake of experienced nursing professionals who will become preceptors to mentor and prepare a new generation of nurses. This track requires applicants to address this issue as part of their workforce development strategy by using partnership agreements with their employer partners to ensure reduced administrative barriers, time carved out of the regular schedule for the preceptor work, and incentives or additional pay for taking on the preceptor role. Applicants should also consider ways to address the growing need for mental health services provided by healthcare professionals, creating career pathways to behavioral health nurses and psychiatric nurse practitioners.

Nursing is the nation's largest healthcare profession with over three million RNs nationwide. According to the Bureau of Labor Statistics' (the Bureau) "Employment Projections 2020-2030," RN is listed among the top occupations in terms of job growth through 2030. [12] The RN workforce is expected to grow from 3.08 million in 2020 to 3.36 million in 2030, an increase of 276,800 or nine percent. [13] The Bureau also projects 194,500 openings for RNs each year through 2030 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S. [14] However, according to the "United States Registered Nurse Workforce Report Card and Shortage Forecast: A Revisit," published in the May/June 2018 issue of the *American Journal of Medical Quality*, a shortage of RNs is projected to spread across the country between 2016 and 2030. [15] The report states that there will be a shortage of 510,394 RNs by 2030. [16] A significant segment of the nursing workforce is nearing retirement age. The "2018 National Sample Survey of Registered Nurses" conducted by the Health Resources and Services Administration (HRSA) found that the average age for an RN is 50 years old, which may signal a large wave of retirements over the next 15 years. [17]

Healthcare employers seek highly-skilled nursing professionals. There is significant support across the nursing industry that nursing professionals, such as RNs, should at a minimum be prepared with a BSN or equivalent baccalaureate nursing degree, rather than the associate degree that is often the threshold for certification. The AACN states that "research has shown that lower mortality rates, fewer medication errors, and positive patient outcomes are all linked to nurses prepared at the baccalaureate and higher degree levels." [18]

These grants will fund public-private partnerships that will develop robust career pathways and training models for workers to advance along the career ladder to middle- to high-skilled occupations in the nursing field. Therefore, applicants must develop partnerships that will create training to support advancement along a nursing career pathway that results in the nursing postsecondary degrees and licensure to practice nursing. These training models may include accelerated Associates degree to BSN programs, and Bachelor's degree or equivalent programs to support individuals' advancement from occupations such as certified nursing assistants (CNA), licensed practical nurses (LPN), and licensed vocational nurses (LVN) into registered nurses (RN), nurse practitioners, clinical nurse specialists, or other advanced nursing occupations.

For the Nursing Career Pathways Track, applicants must also propose partnership strategies and career pipelines that will fill the critical shortage of nursing preceptors. Allowable activities to support this would include the development of partnership agreements with clinical settings to identify, support, and assign more experienced nurses as preceptors, while ensuring the preceptors are incentivized through flexible scheduling, set-aside hours for preceptor work, and leveraging employer-funded financial incentives or other types of non-monetary incentives provided by the employer to address the critical shortage of nursing preceptors. ETA strongly encourages grantees to leverage other sources of funding for preceptor payments, such as through dedicated HRSA grants that support such efforts, as well as human services programs, and other community partners.

2. Worker-Centered Sector Strategies

The DOL Nursing Expansion Grant Program is grounded in the principles of worker-centered sector strategies. A sector strategy is a systems approach to workforce development that involves a public-private partnership of multiple employers within an industry, that brings together educational institutions, economic development agencies, workforce development systems, and labor, worker, and community organizations to identify and collaboratively meet the workforce needs of that industry within a given labor market. Sector strategies often bring together partners that jointly execute a career pathways model.

Applicants must propose training programs that are industry-driven and worker-centered to ensure the training meets nursing and nurse education sector needs while also engaging worker voices to create a safe, high quality work environment that supports recruitment and retention. For example, this may include featuring adequate staffing, family sustaining wages, robust safety and health protocols, and practices that promote diversity, equity, inclusion, and accessibility. Studies show that worker-centered sector strategies, such as California's High Road Training Partnership (HRTTP) model, can provide marginalized workers with pathways to quality jobs, while employers benefit from a skilled workforce and increased market competitiveness. [19] The worker-centered approach ensures workforce development and employment opportunities are accessible to and shaped by communities of color and low-paid workers, that offer jobs with family-sustaining wages and benefits, that workplaces are safe and healthy, and that workers have agency and voice and are treated with dignity and respect. [20]

Worker-centered sector strategies promote systems change and worker power to build an economy based on equity, skills, innovation, and shared prosperity in which:

- Workers gain access to the appropriate training programs to help them achieve success on the job and advance along a career pathway to quality jobs;
- Employers gain a high-performing workforce that improves productivity, service quality, and market competitiveness;
- Worker organizations and unions set industry standards and set higher wages when workers are training to meet employers' needs; and
- Communities become more resilient by working alongside labor and worker organizations and employers to develop recruitment pipelines, equitable employment opportunities, and other worker-centered systems that empower communities. [21]

Through this grant program, DOL will advance worker-centered sector strategies that engage workers, worker organizations, unions, or labor-management partnerships; employers; and communities at large to collaboratively address local or regional economic needs and create an ecosystem of economic prosperity that is grounded in three cross-cutting principles: (1) diversity, equity, inclusion, and accessibility; (2) career pathways; and (3) job quality.

a. **Cross-Cutting Principle 1: Strategies for Ensuring Diversity, Equity, Inclusion, and Accessibility**

Ensuring diversity, equity, inclusion and accessibility (DEIA) is a fundamental principle of worker-centered sector strategies. Worker-centered sector strategies create pathways to economic prosperity for those who have been historically marginalized by discrimination, economic

exclusion, and exploitation, including individuals who are people of color, justice-impacted, and housing insecure, as well as women, immigrants, and other populations that experience economic and social inequities in the applicable service area. [22] These strategies focus on systems change to address inequities, and efforts to improve DEIA is an ongoing process. The DOL Nursing Expansion Grant Program will ensure equitable opportunities for federal funding by encouraging applications from organizations and institutions that serve historically marginalized, underrepresented populations, and underserved communities. Increasing DEIA in healthcare provides many benefits, including improved access to high-quality care [23]; greater patient choice and satisfaction; improved patient-clinician trust; and more diverse leadership, policymaking, and research pools. [24]

On January 21, 2021, President Biden issued Executive Order 13985, Advancing Racial Equity and Support for Underserved Communities Through the Federal Government. [25] The term “equity” means the “consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.” [26] The term “underserved communities” refers to populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life, as exemplified by the list in the preceding definition of “equity.” [27]

The COVID-19 pandemic exacerbated the U.S.’ long-standing nursing workforce shortage, which includes both practicing nursing professionals, such as experienced nurse preceptors to mentor and prepare new nurses, as well as the instructors and educators necessary to teach the next generation of nurses. This shortage is even more pronounced in underserved communities, where an equity gap in receiving high-quality healthcare persists. According to a 2013 report by the National Advisory Council on Nurse Education and Practice, recruitment of nurses from a diverse population is critical to increasing safe and timely care and positive health outcomes for patients in these communities. [28] It is also important to recruit healthcare workers from these local underserved communities as it builds trust among the population to be cared for by those who understand and are part of the local community, as well as representing its diversity. This supports a place-based model of economic transformation while focusing on a specific in-demand sector.

Applicants must propose strategies that advance equity and embed these strategies in the grant program design. Applicants should be intentional and proactive in designing programs and strategies that ensure the greatest levels of equity. This includes demonstrating how the proposed program will be developed with the input of impacted workers, worker organizations, or labor-management partnerships; incorporates the lived experience of nurses from historically marginalized or underrepresented populations; and utilizes recruitment and supportive services that attract and advance historically marginalized and underrepresented populations in the healthcare professions within their service areas.

b. Cross Cutting Principle 2: Career Pathways

Worker-centered sector strategies incorporate career pathways strategies by aligning education and training programs with industry needs. They represent a strategic approach to building employer-driven, regional talent pipelines by addressing skill gaps and creating meaningful career pathways to quality jobs for diverse workers in important regional industries.

This grant program seeks to advance strategies that support participants to enter career pathways programs for nurse education professional occupations and nursing occupations. DOL's 2021 Career Pathways Descriptive and Analytical Project" provides insight into workers' actual economic prospects and pathways over three-, five-, and ten-year time periods, how workers move through job clusters, and experience wage growth. [29] It identifies shared characteristics of "launchpad" occupations—or occupations from which workers go on to experience higher-than-average wage growth—across sectors. [30] The project studied programs that use career pathways strategies as a workforce training model and found that "on average the career pathways approach led to favorable impacts on educational progress and some labor market outcomes." [31] Specifically, the career pathways approach increased educational progress and increased employment in the industry trained for." [32] Career pathways programs offer a clear sequence, or pathway, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies and integrate academic and occupational skills training. Career pathways programs must incorporate the needs and hiring opportunities of employers and provide planned and sequenced coursework, training, and/or work experience that leads to attainment of recognized postsecondary credentials.

The DOL Nursing Expansion Grant Program will require training along a career pathway that focuses on the skills, competencies, and credentials needed for middle- to high-skilled nursing occupations (e.g., a current CNA takes training along a career pathway to an LPN). The primary aim of utilizing a career pathways model is to enable entrance into the nursing workforce, and enable continued wage progression as skills and credential attainment increases. Additionally, this program allows participants in entry-level healthcare occupations to achieve the education needed to advance into nursing occupations that require a Bachelor's degree and higher. The proposed training project must focus on a career pathway progression for those participants in entry-level healthcare occupations into employment in middle- to high-skilled nurse education and nursing occupations over the course of the grant.

To facilitate the inclusion of disadvantaged workers and those that do not have the educational prerequisites and/or experience to enter healthcare jobs, applicants may serve individuals that do not have the prerequisite skills and competencies for nurse education and nursing occupations if the proposed grant project includes a career pathway strategy that assists these individuals with the attainment of such skills necessary to enter middle- to high-skilled nurse education and nursing occupations, or occupations along those career pathways, upon completion of the training program. Pre-apprenticeship programs are an allowable training strategy and can help to support these individuals; however, pre-apprentices must advance to a Registered Apprenticeship Program within the grant period of performance. 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, classroom instruction, and a nationally-recognized, portable credential. [33]

To support the Nurse Education Professional Track, applicants must design career pathways programs for current and former nurses that have the degree, licensure, and years of experience that will support the transition from a healthcare clinician to a nurse education professional. For the Nursing Career Pathways Track, applicants must propose projects that describe the nursing career pathway; identify entry and exit points; describe certificate, credential, and license attainment; and outline the expected employment outcomes, including wages and increased roles and responsibilities. Applicants must develop career plans that will help participants navigate and assess their various career pathway options, including identifying skills and competencies needed for those occupations, and describing how the education and training provided will assist individuals in moving along a career pathway within nursing occupations. The clear sequence of coursework and/or credentials allows progression through a variety of postsecondary credentials that demonstrate marketable occupational skills.

c. Cross Cutting Principle 3: Approaches for Increasing Job Quality

Job quality is an essential component of worker-centered sector strategies. For the purposes of this FOA, good quality jobs are jobs that pay family-sustaining wages with wage progression, benefits, access to paid leave, opportunities for career advancement through training and education and, to the strongest extent possible, a platform for worker voice to support all workers and ensure fair pay and safe working conditions. Under the worker-centered sector strategies framework, quality jobs have the potential to transform workers' lives and create a more equitable economy. Good jobs are "the foundation of an equitable economy that lifts up workers and families and makes businesses more competitive globally. They allow everyone to share in prosperity and support local communities and the entire U.S. economy. Workers know the value of a good job that provides stability and security for them and their families. Many companies recognize that providing good quality jobs – that make them an employer of choice – creates a clear competitive advantage when it comes to recruitment, retention, and execution of a company's mission." [34]

Even prior to the COVID-19 pandemic, poor job quality was a prevalent issue in the nursing profession. For example, in 2018, HRSA's Bureau of Health Workforce National Center for Health Workforce Analysis conducted a National Sample Survey of Registered Nurses (NSSRN) which provides information on job satisfaction, stress, and burnout. The *Job Satisfaction Among Registered Nurses – Pre-COVID* brief states that of the surveyed RNs who had considered leaving their position at some point in the past, "better pay and benefits, burnout, inadequate staffing, a stressful work environment, and a lack of good management or leadership were the most common reasons cited for considering leaving." [35] As referenced above in Section I.A., a 2021 McKinsey Future of Work in Nursing Survey showed that nursing professionals experienced a decline in job quality post-pandemic as well. This survey highlights the importance of prioritizing and embedding job quality across a wide spectrum of nursing professional occupations in order to meaningfully address the U.S.' nursing workforce challenges. [36]

To support an increase in job quality for nursing professionals, the DOL Nursing Expansion Grant Program will require applicants to incorporate the below eight principles of job quality.

These essential elements represent the Departments of Commerce and Labor's shared vision for good quality jobs:

- i. *Recruitment and Hiring*: Qualified applicants are actively recruited – especially those from underserved communities. Applicants are free from discrimination, including unequal treatment or application of selection criteria that are unrelated to job performance. Applicants are evaluated with relevant skills-based requirements. Unnecessary educational, credentials and experience requirements are minimized.
- ii. *Benefits*: Full-time and part-time workers are provided family-sustaining benefits that promote economic security and mobility. These include health insurance, a retirement plan, workers' compensation benefits, work-family benefits such as paid leave and caregiving supports, and others that may arise from engagement with workers. Workers are empowered and encouraged to use these benefits.
- iii. *Diversity, Equity, Inclusion, and Accessibility*: All workers have equal opportunity. Workers are respected, empowered, and treated fairly. DEIA is a core value and practiced norm in the workplace. Individuals from underserved communities do not face systemic barriers in the workplace. Underserved communities are those that include persons adversely affected by persistent poverty, discrimination, or inequality, including Black, Indigenous, people of color; LGBTQ+ individuals; women; immigrants; veterans; individuals with disabilities; individuals in rural communities; individuals without a college degree; individuals with or recovering from substance use disorder; and justice-impacted individuals.
- iv. *Empowerment and Representation*: Workers can form and join unions. Workers can engage in protected, concerted activity without fear of retaliation. Workers contribute to decisions about their work, how it is performed, and organizational direction.
- v. *Job Security and Working Conditions*: Workers have a safe, healthy, and accessible workplace, built on input from workers and their representatives. Workers have job security without arbitrary or discriminatory discipline or dismissal. They have adequate hours and predictable schedules. The use of electronic monitoring, data, and algorithms is transparent, equitable, and carefully deployed with input from workers. Workers are free from harassment, discrimination, and retaliation at work. Workers are properly classified under applicable laws. Temporary or contractor labor solutions are minimized.
- vi. *Organizational Culture*: All workers belong, are valued, contribute meaningfully to the organization, and are engaged and respected especially by leadership.
- vii. *Pay*: All workers are paid a stable and predictable living wage before overtime, tips, and commissions. Workers' pay is fair, transparent, and equitable. Workers' wages increase with increased skills and experience.
- viii. *Skills and Career Advancement*: Workers have equitable opportunities and tools to progress to future good jobs within their organizations or outside them. Workers have transparent promotion or advancement opportunities. Workers have access to quality employer- or labor-management-provided training and education. [37]

To completely address a worker-centered sector strategy approach, applicants must embed job quality into their program design to ensure meaningful impact on, and benefit to, the nursing workforce.

B. PROGRAM AUTHORITY

Section 414(c) of the American Competitiveness and Workforce Improvement Act of 1998 (ACWIA), as amended (codified at 29 U.S.C. 3224a) authorizes this program. These grants are financed by a user fee paid by employers to bring foreign workers into the U.S. under the H-1B nonimmigrant visa program.

C. TARGET OCCUPATIONS

The DOL Nursing Expansion Grant program will fund projects that expand and diversify the pipeline of qualified nurse education professionals and nursing professionals by providing employment and training opportunities that lead to well-paying, middle- and high-skilled jobs. Applicants must propose grant program designs that 1) train participants to become nursing instructors and educators, or 2) train participants as frontline healthcare professionals and paraprofessionals, including direct care workers, into higher-paying occupations that require more training. Applicants will not receive points in the scoring criteria if the application does not clearly identify one of the FOA's training strategies to address the selected track of this grant program. There must be sufficient evidence of the need in the proposed service area, such as proposing to serve Health Professional Shortage Areas (HPSAs). [38]

Career pathways identified in application proposals must lead to good quality jobs. For the purposes of this FOA, good quality jobs are jobs that pay sustaining wages with wage progression, benefits, access to paid leave, opportunities for career advancement through training and education, adequate staffing, safety and health protections, nondiscriminatory and harassment-free workplaces that promote DEIA and, to the strongest extent possible, a platform for worker voice that supports all workers and ensures fair pay and safe working conditions. Considering these priorities, applicants must demonstrate that their proposed nursing career pathways align with the skills and needs of their service area and the target population(s), with an emphasis on those from historically marginalized and underrepresented populations.

Although program participants may have varying levels of skills upon enrollment in the DOL Nursing Expansion Grant Program, applicants must design new programs or expand existing programs to build participants' skills, so they are prepared to be placed into in-demand middle- and high-skilled nurse education occupations and nursing occupations, or occupations along a career pathway to in-demand middle- to high-skilled nursing occupations. Allowable occupations include, but are not limited to, middle- to high-skilled nursing occupations such as, LVNs, LPNs, RNs, APRNs, as well as nursing instructors and educators. A list of allowable occupations along career pathways leading to middle- to high-skilled H-1B healthcare occupations is provided in Appendix A. Applicants may also choose to target specific occupations along career pathways leading to middle- to high-skilled H-1B healthcare occupation(s) even if that occupation is not in one of the identified occupations listed in Appendix A. If the occupation is not listed in Appendix A, the application must provide data demonstrating that the occupation is in-demand in the proposed service area, along a career pathway leading to middle- to high-skilled H-1B healthcare occupations and is one for which a significant number of H-1B visas have been certified. Applicants must use verifiable data to make this demonstration, such as labor market data and data provided by [DOL's Foreign Labor Certification Data Center](#).

D. GEOGRAPHIC SCOPE

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

1. **Local/regional** serving part or all of an economic region within one state or a contiguous economic region that may cross more than one state.
2. **Statewide** means serving an entire state or multiple non-contiguous economic regions within one state.
3. **National** means serving multiple economic regions in multiple states. The service area does not need to be contiguous.

Economic regions are defined primarily by the movement of goods, capital, labor, consumption, and other economic forces within a geographic area. Defining an economic region involves identifying the surrounding area, communities, counties, and municipalities that have similar industry and employment characteristics, looking beyond traditional political boundaries; and identifying the workforce needs of the identified areas.

E. PROGRAM DESIGN AND ALLOWABLE ACTIVITIES

The DOL Nursing Expansion Grant Program will build a pipeline of skilled and diverse workers that will help the U.S. meet current and future demand for nurse education professional and nursing occupations. Successful applicants will address the goals of the grant program by designing their grant projects from both (1) a strategic level, such as describing their planned activities for convening sector partnerships, assessing the healthcare needs within a particular geographic scope, and devising a comprehensive workforce strategy; and (2) an operational level, such as incorporating in their plans how they will implement their comprehensive workforce strategy and deploy the training activities.

1. Program Design

All applicants must propose projects that incorporate the cross-cutting principles of program design described in Section I.A.2. Applicants must incorporate these principles by including the following activities:

- Developing or expanding sector strategy partnerships of public and private sector entities that include worker voice as described in Section I.A.2.c.;
- Engaging healthcare providers, employers, workers, labor, and education and training institutions in the adoption and deployment of employment and training services to address specific nurse education professional occupations and nursing occupations which are in-demand in the proposed service area;
- Advancing diversity, equity, inclusion, and accessibility through strategies to recruit and serve individuals from historically marginalized and underrepresented populations;
- Expanding career pathways in the healthcare sector that focus on the skills, competencies, and credentials needed for middle- to high-skilled nurse education professional and nursing occupations, including Registered Apprenticeships;
- Utilizing training program models with demonstrated evidence of success in serving the targeted population(s), especially models shown by rigorous program evaluations to have positive impacts on participants' employment and earnings outcomes;

- Offering high-quality training options (including work-based learning training models) to prepare individuals to successfully move into middle- to high-skilled employment in nurse education professional and nursing occupations;
 - Providing robust supportive services to participants who need them to ensure individuals can participate and complete the training program and enter employment;
 - Developing a new, or leveraging an existing, system for reviewing and collecting participant data, and monitoring results to assess program performance; and
 - Creating infrastructure (e.g., partnerships and operating systems) to successfully sustain program components after the life of the grant.
- a. **Nurse Education Professional Track: Increasing Nursing Instructors and Educators to Train the Next Generation Healthcare Workforce and Build More Resilient Healthcare Systems**

Allowable activities may include, but are not limited to:

- Developing incumbent worker training programs that provide opportunities for nurses with the appropriate amount of clinical experience to teach in nursing schools while pursuing advanced degrees;
- Developing strategic partnerships between clinical settings and education and training providers (including labor-management organizations) to increase the supply and diversity of instructors and educators and provide support for these professionals to attain the appropriate certificates and credentials, potentially while still working part-time in clinical settings;
- Proposing strategies to improve instructor and educator recruitment; preparation; development; training; retention; and documentation of best practices;
- Supporting instructors and educators through professional development, tuition reimbursement, broadband access, adjunct appointments, and other supportive services;
- Working with employer partners to adopt innovative strategies that encourage current and former nurses to become instructors and educators, such as matching or raising pay comparable with practicing nurses and supporting flexible scheduling that will accommodate a part-time nurse education professional model;
- Developing Nursing Faculty Registered Apprenticeship Programs to accelerate training while providing quality training. Registered Apprenticeship Program models include progressive pay, minimum time requirements of on-the-job training and related instruction, one-on-one mentorship opportunities, and attainment of industry-recognized credentials and employment; and
- Establishing operational policies and procedures that help ensure participants are fully committed to becoming nurse education professionals upon completion of training and obtaining the required certification/licensure. This may include informing participants of the educational requirements of the training program, their responsibility for reporting the outcome of their training, and securing commitments from participants that they intend to becoming nurse education professionals upon completion of training (e.g., signed commitments).

To become a nursing instructor or educator, the minimum credential is generally a Master of Science in Nursing (MSN) (though there are some instances where a BSN may be suitable). Additionally, advanced degree programs may take longer and be more costly than typical training programs. As such, Nurse Education Professional Track applicants are encouraged to

propose training strategies that use a combination of both H-1B grant funds, match funds, and other leveraged funding sources to help defray grant participant tuition costs, in order to maximize the reach and impact of the grant.

b. Nursing Career Pathways Track: Expanding the Pipeline of Nursing Professionals

In order to expand the pipeline of nursing professionals, there must be an adequate number of experienced nursing professionals who can take on the role of preceptors to mentor and prepare these individuals for middle- to high-skilled nursing occupations. Given this interconnectivity, applicants must propose specific strategies, such as outreach, recruitment, and retention methods, innovative partnership agreements, and leveraging employer-funded financial incentives or other types of non-monetary incentives provided by the employer to address the critical shortage of nursing preceptors.

Allowable activities may include, but are not limited to:

- Strengthening the educational foundation for nursing career pathways by:
 - Establishing accelerated “second degree” partnership programs for individuals who already have undergraduate degrees in other disciplines but wish to transition into a nursing career;
 - Developing strategic partnerships with clinical settings to increase the supply, retention, and diversity of preceptors;
 - Ensuring adequate support for experienced nurses, by allotting adequate work hours for preceptor activities; leveraging employer-funded financial incentives or other types of non-monetary incentives provided by the employer; and reducing additional administrative barriers, including ensuring access to desired training to attain appropriate certificates and credentials, if necessary;
 - Offering innovative training options such as distance learning, web-based simulation, mobile simulators, and other educational approaches that ensure flexible options for training. Such innovative options provide alternatives to challenges encountered in securing clinical sites and qualified clinical preceptors, and could help make up for faculty shortages and a lack of classroom space and clinical sites;
 - Creating a nursing residency program to strategically train a nursing workforce through a work-based learning model;
- Developing agreements between education and training providers and clinical settings that establish dedicated arrangements and time for preceptors to supervise nursing students during their clinical rotations;
 - Aligning new core competencies to guide the standardization of the outcomes of education across a variety of institutions;
 - Creating articulations between associate degree and other diploma granting programs and baccalaureate programs to form pathways to BSN degrees;
 - Sharing resources and using common admission standards to create seamless pathways from the diploma/Associate Degree in Nursing (ADN) to and through BSN programs to increase the number of baccalaureate-prepared nurses;
 - Promoting the use of holistic review admissions strategies that assess an applicant’s unique experiences alongside traditional measures of academic achievement such as grades and test scores to improve diversity, equity, inclusion, and access in nursing programs; [39] and

- Collecting and sharing accurate labor market information about the nurse education occupation in the geographic region served, such as job opportunities and salary potential.

2. Training and Education Services

Projects funded under this FOA will provide a range of training and education services that lead to middle- and high-skilled jobs in the proposed Nurse Education Professional and Nursing Career Pathways tracks. An innovative mix of services will include assessment, coaching and counseling, supportive services, and occupational skills training that leads to recognized postsecondary credentials and/or employment. All projects must incorporate a strong upfront assessment component that allows for a customization of services and training to meet the needs of the program participants to get a quality job, retain their employment, or advance to a new position in the targeted sector.

Applicants must consider including robust, comprehensive, and customized work-based learning strategies, such as OJT; incumbent worker training; RAPs, and pre-apprenticeship programs that articulate to RAPs during the grant period of performance; paid work experience; and paid internships. Other allowable training strategies include classroom, competency-based, and technology-based training strategies. Grantees are encouraged to leverage other sources of funding for training or supports (e.g., assisting participants in obtaining Pell grants for tuition, co-enrolling participants into Workforce Innovation and Opportunity Act (WIOA) programs or American Rescue Plan funds for supportive services, or leveraging other federally funded employment or training programs, such as those supported by the Departments of Education, Health and Human Services, Veterans Affairs, and others, where appropriate). The intent of co-enrollment is to meet the full training and employment needs of program participants by leveraging the resources and services available through other funding sources, as well as to support the sustainability of the project through the use of diverse funding sources.

Applicants may propose these strategies or a combination of these strategies to meet the needs of employers and jobs seekers and allow flexibility for program delivery. Applicants may also incorporate online training strategies and virtual service delivery models to address challenges related to the ongoing COVID-19 pandemic.

On-the-Job Training (OJT)

OJT can bridge the divide between unemployment and employment by addressing the gap between an individual's experience and what is required for a particular occupation. Individuals who participated in OJT in the past have demonstrated improved labor market attachment and enhanced job tenure, as illustrated by higher rates of job placement and retention, as well as higher earnings. [40] OJT also offers participants a "learn and earn" training option, allowing individuals to learn new skills while earning a regular paycheck. OJT is distinguished from other types of workplace training, including customized training, in several ways:

- Participants are hired by an employer and earn wages during training;
- OJT is based on an individualized training plan that reflects the results of an individual skills assessment and analysis of job requirements;
- Training is conducted in the workplace under the direction of one or more of the employer's supervisory personnel; and

- The grantee reimburses the employer for the costs of the training, including the employer's cost of the time the participant spent training during their work time.

OJT has specific requirements explained in Section IV.E. Funding Restrictions. Incumbent workers are not eligible to participate in OJT.

Incumbent Worker Training

Incumbent Worker Training is allowable to meet the needs of employers and workers who need training to upgrade their skills to remain competitive and advance along a career ladder. As such, ETA encourages applicants to work with employer partners to use incumbent worker training to move existing workers into advanced nurse education professional occupations and nursing occupations. This may also include customized cohort training to meet the needs of particular employers or groups of employers that have workers that require similar occupational skills training. The training provided to incumbent workers should be either developed with an employer or employer association, along with workers, or may include training for participants who at the time of enrollment are employed at a non-partner employer and need additional skills training to improve their opportunities for middle- and high-skilled jobs in nurse education professional and nursing occupations.

Under this FOA, it is the responsibility of the grantee or a designated grant partner to determine incumbent worker eligibility, and not the responsibility of the participating employer. Grantees or their designated grant partner must establish and document the eligibility of all participants, including incumbent worker participants.

Registered Apprenticeship Programs (RAP)

Registered Apprenticeship is an industry-driven, high-quality career pathway validated by the U.S. Department of Labor where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and a portable, nationally-recognized credential. (29 CFR Part 29, Subpart A, and 29 CFR Part 30) Upon successful completion of all phases of work-based learning and related-instructional components, apprentices receive nationally recognized credentials leading to long-term career opportunities.

Applicants proposing RAPs in states with federally recognized State Apprenticeship Agencies (SAAs) must include the SAA as a required grant partner.

Note: Any grant funds used for apprenticeships may be used only to support RAPs registered under the National Apprenticeship Act. For more information on RAPs, please visit www.apprenticeship.gov.

Pre-apprenticeship Programs

For the purposes of this FOA, a pre-apprenticeship program is defined as a set of strategies designed to prepare individuals for entry into a registered apprenticeship program. Pre-apprenticeship programs differ from internships, job shadowing, externships, and co-ops that also offer individuals an opportunity to experience firsthand a profession or practice, but do not always engage in "real world" experiential learning. For the purposes of this FOA, pre-apprenticeship programs funded through this grant are allowable only when they articulate to RAPs during the grant period of performance.

Other Work-Based Learning Activities: Paid Work Experience and Paid Internships

Paid work experience is a planned and structured learning experience that takes place in a workplace for a limited period. For the purposes of this FOA, work experiences are required to be paid work experiences. The specific requirements of these paid work experience are detailed in Section IV.E. Funding Restrictions. Incumbent workers are not eligible to participate in paid work experience.

Paid internships provide a monitored or supervised work or service experience in a career field where the individual has intentional learning goals and reflects actively on what is learned throughout the experience. These learning goals can include academic learning, career development, and skill development. Internships are considered part of a structured program where the grantee establishes the criteria for determining who will participate in these programs and are set for a period of time that is generally limited in duration but may be flexible to allow interns to spend limited time in the classroom.

Internships support the attainment of credentials in the individual's expected career field (where such credentials exist), relate to training provided through the grant, and help participants prepare for employment opportunities on which the grant focuses. Internships do not necessarily carry an offer of employment upon successful completion of the internship.

For the purposes of this FOA, internships are required to be paid internships. Under this FOA, paid internships have specific requirements, which are detailed in Section IV.E. Funding Restrictions.

Incumbent workers are not eligible to participate in paid internships.

Paid work experience and paid internships are typically used to provide individuals exposure to the work environment of a particular occupation, but typically do not lead to recognized postsecondary credentials. For the purposes of this FOA, paid work experience or paid internships funded through this grant are allowable only when they are supplemented with additional training leading to a recognized postsecondary credential or employment during the grant period of performance.

Classroom, Competency-Based, and Online Training Strategies

In addition to the types of work-based training previously listed, a variety of other types of training strategies may include, but are not limited to, classroom occupational training; distance learning; technology-based learning; or simulation training. All these strategies can be combined to accelerate credential attainment or program completion. Accelerated and competency-based training strategies can rapidly train participants efficiently and effectively for employment. They can include competency-based programs that give participants credit for skills they have already developed and allow participants to move through coursework based on mastery of skills or online programs that prepare individuals for jobs in nurse education professional occupations and nursing occupations.

Other Activities

A wide range of activities may assist applicants in their efforts to establish new training models,

expand existing programs, and offer employment and training services. Accordingly, applicants may propose to use grant funds to undertake additional activities designed to create an environment for employment and training opportunities, including, but not limited to, those listed in this section.

3. Supportive Service Strategies

Supportive services are those necessary to enable an individual to participate in education and training activities funded through this grant program. Examples of such services include, but are not limited to, childcare, dependent care, transportation, mental health counseling, books, academic fees, supplies, parking, printing, tutoring, licensing exam fees, professional dues, housing, and needs-related payments that are necessary to enable an individual to participate in education and training activities. Grantees may fund supportive services through various means, including providing the actual supportive service (e.g., childcare), providing participants with a voucher for the service (e.g., public transportation cards or tokens), or providing a stipend directly to the participant. ETA strongly encourages grantees to leverage partnerships with their local workforce boards and other programs for supportive services when a participant is eligible for human services, WIOA, or other programs, reserving grant funds for those participants who need support but are not eligible for other assistance. See Section IV.E.5.e. Use of Funds for Supportive Services.

A robust supportive services strategy is required as part of the proposed program design under the FOA. This means all grant projects must document in their project narrative, budget, and budget narrative that their application includes a supportive service needs assessment of all participants and procedures for the provision of supportive services for participants who need them. Up to 15 percent of grant funds may be used to provide supportive services for training participants, and supportive services may also be provided through leveraged resources.

II. AWARD INFORMATION

A. AWARD TYPE AND AMOUNT

Funding will be provided in the form of a grant.

We expect availability of up to \$80 million to fund 15-25 grants. ETA intends to commit up to 65 percent of the total available funding for projects under the Nurse Education Professional Track focused on increasing the number of nursing instructors and educators by connecting and recruiting experienced existing nurses (as well as former nurses) into advanced postsecondary credentialing necessary for nursing faculty, with an emphasis on those from historically marginalized and underrepresented populations. Individual grant amounts for this track will range from \$2 million to \$6 million. The Department reserves the right to change these amounts depending on the quantity and quality of applications submitted.

ETA intends to commit the remaining funds for projects under the Nursing Career Pathways Track focused on training participants as frontline healthcare professionals and paraprofessionals, including direct care workers, with an emphasis on those from historically marginalized and underrepresented populations, into higher-paying occupations that require more training during the grant period of performance. This track also supports the uptake of experienced nursing professionals as preceptors for these new nursing professionals. Individual grant amounts for this track will range from \$1 million to \$3 million. The Department reserves the right to change these amounts depending on the quantity and quality of applications

submitted.

Applicants may only apply for and propose grant projects which address one of the training tracks identified in this FOA (Nurse Education Professional Track or Nursing Career Pathways Track).

Applicants may only submit one application for this FOA. **Applications that include both training tracks will be considered nonresponsive.**

Requests for funding must be commensurate with the scope and scale of the project. Applicants must propose to train a specific number of participants based on the size of the award requested and other considerations, such as the population of the proposed service area, local labor market information and demand for nursing professionals and educators, costs associated with providing the appropriate level of training to participants, credential requirements for nursing professionals and educators in their service area, and the number of healthcare employers in the service area.

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 grantees from applications submitted in response to this Announcement.

B. PERIOD OF PERFORMANCE

The period of performance is 60 months with an anticipated start date of 02/01/2023. This performance period includes all necessary implementation and start-up activities.

Grantees may not enroll any participants after the end of the fourth year of the period of performance. The final 12 months of the period of performance must be spent ensuring participants who began training during the first 48 months of the grant complete their training programs and capturing program completion outcomes such as credential attainment and employment placements.

The Department expects that hiring appropriate grant project personnel (e.g., project director, job developer/career coach, case manager, etc.) and undertaking start-up activities will begin immediately, and that grantees will begin enrolling participants no later than nine months after the date of grant award. These start-up activities may include promoting DOL Nursing Expansion Grant programs within the targeted service area; partnership building; development of memoranda of understanding; acquisition of supplies; equipment and/or contracts; hiring and training staff; developing or expanding training activities; outreach and recruitment of participants; providing additional information as required by ETA staff; providing training to participants; and undertaking follow-up for tracking and reporting performance outcomes.

We strongly encourage applicants to develop their project work plans and timelines to account for this implementation phase accordingly. Grantees must fully expend grant funds during the period of performance. Therefore, applicants must carefully consider their ability to spend the level of funding requested during the allotted time while ensuring full transparency and accountability for all expenditures.

The Department does not anticipate period of performance extensions under this Announcement.

III. ELIGIBILITY INFORMATION

A. ELIGIBLE APPLICANTS

Under ACWIA, grants funded through this FOA will be awarded to partnerships of private and public sector entities. Grants will be awarded to the lead applicant of the DOL Nursing Expansion Grant Program, and the lead applicant will serve as the grantee and have overall fiscal and administrative responsibility for the grant. Eligible lead applicants must: (1) meet the definition of one of the six types of eligible lead applicants described below, and (2) establish a partnership that includes the four types of entities described as required partners below to form the DOL Nursing Expansion Grant Program Partnership. While a lead entity may represent one of the required partners, an entity cannot serve as more than one type of required partner in the DOL Nursing Expansion Grant Program for the purpose of meeting FOA requirements.

1. Eligible Lead Applicants

For the purposes of this FOA, the following six types of entities qualify as eligible lead applicants:

- **Nonprofit healthcare organizations** such as community or faith-based organizations that are affiliated with hospitals and other medical facilities and that have direct access to the targeted populations;
- **Nonprofit trade, industry, or employer associations**, including but not limited to advocacy groups and professional associations, representing target populations in the nurse education professional occupations and nursing occupations;
- **Labor unions, labor-management organizations, and worker organizations** that represent workers in nurse education professional occupations and nursing occupations;
- **Education/Training Provider(s)**: Public or nonprofit education and training providers, including institutions of higher education as defined in Section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001); Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities, and other Minority-Serving Institutions (MSIs) or Strengthening Institutions Program (SIP) colleges (as designated by the Higher Education Act's Title III and V funding), among others (see <http://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html>); community and technical colleges and systems; nonprofit and community-based organizations that offer job training, including those organizations that have been approved as WIOA Eligible Training Providers;
- **Workforce Development Entities** established under WIOA, including State and Local Workforce Development Boards (WDBs) and Native American Program entities eligible for funding under WIOA Section 166; and
- **Native American tribal governments** (Federally recognized) which are defined as the recognized governing bodies of any Indian or Alaska Native tribe, band, nation, pueblo, village, community, component band, or component reservation, individually identified (including parenthetically) in the list published most recently as of the date of enactment of this paragraph pursuant to section 104 of the Federally Recognized Indian Tribe List Act of 1994 (25 U.S.C. 5131).

2. Role of Lead Applicant

Lead applicants must identify their institution type in Section 9 of the SF-424 Application for Federal Assistance.

Please note that all elements of 2 CFR Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) and 2 CFR Part 2900 (DOL's Supplement to 2 CFR Part 200) apply to any entity that carries out a federal award as a recipient or subrecipient, including for-profit organizations. 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.

In the required Abstract (see Section IV.B.4. Attachments to the Project Narrative), you must clearly identify the lead applicant and each member of the partnership. The lead applicant will serve as the grantee, must be the organization specified in Section 8 of the SF-424 Application Form, and will be: (1) the point of contact with the Department to receive and respond to all inquiries or communications under this FOA and any subsequent grant award; (2) the entity with authority to withdraw or draw down funds through the Department of Health and Human Services - Payment Management System (HHS-PMS); (3) the entity responsible for submitting to the Department all deliverables under the grant, including all programmatic, technical, and financial reports related to the project, regardless of which partnership member performed the work; (4) the entity that may request or agree to a revision or amendment of the grant agreement or statement of work; (5) the entity with overall responsibility for carrying out the programmatic functions of the grant, as well as for the stewardship of all expenditures under the grant; (6) the entity responsible for coordinating with the national evaluator, including participating in an evaluation and other studies, if selected by DOL; and (7) the entity responsible for working with DOL to close out the grant.

It is the expectation of the Department that the lead applicant has the organizational capacity to carry out the programmatic functions of the grant, and the Department strongly discourages applications that result in "pass-through" grants (i.e., where the lead applicant sub-awards the majority of grant funds and operational activities to a single sub-recipient). See Section IV.E. Funding Restrictions regarding limitations on sub-recipient awards.

3. Worker-Centered Sector Strategies Partnerships

This DOL Nursing Expansion Grant Program requires applicants to develop or expand strong sector-based partnerships of public and private entities utilizing a worker-centered sector strategy model. Applicants will secure commitments for sustained employer involvement in various aspects of program design and delivery, including defining program goals and activities; identifying career pathways; informing training design; identifying necessary skills and competencies for targeted occupations; providing resources to support training; and, importantly, committing to hire, promote, and/or retain qualified program participants completing the training.

Applicants must demonstrate strong engagement of the partnership leaders necessary to develop comprehensive workforce strategies and training programs that address the nursing workforce's needs. The approach must also lend itself to replication in other areas at the local/regional,

statewide or national level, while maximizing sustainability after the DOL Nursing Expansion Grant Program ends. To demonstrate the active involvement of the required partnership entities, applicants must provide signed documentation of commitments—such as signed letters of commitment, memoranda of understanding, a partnership agreement, or other types of signed agreements—that demonstrate the commitment of each partner. An email or other form of written commitment is also acceptable. Applicants will be scored based on the inclusion of this documentation, as well as the level and quality of involvement in the project as outlined in Section IV.B.3. Project Narrative. Additionally, applicants should consider including additional optional partners that support the goals of this sector partnership.

Required Partners

For this FOA, we encourage applicants to forge robust partnerships to implement the grant and to sustain activities beyond the grant period of performance. The required partners for the DOL Nursing Expansion Grant Program are employer partners, education and training providers, workforce development entities, and worker organizations, labor-management organizations, or labor unions.

Required grant partners must include:

- **Employer Partners:** A minimum of four (4) employer partners who are committed to concrete hiring into quality jobs participants trained through the grant. An applicant may meet this employer partnership requirement through establishing a partnership with one hospital system with at least four (4) departments or specialties included to meet the employer partner threshold; or an industry/trade association that represents at least four (4) employers who are committed to hiring participants trained through the grant. An industry/trade association, also known as an industry trade group, business association, sector association, or industry body, is an organization founded and funded by businesses that operates in a specific industry.
- **Education/Training Provider(s):** One or more public or nonprofit education and training providers, including institutions of higher education as defined in Section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001); HBCUs, HSIs, and other MSIs or Strengthening Institutions Program (SIP) colleges (as designated by the Higher Education Act's Title III and V funding); and Tribal Colleges and Universities, among others (see <http://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html>); community and technical colleges and systems; nonprofit and community-based organizations that offer job training, including those organizations that have been approved as WIOA Eligible Training Providers.
- **Workforce Development Entities:** Entities involved in administering the workforce investment system established under the WIOA, including State and Local WDBs, American Job Center Operators, and Native American Program entities eligible for funding under WIOA section 166. These organizations have expertise in workforce development and may provide leadership in implementing the following types of activities: (1) understanding and analyzing the need for education and training in the local area, including identifying targeted nurse education professional and nursing, sector strategies, hiring needs, and populations to be served, and providing relevant sources of data, including labor market information and other tools or reports; (2) assessing potential

participants for the grant program; (3) identifying and referring candidates for education and training in the grant program; (4) providing additional supportive services; (5) connecting and placing participants with employers that have job openings; and (6) collecting, tracking, and reporting participant data to ETA.

- **Worker Organizations, Labor-Management Organizations, or Labor Unions:** Entities such as worker organizations, labor unions and labor-management organizations representing workers, or target populations of workers, in the nurse education professional occupations and nursing occupations may identify requisite skills and competencies and work with employer and education partners to develop new or modify existing curricula, advise on recruitment, retention, and advancement strategies within an employer or industry, communicate with current and potential workers within the sector, and may also provide supportive services.
- **State Apprenticeship Agencies (SAAs):** Applicants proposing Registered Apprenticeship Programs in states with federally recognized State Apprenticeship Agencies (SAAs) must include the SAA as a required grant partner. **(Required only if applicant is proposing to provide RAP training.)**

Optional Partners

We strongly encourage applicants to collaborate with other partners that can support and advance the work of nurse and nurse education professional training programs. These include organizations functioning as workforce and industry intermediaries (including entities such as community-based organizations, and industry associations, which help broker local, regional, statewide, and national workforce solutions); organizations designated as “[Primary Care Associations](#)” by the Health Resources and Service Administration (HRSA); [41] nonprofit organizations specializing in healthcare; State agencies with the responsibility for public health; foundations and philanthropic organizations; agencies administering federal funding from Departments of Veteran Affairs, Education, Health and Human Services, Interior’s Bureau of Indian Affairs, and Agriculture; State Boards of Nursing; Job Corps; professional nursing organizations that represent and serve marginalized and underrepresented populations, such as nurses with disabilities and nurses of color; and organizations that aid newly arriving immigrant, refugee, asylee and Special Immigrant Visa (SIV) populations.

Optional Partners

We strongly encourage applicants to collaborate with other partners that can support and advance the work of nurse and nurse education professional training programs. These include organizations functioning as workforce and industry intermediaries (including entities such as community-based organizations, and industry associations, which help broker local, regional, statewide, and national workforce solutions); organizations designated as “[Primary Care Associations](#)” by the Health Resources and Service Administration (HRSA); [41] nonprofit organizations specializing in healthcare; State agencies with the responsibility for public health; foundations and philanthropic organizations; agencies administering federal funding from Departments of Veteran Affairs, Education, Health and Human Services, Interior’s Bureau of Indian Affairs, and Agriculture; State Boards of Nursing; Job Corps; professional nursing organizations that represent and serve marginalized and underrepresented populations, such as nurses with disabilities and nurses of color; and organizations that aid newly arriving immigrant, refugee, asylee and Special Immigrant Visa (SIV) populations.

B. COST SHARING OR MATCHING

This grant program requires cost sharing or matching funds. Such funds may be in the form of cash or in-kind contributions and must be equal to 20 percent of the total Federal share of costs. Any resources contributed to the project in addition to cost sharing or matching funds will be considered leveraged resources. Section IV.B.2 Project Budget provides more information on leveraged resources.

To be allowable as part of match, an expenditure must be an allowable charge for Federal grant funds and considered necessary and reasonable to accomplish the project or program objectives. DOL will make determinations of allowable costs in accordance with the applicable Federal Cost Principles as indicated in Section IV.E Funding Restrictions.

In addition to the requirements related to match in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards: Final Rule at 2 CFR Part 200, 2 CFR 2900.8 states that: “In addition to the guidance set forth in 2 CFR 200.306(b) for Federal awards from the Department of Labor, the non-Federal entity accounts for funds used for cost sharing or match within their accounting systems as the funds are expended.” It is not sufficient or adequate to receive and report monies as match; the monies must be expended on the program in order for it to be counted as match. Expenditures of match funds must be reported on the recipient share section of the ETA-9130 Form. Additionally, in accordance with 2 CFR 200.306, the match amount must be: verifiable from the non-Federal entity’s records, not included as contributions for any other Federal award, necessary and reasonable for the accomplishment of project or program objectives, and not provided by the Federal government under another Federal award.

DOL encourages applicants to leverage additional resources beyond the required match to supplement grant activities. Applicants must count and document as leveraged resources any cash or in-kind commitments beyond 20 percent of the grant award amount required as matching funds. Both matching and leveraged resources can come from a variety of sources, including, but not limited to the private sector (e.g., businesses or industry associations); the investor community (e.g., angel networks or economic development entities); the philanthropic community (e.g., foundations); and the non-profit sector (e.g., community organizations, faith-based organizations, or education and training institutions). Non-Federal, public sector funds (e.g., from States or local governments) may be used for matching funds, if necessary.

For the purposes of the grant application, the match explanation in the budget narrative must contain:

- Total dollar value of commitment, per year of grant and full period of performance;
- The source of match funds;
- A list of each of the partner organizations and the amount of match from each partner, particularly any employer partners that are providing match; and
- Calculations showing how the total dollar value was derived.
- For match based on participants served, the calculation should be: ___ participants enrolled x ___ cost of training/class/session per participant per year x ___ years of the commitment = total commitment

- Example: XYZ Community College is committing 10 slots per year in a computer programming class. The match explanation must read: 10 slots x \$500 per slot x 2 years = \$10,000
- For match based on staff time, the calculation should be: ___ hours per year (or percentage of FTE) x ___ hourly rate (or annual salary) x ___ years of commitment = total commitment
 - Example: Applicant is committing Executive Director for 20 percent of the FTE over the life of the grant. The match explanation letter must read: 20 percent x \$75,000 per year x 3 years = \$45,000
- For match based on a set resource, the calculation should be: ___ monthly rate x ___ months per year x ___ years of commitment = total commitment
 - Example: ABC Organization is committing office space for the program. The match explanation letter must read: 800 square feet x \$2.00/sq. ft. x 12 months x 3 years = \$57,600.
- Please see 2 CFR 200.306 for additional information on how to calculate the contribution of services and property.

The valuation process of in-kind match includes determining the fair market value of an expenditure at the time of donation, appraising donated space and buildings, and determining the value of personnel services. The value of personnel services will depend, in part, on the staff person's role on the grant relative to their role in the overall organization. Calculations must be clear and able to be replicated by reviewers.

During the period of performance, the grantee must meet the supporting documentation requirements of matching as specified in 2 CFR 200.306. DOL recognizes the match at the time it is expended, as specified in 2 CFR 2900.8, and not when it is earned or received. Additionally, the grant recipient must apply the same supporting documentation requirement to tracking match expenditures as it would to grant expenditures.

Fulfilling the Match Requirement

Applicants are expected to fulfill the match amount specified on the SF-424 during the grant period of performance. If the match amount specified is not met or if a portion of the matching funds are found to be unallowable costs, the grantee will be required to repay those unmet funds to DOL.

Reporting Match and Leveraged Resources

DOL grantees must track and report both match and leveraged resources quarterly on the ETA Form 9130. The ETA Form 9130 may be found at http://www.doleta.gov/grants/financial_reporting.cfm.

C. OTHER INFORMATION

1. Application Screening Criteria

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

meet all of the screening criteria, it will not move forward through the merit review process.

Application Requirement	Instructions	Complete?
The deadline submission requirements are met	Section IV.C	
Eligibility	Section III.A	
The components of the application are saved in any of the specified formats and are not corrupt. <i>(We will attempt to open the document, but will not take any additional measures in the event of problems with opening.)</i>	Section IV.C.2	
Application reflects only one training track (Nurse Education Professional Track or Nursing Career Pathways Track)	Section I.A.1	
Application federal funds request: Nurse Education Professional Track, from \$2,000,000 to \$6,000,000 Nursing Career Pathways Track, from \$1,000,000 to \$3,000,000	Section II.A	
SAM Registration	Section IV.B.1	
SF-424, Application for Federal Assistance	Section IV.B.1	
SF-424 includes a Unique Entity Identifier (UEI)	Section IV.B.1	
SF-424 lists the cost sharing or match amount on line 18b.	Section IV.B.2	
SF-424A, Budget Information Form	Section IV.B.2	
Budget Narrative	Section IV.B.2	
Project Narrative	Section IV.B.3	
Abstract	Section IV.B.4	

2. Number of Applications Applicants May Submit

We will consider only one application from each organization applying as lead applicant. If we receive multiple applications from the same lead applicant organization, we will consider only the most recently received application that met the deadline. If the most recent application is

disqualified for any reason, we will not replace it with an earlier application. An organization that applies as a lead applicant may be included as a partner on other applications.

3. Eligible Participants

The intent of this FOA is to fund projects that provide in-demand education/training services to individuals who will gain the skills and competencies required to enter middle- and high-skilled nurse education occupations and nursing occupations, or occupations along those career pathways. This program will train individuals whose employment status, when determined eligible for the program, is unemployed, underemployed, or an incumbent worker.

For the purposes of this FOA, the following definitions apply:

- **Unemployed workers:** An unemployed worker is an individual who is without a job and is available to work.
- **Underemployed workers:** This term refers to individuals who are not currently connected to a full-time job commensurate with the individual's level of education, skills, or wage and/or salary earned previously, or who have obtained only episodic, short-term, or part-time employment.
- **Incumbent workers:** This term refers to individuals already employed, either with an employer partner or another employer, at program enrollment, but who need training to upgrade their skills to secure full-time employment, advance in their careers, or retain their current positions in H-1B occupations and industries. The training provided to incumbent workers is either 1) developed in collaboration with an employer partner with which the individual is employed, or 2) for individuals who are employed at the time of enrollment by a non-partner employer, but who need additional skill training to improve their opportunities for middle- and high-skilled jobs in H-1B industries or occupations.

This FOA requires that establishing and documenting incumbent worker eligibility is the responsibility of the grantee or a designated grant partner and not of the participating employer. Grantees or their designated grant partner must establish and document the eligibility of all incumbent worker participants and maintain the necessary records to support grant monitoring.

All participants must be at least 17 years of age and not currently enrolled in secondary school within a local educational agency. Training must result in advancement of an individual's skills along a career pathway into middle- and high-skilled nurse education professional and nursing occupations.

Within these eligible participant categories (unemployed, underemployed, and incumbent workers), applicants may specifically target veterans, military spouses, transitioning service members, and historically marginalized and underrepresented populations within their service areas, including women, people of color, justice-impacted individuals, individuals with disabilities, and other populations with employment barriers that hinder movement into middle- to high-skilled nurse education professional and nursing occupations.

Veterans' Priority for Participants

38 U.S.C. 4215 requires grantees to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job

training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service are at 20 CFR Part 1010. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans' priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service. To obtain priority of service, a veteran or spouse must meet the program's eligibility requirements. Grantees must comply with DOL guidance on veterans' priority. ETA's Training and Employment Guidance Letter (TEGL) No. 10-09 (issued November 10, 2009) provides guidance on implementing priority of service for veterans and eligible spouses in all qualified job training programs funded in whole or in part by DOL. TEGL No. 10-09 is available at

https://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.dol.gov/agencies/eta/grants/apply/find-opportunities>, contains all of the information and links to forms needed to apply for grant funding.

B. CONTENT AND FORM OF APPLICATION SUBMISSION

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

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

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

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

You must complete the SF-424, "Application for Federal Assistance" (available at <https://www.grants.gov/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 looked up 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 grant agreement. Upon confirmation of an award, the individual signing the SF-424 on behalf of the applicant is considered the Authorized Representative of the applicant. As stated in block 21 of the SF-424 form, the signature of the Authorized Representative on the SF-424 certifies that the organization is in compliance with the Assurances and Certifications form SF-424B (available at <https://www.grants.gov/web/grants/forms/sf-424-family.html#sortby=1>). You do not need to submit the SF-424B with the application.

a. Requirement for Unique Entity Identifier

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

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

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

(See Appendix A to 2 CFR Part 25.)

b. Requirement for Registration with SAM

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

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

2. Project Budget

You must complete the SF-424A Budget Information Form (available at <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. It must also include a section on the required match with a complete description of projected match, the source and how it will be spent on the project. The Budget Narrative should also include a section describing any leveraged resources provided (as applicable) to support grant activities. Leveraged resources are all resources, both cash and in-kind, in excess of this award and associated match. 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 estimated 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.

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

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

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

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

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

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

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

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

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

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

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

or

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

Applicants choosing to claim indirect costs using the de minimis rate must use Modified Total Direct Costs (see 2 CFR Part 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 CFR Part 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 CFR Part 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 CFR Part 200.1 Participant Support Cost** means direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with conferences or training projects.

See Section IV.B.4. and Section IV.E.1 for more information. Additionally, the following link contains information regarding the negotiation of Indirect Cost Rates at DOL: <https://www.dol.gov/agencies/oasam/centers-offices/office-of-the-senior-procurement-executive/cost-price-determination-division>.

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

Applicants must also show cost sharing or match on the SF-424 (line 18b), SF-424A, and Budget Narrative.

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

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

Applicants must also show cost sharing or match on the SF-424 (line 18b), SF-424A, and Budget Narrative.

3. Project Narrative

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

The Project Narrative is limited to 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.

NOTE: Full points will not be given for simply repeating the requirements stated below or elsewhere in the Announcement. For example, if the applicant is asked, “Describe in detail how strategies to expand diversity, equity, inclusion and access to recruit participants will be implemented,” applications will not score the full points (and zero points may be received) for simply stating, “We will implement strategies to expand diversity, equity, inclusion, and access in our participant recruitment.” To receive full points, the applicant must describe, in their own words, the process or procedures their institution will use and what evidence is available to show those processes are effective for meeting the stated requirement.

a. Statement of Need (Up to 10 Points)

Applicants must propose training programs to address **one** of the following tracks: 1) the Nurse Education Professional Track to train participants to become nursing instructors and educators; or 2) the Nursing Career Pathways Track to train participants as frontline healthcare professionals and paraprofessionals, including direct care workers, into higher-paying occupations that require more training and to support the uptake of experienced nursing professionals as preceptors for these new nursing professionals. **Projects which propose training for both tracks will be considered nonresponsive.**

Scoring under this criterion will be based on the extent to which the discussion of the following factors is clear, logical, and includes an accurate description of labor market data. All data sources must include citations that provide information that enable the identification and verification of data.

i. Identification of Nursing Training Track (2 Points)

- Clearly identify the training track that the proposed project will address (either the Nurse Education Professional Track or the Nursing Career Pathways Track). Applicants must clearly identify occupations along career pathways leading to middle- to high-skilled H-1B healthcare occupation(s), aligned with their track, from the list in Appendix A. If a proposed occupation is not listed in Appendix A, the application must provide data showing that the healthcare occupation is in-demand in the proposed service area, on a career pathway to a middle- to high-skilled nursing occupation, and is one for which a significant number of H-1B visas have been certified. Applicants must use verifiable data to make this demonstration, such as data provided by DOL's Foreign Labor Certification Data Center. (2 points)

ii. Service Area Need (8 Points)

- Provide a detailed explanation of the population served and rationale for the proposed geographic scope of the project. Applicants must describe the correlation between the target population along with the proposed service area and its impact on underrepresented populations and underserved communities. Applicants must provide evidence of need in the proposed service area(s), such as proposing to serve Health Professional Shortage Areas (HPSAs). (4 points)
- Provide a detailed and convincingly supported description of the current and future projected demand for employment in the occupations in the track selected (Nurse Education Professional Track **or** Nursing Career Pathways Track), including how the demand coincides with the project. Applicants must also describe how the occupations selected will increase the pipeline for nursing instructors and educators or nursing professionals based on the track selected and proposed project. Applicants must cite the source for the projected demand, such as Bureau of Labor Statistics or other DOL sources, state workforce agency sources, employers, or other labor market information provided by employers or other reliable, credible, and knowledgeable parties. Applicants must provide strong evidence with citations that identifies the average current wages offered for the selected occupation(s) based on state or local data. To the extent possible, data should reflect the proposed geographic scope. (4 points)

b. Expected Outcomes and Outputs (Up to 20 Points)

i. DOL Nursing Expansion Grant Program Training and Employment Performance Outcomes and Data Reporting Requirements (6 Points)

• H-1B Nursing Expansion Grant Performance Outcome Measures

Applicants must include numerical targets for the full grant period of performance for each of the performance outcome measures related to the nursing track for which an application is being submitted: the Nurse Education Professional Track or the Nursing Career Pathways Track. The

performance outcome measures for each track are identified below and defined in Appendix B.

For each performance outcome measure, applicants must provide targets in raw numbers for the entire period of performance; otherwise, they will not receive full points. Percent increases, or other types of data projections, are not acceptable. (6 points)

Performance Outcome Measures: Nurse Education Professional Track

1. Total number of participants served;
2. Total number of participants who began receiving education/job training activities;
3. Total number of participants who began receiving education/job training activities and achieved a measurable skills gain;
4. Total number of participants who completed education/job training program activities;
5. Total number of participants who completed education/job training program activities and obtained a credential; and
6. Total number of participants who completed education/job training program activities and either entered unsubsidized employment or advanced into a new position.

Performance Outcome Measures: Nursing Career Pathways Track

1. Total number of participants served;
2. Total number of participants who began receiving education/job training activities;
3. Total number of participants who completed education/job training program activities;
4. Total number of participants who completed education/job training program activities and obtained a credential;
5. Total number of unemployed and underemployed participants who completed education/job training program activities and entered unsubsidized employment; and
6. Total number of incumbent worker participants who completed education/job training program activities and advanced into a new position.

Nurse Education Professional Track only: The target submitted for Performance Outcome Measure #6 (Total number of participants who completed education/job training program activities and either entered unsubsidized employment or advanced into a new position) should include both the number of unemployed and underemployed participants who enter employment after completion and the number of incumbent worker participants who advance in employment. After award, successful Nurse Education Professional Track applicants will be required to provide a disaggregation of this performance outcome measure by participant type, where appropriate to the program design. Please see Appendix B for more information about this performance outcome measure and its definition.

Nursing Career Pathways Track only: After award, successful Nursing Career Pathways Track applicants will be required to provide a target for the following outcome measure: *Total Number of Experienced Nursing Professionals Who Were Placed into a Preceptor Role*. This performance outcome measure includes the number of experienced nursing professionals who take on a preceptor role as a result of the grant, and will be reported cumulatively each quarter in the Quarterly Narrative Report (QNR).

Applicants must provide one performance table that contains only the performance outcome measures that are applicable to the training track selected for their application. The table must clearly identify the training track for which an application is being submitted, the performance outcome measures applicable to the training track (listed above), and the total end-of-grant numerical targets that will result from the project. (See Appendix B for a sample format).

In formulating numerical targets, applicants should factor in that their project design must address the full purpose of the FOA within the 60-month period of performance, and carefully consider and align their targets to correspond with the FOA requirement that grantees may not enroll any participants after the end of the fourth year of the period of performance (see Section II.B). Applicants should also consider factors of their proposed project design, such as geographic scope; recruitment and outreach activities; employment status at entry of the participants targeted; training type and length of training offered; and other factors relevant to the achievement of each performance outcome measure target.

The performance table must be submitted as a separate attachment and does not count against the page limit of the Project Narrative (see Section IV.B.4. Attachments to the Project Narrative, as well as Appendix B. Suggested Performance Outcome Measures Table).

In addition, after award, successful applicants will also submit annual targets for each performance outcome measure that show cumulative progress toward the total end-of-grant targets submitted. The Department uses these annual targets to assess the performance trajectory and provide technical assistance support to help grantees stay on track to meet their total end-of-grant performance outcome measure targets.

While applicants are required to propose targets for the performance outcome measures identified above, which are specific to this FOA, the following WIOA indicators will also be tracked for all awarded grants:

- Employment Rate – 2nd Quarter After Exit
- Employment Rate – 4th Quarter After Exit
- Median Earnings – 2nd Quarter After Exit
- Credential Attainment
- Measurable Skill Gains

Applicants are not required to provide targets for these WIOA indicators.

ii. Feasibility of Proposed Performance Outcome Measure Targets (12 Points)

- Provide a thorough explanation of how the numerical targets for the performance outcome measures are feasible and appropriate for the design of the program—specifically, detail how the targets were derived and how the targets fit into the overall timeline of grant implementation. (12 points)

iii. System or Process for Tracking, Collecting, and Reporting Participant Data (2 Points)

- Provide specific details about the procedures already in place for tracking performance outcome measures and other participant data such as demographic information, training

provided, and other information as described in Section I.E.1. Program Design, including which information is already captured through the processes currently being used, and describe staffing, technology, computer applications, and other resources already available to accomplish this task. Identify and explain any gaps between the information that is already collected and the specific information for which reporting is required, and how these gaps will be bridged. Provide a specific plan for staffing, technology, partnerships, computer application purchases, or other resources that the applicant plans to procure to meet this requirement. (1 point)

- As described in Section I.E.2., grantees or their designated grant partner must establish and document the eligibility of all participants, including incumbent workers, and maintain the necessary records to support grant monitoring. For applicants proposing to serve incumbent workers, describe how incumbent worker eligibility will be determined by the grantee or a designated grant partner, and not the participating employer. (1 point)

c. Project Design (Up to 50 Points)

- i. Applicants must clearly and thoroughly identify the proposed methods that the project will use to assist individuals in participating and successfully completing grant training using a worker-centered sector strategy model that incorporates the three cross-cutting principles described in Section I.A.2. In each criterion below, applicants must describe their rationale for taking the proposed approach over others, identify any potential barriers, and describe how the project will overcome those barriers.

Worker-Centered Sector Strategies (16 points)

Scoring for this criterion is based on the description of the worker-centered sector strategy partnership model and how all required and optional partners will respond to the nursing workforce challenges by addressing the employers' and workers' needs.

- Comprehensive description of the worker-centered sector strategy partnership, including identifying all required partners (employers, education and training providers, workforce development entities, and worker organizations, labor-management organizations, or labor unions), and other optional partners as identified in Section III.A.3. Applicants must describe partner roles, their match or leveraged contribution, and thoroughly and convincingly explain how each partner will support the development of the program design, project implementation, training activities that support the applicant's proposed training track, and other allowable activities and services specified in Section I.E. (4 points)
- Clearly describe the process and system for how the applicant will develop and operationalize the worker-centered sector partnership, including but not limited to, ongoing communication, sharing of information, ensuring consistent policies across all grant partners, and evaluating partnership performance, in ways that respond to worker and employer needs, and that lead to career advancement opportunities for participants, especially participants in underserved communities. (4 points)
- Describe the sustainability plan to continue, replicate, and advance successful Nursing Expansion Grant Program design elements while maximizing program continuity after the grant period of performance. (4 points)

- Documentation of the active roles of all required and optional partners must be attached to the grant application and does not count against the page count. This includes a clear and thorough description of the capacity and role of all partners involved in providing outreach and recruitment services, training activities, employment assistance, supportive services, and other relevant activities, such as the commitments of employer partners to support preceptor incentives and improved job quality criteria. Such documentation must be included in the form of attached partnership agreements, letters of commitment, or other documentation (as described in Section IV.B.4. Attachments to the Project Narrative). Zero points will be awarded for this criterion if there is missing or incomplete documentation of partnerships. Successful applicants must have letters of commitment from all required partners by the beginning of the period of performance. (4 points)

ii. **Cross-Cutting Principles of Worker-Centered Sector Strategies (28 Points)**

Scoring under this criterion is based on how the proposed project fully integrates the components of the three cross-cutting principles of worker-centered sector strategies described below into the program design of the training track selected, which are: 1) Strategies for Ensuring Diversity, Equity, Inclusion, and Accessibility; 2) Career Pathways; and 3) Approaches for Increasing Job Quality.

- **Cross-Cutting Principle #1: Strategies for Ensuring Diversity, Equity, Inclusion and Accessibility (12 Points)**

Scoring for this criterion will be based on a clear and comprehensive description of a strategy that demonstrates how the project design supports the attraction, retention, and advancement of historically marginalized and underrepresented populations in the healthcare professions within the proposed service areas.

- Provide a comprehensive description of an effective outreach, recruitment, and enrollment strategy for engaging the target population(s) to recruit the requisite number of participants. The description must include a strategy for outreach to and recruitment and enrollment of individuals from underserved communities, and may include participants from programs such as, but not limited to, the Department of Health and Human Services, Health Resources and Services Administration (HRSA) Nursing Workforce Diversity Program, and other relevant programs, DOL's Workforce Opportunity for Rural Communities (WORC) grant program, and Job Corps. (4 points)
- Identify equity gaps in retention and program completion of participants from underserved communities in existing healthcare training programs in the selected training track and the strategies that will be used to address the specified equity gaps. For each strategy, provide evidence with citations that the strategy will address the identified gaps and indicate whether it is anticipated to effect change at an individual, program, and/or systems level. Explain how the strategies will align with the selected training track and describe how required and optional partners identified will be involved in strategy implementation. See Appendix E for the definition of an equity gap. (4 points)
- Identify equity gaps in employment of participants from underserved communities who complete healthcare training programs in the selected training track and the strategies that will be used to address the specified equity

gaps. Describe the correlation between the equity issues and the strategies needed to address them. Provide a thorough and detailed explanation/justification for how and why these strategies are adequate to significantly narrow or close the identified gaps. Explain how required and optional partners identified will be involved in strategy implementation. See Appendix E for the definition of an equity gap. (4 points)

- **Cross-Cutting Principle #2: Career Pathways (8 Points)**

Scoring for this cross-cutting principle will be based on a clear description of the tools, methods, resources, training, and best practices that will be used to provide high-quality, comprehensive, competency-based training along a career pathway for nursing instructors and educators or for direct nursing training to address the demand for skilled nursing professionals (including preceptors) within the proposed service area.

For all applicants (4 Points):

- Clearly identify the training strategy(ies) that will be deployed to train participants enrolled in the Nurse Education Professional Track or the Nursing Career Pathways Track, as described in Section I.E. Program Design and Allowable Activities, including a narrative description of the program's educational structure, such as course description, curriculum design, and credentials and/or certificates awarded upon completion. (2 points)
- Identify and explain any gaps in the support needed to mitigate the challenges of recruiting and retaining participants in nurse education professional and nursing programs and provide an explanation on how grant partners will address and fill those gaps. (1 point)
- Describe the strategy that will be used to assess all program participants for the supportive services needed to successfully remain in and complete grant training. Demonstrate a clear plan that details what resources and services will be offered by the project and how they will be distributed to bridge the gaps for participants in need to complete grant training and obtain employment in middle- and high-skilled nurse education professional and nursing jobs. (1 point)

For the Nurse Education Professional Track Only (4 Points):

- Provide a comprehensive narrative description that describes and convincingly demonstrates how the proposed program(s) will provide high-quality training along a career pathway that focuses on the skills, competencies, and credentials needed for nursing instructors and educators. The description must outline the applicant's strategy for recruiting a sufficient number of current or former nurses who have the postsecondary credentials, licensure, and years of experience to support the transition from a healthcare clinician to a instructor or educator. (2 points)
- Demonstrate how the proposed training strategy will lead to an increase in skilled nurse education professionals prepared to be hired into vacant positions in the proposed service area. Describe the policies and procedures that will help ensure

participants are fully committed to becoming nurse education professionals upon completion of training and obtaining the required degree/licensure. (2 points)

OR

For the Nursing Career Pathways Track Only (4 Points):

- Provide a comprehensive narrative description that describes and convincingly demonstrates 1) how the proposed program(s) will provide high-quality training along a career pathway that focuses on the skills, competencies, and credentials needed for middle- to high-skilled occupations in direct nursing occupations; and 2) how participants will achieve the necessary recognized postsecondary credential(s) that will lead to employment in middle- to high-skilled jobs, or are on a career pathway to middle- to high-skilled jobs that support the achievement of the proposed training outcomes in the proposed service area (listed above). (2 points)
 - Provide a comprehensive narrative description of the strategy to develop a pipeline of experienced nursing professionals who can take on the role of preceptors to mentor and prepare a new generation of nurses. Applicants must propose specific strategies, such as outreach and recruitment methods, innovative partnership agreements, and leveraging employer-funded financial incentives or other types of non-monetary incentives provided by the employer to address the critical shortage of nursing preceptors. (2 points)
- **Cross-Cutting Principle #3: Approaches for Increasing Job Quality (8 Points)**
 - Provide a comprehensive narrative description of how the grant project will integrate and align with the Department's eight principles of job quality as outlined in Section I.A.2. These principles include 1) recruitment and hiring; 2) benefits; 3) diversity, equity, inclusion, and accessibility; 4) empowerment and representation; 5) job security and working conditions; 6) organizational culture; 7) pay; and 8) skills and career advancement. (8 points)

iii. Project Work Plan (6 Points)

Scoring under this criterion is based on a clear and complete overview of project goals and targets, milestones, key activities, and key partners of the proposed program.

- **Project Timeline**

Applicants must present a timeline in a table format that provides an overview of the work plan for the project proposed. The work plan should include an overview of goals, activities, key milestones (including short-term, mid-term, and long-term milestones), targets, and timelines that capture the employment/training activities and partners involved in achieving them. Applicants should account for the start-up and implementation timeframes outlined in Section II.B when developing their work plans (e.g., hiring grant project personnel and undertaking start-up activities immediately, and enrolling participants no later than nine months after the date of grant award). The work plan must be submitted as a separate attachment and does not count against the page limit of the Project Narrative (see Section IV.B.4. Attachments to the Project

Narrative, as well as Appendix C for an example work plan). The work plan must include all of the following:

- Project goals, which are the overarching achievements that will be pursued;
- Milestones, which are key markers of grant progress; these are typically expressed in the form of an action or event marking a significant change or stage in development;
- Key activities, including timeframes for development or modification of programs, and/or participant enrollment in education and training; and
- Key partner(s) identified for key activities. (6 points)

d. Organizational, Administrative, and Fiscal Capacity (up to 8 Points)

i. Capacity of Lead Applicant, Partnership Structure, and Administrative Controls and Systems (8 points)

- Applicant must provide a detailed description demonstrating the lead applicant's capacity to effectively manage each component of the program, including a project management plan and a communications plan for efficient and effective management of the project with all partners and staff; and demonstrating its capacity to establish effective procurement processes, systems, and procedures and those of any partners that will be providing any services or conducting any activities under the grant (if applicable). (6 points)
- Applicant must provide a 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 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 key roles, such as board members, advisors, and consultants, to fulfill the needs and requirements of the proposed project, and to incorporate the lived experiences of historically marginalized or underrepresented nursing professionals to the project's design and execution. Such qualifications and experience must demonstrate the ability to manage a strategic partnership, including fiscal and administrative management, outreach, and promotion. (2 points)

e. Past Performance – Programmatic Capability (Up to 10 Points)

Applicants will receive points based on past performance data. Applicants must use the information below and provide the applicable past performance information.

- i. Applicants must provide a full description of the lead applicant's prior experience in the development of employment and training programs, or capacity to establish or expand employment and training programs within a local/regional, statewide, or national area during the grant period. This could include evidence of existing partnerships, prior experience in taking employment and training programs to scale, and the number of participants served in prior programs. (2 points)

- ii. Demonstrate that partners have experience in deploying employment and training programs, including classroom training, work-based learning programs, internships, mentorships, externships, or clinical placements within the proposed industry, and in enrolling participants in employment and training programs, including securing employment placements, and/or wage increases. (2 points)
- iii. Applicants must provide a past performance chart that shows the performance outcome measures achieved and spending rate analysis for a grant initiative completed in the previous five years using the chart format described below. There are different chart format instructions depending on past grant experience. Applicants must use the information below to determine which instructions are applicable to their organization. Applicants that do not have completed grant experience within the past five years as described in the instructions below will not submit a chart and no points will be awarded for this rating factor. Failure to provide a past performance chart will result in zero points awarded for this rating factor. (6 points)

Performance Chart Format Instructions

Past Recent H-1B Awardees

Applicants that have received an H-1B-funded grant award from the Department whose period of performance ended within the past five years of the closing date of this announcement are required to provide a Past Performance Chart that includes the following information:

- H-1B grant program name;
- Grant lead and project name;
- Funding amount and period of performance;
- Performance outcome measures achieved (as described further below); and
- Spending rate analysis (as described further below).

To complete the sections on performance outcome measures achieved and spending rate analysis, applicants are required to use the cumulative reported data from the final Quarterly Performance Report (ETA-9136) and the Quarterly Financial Report (ETA-9130) for the grant. If an H-1B grant has not been completed within the last five years, this format should not be used.

Applicants whose data cannot be verified using the final reports of the most recently ended H-1B grant will receive zero points for this rating factor.

Past ETA Grant Awardees

Applicants that have received an ETA grant award that was not an H-1B-funded grant award, whose period of performance ended within the last five years of the closing date of this announcement, are required to provide a Past Performance Chart that includes the following in order to demonstrate if and how the applicant successfully completed and managed the agreement:

- Grant program name;
- Grant lead and project name;

- Grantor name and contact information;
- Funding amount and period of performance;
- Project information/grant objectives;
- Population served;
- Performance outcome measures achieved (as described further below); and
- Spending rate analysis (as described further below).

To complete the sections on performance outcome measures achieved and spending rate analysis, applicants are required to use the cumulative reported data from the final report(s) submitted for the most recently ended ETA grant award. If an ETA grant has not been completed within the last five years, this format should not be used.

Past Non-ETA Grantees

Applicants that have received non-ETA assistance agreements (federal or non-federal grants and cooperative agreements but not federal contracts) whose period of performance ended within the past five years of the closing date of this announcement, but have not had an ETA grant, are required to provide a Past Performance Chart that demonstrates if and how the applicant successfully completed and managed the agreement and that the federally and/or non-federally funded assistance agreement is similar in size, scope, and relevance to the proposed project. The chart must include the following:

- Project name;
- Grantor name and contact information;
- Funding amount and period of performance;
- Project information/grant objectives;
- Population served;
- Performance outcome measures achieved (as described further below); and
- Spending rate analysis (as described further below).

To complete the sections on performance outcome measures achieved and spending rate analysis, applicants must use the cumulative final reported data submitted for their agreement. If a federally and/or non-federally funded assistance agreement has not been completed within the last five years, this format should not be used.

For non-ETA grants, the chart must be signed by the grantor, or a letter must be provided from the grantor verifying the data provided in response to the requested performance outcome measures achieved and spending rate analysis. **Failure to provide a chart or letter signed by the grantor will result in zero points being awarded for this rating factor.** This letter must be on grantor letterhead and contain contact information for the grantor.

1. Performance Outcome Measures Achieved (4 Points)

The Past Performance Chart must include the following four indicators in the Performance Outcome Measures Achieved section, which ETA views as the most critical to demonstrating

that the applicant's past success in a similar program has prepared its organization to succeed in operating an employment and training project:

- **Indicator 1:** Total number of participants enrolled in training out of the total number of participants served
- **Indicator 2:** Total number of participants who completed training out of the total number of participants enrolled in training
- **Indicator 3:** Total number of participants who completed training and attained credentials out of the total number of participants enrolled in training
- **Indicator 4:** Total number of participants who entered employment out of the total number of participants enrolled in training

For each of the four indicators, the applicant must list and identify the numerator and the denominator from the final grant report submitted and show the calculated percentage for each. Failure to provide accurate, verifiable percentages using the numerators and denominators for each indicator from the final submitted report from the most recent completed grant will result in zero points for this subsection. Applicants that have not completed an H-1B or ETA grant may substitute a different indicator if the substituted indicator is applicable to the performance outcome measures required in this FOA, clearly identifies and defines the indicator, and provides the same data (i.e., numerator, denominator, and calculated percentage). DOL reserves the right to disqualify indicators that are determined not to be sufficiently similar to the indicators above and award zero points for non-qualifying indicators.

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

- Applicants achieving 80% or above on all four performance indicators for their most recently completed grant will receive 4 points for this subsection.
- Applicants achieving 80% or above on three performance indicators for their most recently completed grant will receive 3 points for this subsection.
- Applicants achieving 80% or above on two performance indicators for their most recently completed grant will receive 2 points for this subsection.
- Applicants achieving 80% or above on one performance indicator for their most recently completed grant will receive 1 point for this subsection.
- Applicants that did not achieve 80% or above on any performance indicator or where performance indicators cannot be verified for their most recently completed grant will receive 0 points for this subsection.

2. Spending Rate Analysis (2 Points):

Applicants must submit, as part of the Past Performance Chart described above, the total grant amount and the percentage of grant funds spent during the original period of performance for the grant as identified through the Past Performance Chart Instructions specified above. Applicants will receive points for their spending rate, as demonstrated in the chart they provide in the Spending Rate Analysis section, as follows:

- Applicants that expended at least 98 percent of the grant funds for their most recently completed grant will receive 2 points.
- Applicants that expended at least 80 percent but less than 98 percent of the grant funds for their most recently completed grant will receive 1 point.
- Applicants that expended less than 80 percent of the grant funds for their most recently completed grant will receive 0 points.

Below is a sample format for the chart:

Grant Project Name: (All grants)				
Grant Lead: (H-1B or ETA grants only)				
Grantor Contact - Name, Title, E-mail Address, and Telephone Number: (ETA or non-ETA grants only – non-ETA grants must also include signature)				
Funding Amount and Project Period of Performance: (All grants)				
Project Information/Grant Objectives: (ETA or non-ETA grants only)				
Population Served: (ETA or non-ETA grants only)				
Performance Outcome Measures Achieved: (All grants)				
Performance Indicator	Numerator	Denominator	Fraction	Percentage Achieved
<i>Indicator 1</i>	<i>Number of Participants Enrolled in Training: 105</i>	<i>Number of Participants Served: 115</i>	<i>105/115</i>	<i>91%</i>
<i>Indicator 2</i>	<i>Number of Participants Completed Training: 100</i>	<i>Number of Participants Enrolled in Training: 105</i>	<i>100/105</i>	<i>95%</i>
Spending Rate Analysis: (All grants)				
Grant Funds Received:	Grant Funds Spent by end of the Original Period of Performance:	Total Spent / Total Grant Funds	Percentage Rate of Spending:	
<i>Example: \$1,000,000</i>	<i>\$800,000</i>	<i>\$800,000/\$1,000,000</i>	<i>80%</i>	

f. Budget and Budget Narrative (Up to 2 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.

1. Feasibility of Budget for Meeting Project Goals (2 Points)

- i. How the budget is reasonable and feasible based on the activities outlined in the Project Narrative;
- ii. How the proposed expenditures will support the expansion of nursing opportunities while advancing equity; and
- iii. How key personnel have been allocated time necessary to achieve project results.

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. Omission of the abstract will not result in your application being disqualified; the lack of the required information in the abstract, however, may impact scoring. See III.C.1 for a list of items that will result in the disqualification of your application. Should you be selected for an award, the information provided in your abstract may be published to a public facing website as a summary of your project. The abstract must include the following:

- Lead applicant organization name
- Lead applicant entity organization type
- Lead applicant location (city and state)
- Names of required partners
- Names of optional partners
- Geographic scope
 - Identify scope: local/regional, statewide, or national
 - A description of the area to be served, and identification of the specific location(s) where grant services will be provided: (e.g., cities, counties, or state(s))
- Total federal funding requested

- Total match proposed
- Project title/name
- Proposed number of participants who start training (Outcome Projection #2 from the submitted Performance table)
- Summary of grant purpose and employment and training activities offered
- Target population(s) to be served
- The selected training track (Nurse Education Professional or Nursing Career Pathways)
- Targeted occupations
- Recognized postsecondary credentials offered
- Subrecipient roles: List all subrecipients and the roles (activities) they will fill on the proposed project. Roles should be aligned to proposed workplan.
- New or existing program(s)
- 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) Past Performance Documentation

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

See Section IV.B.3.e. for which applicants are to submit this documentation and additional instructions.

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

(2) Letters of Commitment or MOUs

Submit signed and dated Letters of Commitment or Memoranda of Understanding between the applicant and partner organizations and/or sub-grantees that propose to provide services to support the program model and lead to the identified outcomes. See Section IV.B.3.c.ii.)

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

(3) 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.”

(4) 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.

(5) Performance Outcome Measures Table

Applicants must provide a performance outcome measures table that identifies the training track selected for the project and the performance outcome measures that are applicable to the training track along with the total end-of-grant numerical targets for each performance outcome measure. (See Appendix B for a sample format).

C. SUBMISSION DATE, TIME, PROCESS AND ADDRESS

We must receive your application by 01/06/2023. You must submit your application electronically on <https://www.grants.gov> **no later than 11:59 p.m. Eastern Time on the closing date.**

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

1. Hardcopy Submission

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

2. Electronic Submission through Grants.gov

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

The process can be complicated and time-consuming. 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://grantsapplicationandmanagement.workforcegps.org/resources/2022/05/10/15/23/How-to-Apply-for-a-Grant>.

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

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

- call 1-800-518-4726 or 606-545-5035 to speak to a Customer Support Representative or
- email support@grants.gov.

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

Late Applications

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

D. INTERGOVERNMENTAL REVIEW

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

E. FUNDING RESTRICTIONS

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

Indirect Costs

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

Option 1: You may use a NICRA or Cost Allocation Plan (CAP) supplied by the federal Cognizant Agency. If you do not have a NICRA/CAP or have a pending NICRA/CAP, and in

either case choose to include estimated indirect costs in your budget, at the time of award the Grant Officer will release funds in the amount of 10 percent of Modified Total Direct Costs to support indirect costs. Within 90 days of award, you are required to submit an acceptable indirect cost proposal or CAP to your federal Cognizant Agency to obtain a provisional indirect cost rate. (See Section IV.B.4. for more information on NICRA submission requirements.)

Option 2: Any organization that does not have a current negotiated (including provisional) rate, with the exceptions noted at 2 CFR Part 200.414(f) in the Cost Principles, may elect to charge a de minimis rate of 10 percent of modified total direct costs (see 2 CFR Part 200.1 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 the non-Federal entity chooses to negotiate for a rate, which the non-Federal entity may apply to do at any time. (See 2 CFR Part 200.414(f) for more information on use of the de minimis rate.)

Intellectual Property Rights

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

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

Instructions for marking your work with CC BY can be found at https://wiki.creativecommons.org/Marking_your_work_with_a_CC_license.

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

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

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

Separate from the CC BY license to the public, the Federal Government reserves a paid-up, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use for federal purposes (i) the copyright in all products developed under the grant, including a subaward or contract under the grant or subaward; and (ii) any rights of copyright to

which the recipient, subrecipient, or a contractor purchases ownership under an award (including, but not limited to, curricula, training models, technical assistance products, and any related materials). Such uses include, but are not limited to, the right to modify and distribute such products worldwide by any means, electronically or otherwise. The grantee may not use federal funds to pay any royalty or license fee for use of a copyrighted work, or the cost of acquiring by purchase a copyright in a work, where the Department has a license or rights of free use in such work. If revenues are generated through selling products developed with grant funds, including intellectual property, DOL treats such revenues as program income. Such program income is added to the grant and must be expended for allowable grant activities.

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

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

Credential Transparency

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

Sub-Recipient Awards

The Department expects the lead applicant has the organizational capacity to implement the proposed program design. The Department discourages applications that result in a “pass-through” of grant funds to a third-party entity (i.e., where the lead applicant sub-awards the majority of grant funds and operational activities to a single sub-recipient). Experience has shown that grant projects where the lead applicant is only nominally involved with operational aspects of the grant, delegating grant administration and operational control to a pass-through entity, increases the risk for compliance and performance-related issues that can negatively impact grant performance and sustainability of the program.

Therefore, applicants that have allocated a majority of the total grant award to one or more subrecipients will be assessed during the post-award ETA compliance review process to ensure effective grants management.

In the Budget Narrative (under the "Contractual" line item), applicants must clearly outline all sub-recipient allocations. (See Section IV.B.2.a.)

Use of Grant Funds for Participant Wages

a. On-the-Job Training (OJT)

Under this Announcement, on-the-job training (OJT) is available only for unemployed and underemployed individuals. Incumbent workers are not eligible for OJT under this FOA, and grantees are specifically prohibited from spending grant funds on payment of wages of incumbent workers. OJT is provided under a contract with an employer in the private nonprofit or private for-profit sector. Under the OJT contract, the employer pays wages to the participant, and occupational training is provided for the participant in exchange for the reimbursement to the employer of a percentage of the participant's wage rate to compensate for the employer's extraordinary costs of training the individual (subject to the policy exceptions described below).

The OJT agreement may not be with an employer who has previously exhibited a pattern of failing to provide OJT participants with continued long-term employment with wages, benefits, and working conditions that are equal to those provided to regular employees who have worked a similar length of time and are doing the same type of work. The OJT contract must be limited to the period required for a participant to become proficient in the occupation for which the training is being provided. Funds provided to employers for OJT must not be used to directly or indirectly assist, promote, or deter union organizing.

The following are additional restrictions for OJT:

- i. Eligible participants cannot be currently employed by the employer;
- ii. Participant placements may only occur in private for-profit and nonprofit sectors (i.e., the grant does not allow for public sector placements);
- iii. No placement may be made through staffing agencies providing workers on a temporary basis to employers for which the agency receives compensation from an employer; and
- iv. The period of reimbursement should be an adequate length to ensure the participant has acquired the technical skills needed for employment, but no longer than 12 months. Individuals may not be co-enrolled in other programs for the purpose of extending OJT employer reimbursement beyond 12 months. Twelve months exceeds the average length of time for current OJT activities; therefore, grantees should negotiate contracts with employers that lead to transitioning participants to permanent employment as soon as possible. Grantees may establish contracts that will be longer than 12 months for multiple participants; however, the reimbursement for each individual that participates in OJT cannot be longer than 12 months.

Typically, the negotiated reimbursement percentage for OJT may be as high as 50 percent of the participant's hourly wage. However, for grants awarded under this Announcement, the negotiated reimbursement percentage may be as high as 90 percent of the participant's hourly wage based on employer size, as follows:

- up to 90 percent of the participant's wage rate for employers with 50 or fewer employees;
- up to 75 percent of the participant's wage rate for employers with 51-250 employees; and
- up to 50 percent for employers with more than 250 employees.

b. Registered Apprenticeship Programs (RAPs)

Organizations may use grant funds awarded under the DOL Nursing Expansion Grant Program FOA to reimburse a portion of a Registered Apprentice's work-based learning costs to employers.

For grants awarded under this FOA, the negotiated reimbursement percentage of an apprentice's work-based learning costs may be as high as 50 percent of the participant's hourly wage. We also encourage grantees to negotiate lower rates or variable rates (such as starting at the maximum allowable reimbursement rate and reducing the subsidy over time), where possible, to ensure that the maximum number of apprentices will be served by the grant project. The following are additional restrictions for use of grant funds for work-based learning registered apprenticeships:

- i. Participant placements may occur only in private for-profit and nonprofit sectors (e.g., the grant does not allow for public sector placements); and
- ii. No placement may be made in staffing agencies providing workers on a temporary basis to employers for which the agency receives compensation from an employer.

c. Work Experience and Internships

Work experience and internships are both planned, structured learning experiences that take place in a workplace for a limited period and, for the purposes of the grants under the DOL Nursing Expansion Grant Program FOA, must be paid. Wages and stipends may be paid either directly to participants or to the employer partner for the purposes of reimbursing participant wages. Fair wage and labor standards apply where an employee/employer relationship exists, as defined by the Fair Labor Standards Act (FLSA). For more information on the FLSA, applicants may visit <http://www.dol.gov/whd/>.

For a work experience or internship that supports training, grantees will need to document how the work experience or internship is connected to and supports the education and training activities included in the grant. Grantees have flexibility in the design and implementation of work experience and internships but such opportunities must meet the following parameters:

- i. Provide an individual with monitored or supervised work or service experience in their expected career field where the individual has prescribed learning goals and reflects actively on what they are learning throughout the experience. These learning goals may include: (a) academic learning, career development, and skill development; and (b) the attainment of credentials in the individual's expected career field;
- ii. Are part of structured programs where the grantee established the criteria for determining who will participate in these programs; and
- iii. Are for a set time period.

Leveraging WIOA funds for the purposes of providing paid work experience is also encouraged.

Grantees may refer to TEGL 21-16: *Third Workforce Innovation and Opportunity Act (WIOA) Title I Youth Formula Program Guidance* for additional technical assistance guidance on policies and procedures for work experience and internships.

d. Incumbent Worker Salaries

For grantees that are serving incumbent workers, incumbent worker salaries paid by the employer are NOT allowable costs to be reimbursed under this grant.

e. Use of Funds for Supportive Services

Grantee may use up to 15 percent of grant funds to provide supportive services for training participants. Under this FOA, supportive services are those necessary to enable an individual to participate in education and training activities funded through this grant program. Examples of such services include, but are not limited to, childcare, dependent care, transportation, mental health counseling, books, academic fees, supplies, parking, printing, tutoring, licensing exam fees, professional dues, housing, and needs-related payments that are necessary to enable an individual to participate in education and training activities. Grantees may fund supportive services through various means, including providing the actual supportive service (e.g., childcare), providing participants with a voucher for the service (e.g., public transportation cards or tokens), or providing a stipend directly to the participant. Where stipends for supportive services are provided, the stipend amount must be for costs of a specific supportive service (e.g., childcare), rather than simply based on an unidentified need.

For the purposes of this FOA, grantees may use grant funds, up to the percentage specified above, to provide supportive services only to individuals who are participating in education and training activities provided through the grant when such services are necessary to enable individuals to participate in education and training activities under the grant. Grantees may establish additional limits on the provision of supportive services or provide their sub-recipients with the authority to establish such limits, including a maximum amount of funding and maximum length of time for supportive services to be available to participants. Grantees must ensure that their use of grant funds for supportive services is consistent with their organization's established written policy on the provision of supportive services, and must ensure that costs are reasonable, necessary, allowable and allocable to the ETA grant award.

ETA strongly encourages grantees to leverage other sources of funding for supportive services such as WIOA, human services programs, and other community partners. When a participant is eligible for human services or other programs, we recommend reserving grant funds for those participants that need support but are not eligible for other assistance.

f. Incentive Payments to Collect Employment Outcomes

DOL Nursing Expansion grantees may use up to 1.5 percent of grant funds for the provision of gift cards or other types of incentive payments to participants for providing information on grant outcomes (such as credential attainment, preceptor placement, or employment status) for the purposes of accurately reporting performance outcomes to the Department. Grantees are prohibited from utilizing grant funds to provide incentive payments for any other purpose. These incentive payments must be tied to the goals of the grant. Grantees must have policies and procedures in place governing the awarding of incentive payments to participants and the

incentives provided under the grant must comply with these organizational policies.

Grant Profit

For all grant recipients and sub-recipients, the earning of profit is not an allowable cost item. Earnings above actual costs incurred are to be treated as program income. Any program income earned must be used for program purposes.

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)	10 total
2. Expected Outputs and Outcomes (See Section IV.B.3.b Expected Outcomes and Outputs)	20 total
3. Project Design (See Section IV.B.3.c. Project Design)	50 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)	10 total
6. Budget and Budget Narrative (See Section IV.B.2. Project Budget)	2 total

Criterion	Points (maximum)
TOTAL	100

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

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

2. Risk Review Process

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

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

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

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

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

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

applying for a grant with ETA.

U.S. DEPARTMENT OF LABOR -EMPLOYMENT AND TRAINING ADMINISTRATION (ETA) FUNDING OPPORTUNITY ANNOUNCEMENT: FINANCIAL SYSTEM RISK ASSESSMENT		
SECTION A: PURPOSE		
The financial responsibility of grantees must be such that the grantee can properly discharge the public trust which accompanies the authority to expend public funds. Adequate administrative and financial systems including the accounting systems should meet the following criteria as contained in 2 CFR 200 and 2 CFR 2900. (1) Accounting records should provide information needed to adequately identify the receipt of funds under each grant awarded and the expenditure of funds for each grant. (2) Entries in accounting records should refer to subsidiary records and/or documentation which support the entry and which can be readily located. (3) The accounting system should provide accurate and current financial reporting information. (4) The accounting system should be integrated with an adequate system of internal controls to safeguard the funds and assets covered, check the accuracy and reliability of accounting data, promote operational efficiency, and encourage adherence to prescribed management policies.		
SECTION B: GENERAL		
1. Applicant Legal Name (as it appears in SAM.gov):		
a. When was the organization founded/incorporated (<i>month, day, year</i>):	b. Principal Officers Names, Title, Email Address President/Chair Board of Directors: Chief Executive Officer: Chief Financial Officer: Accounting/Budget Officer:	
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, nonprofit, LLC, etc) and if it provides services or products to the organization in relation to this grant.		3. Total Sales/Revenues in most recent accounting period. (<i>12 months</i>)

U.S. DEPARTMENT OF LABOR -EMPLOYMENT AND TRAINING ADMINISTRATION (ETA) FUNDING OPPORTUNITY ANNOUNCEMENT: FINANCIAL SYSTEM RISK ASSESSMENT		
		\$
SECTION C: ACCOUNTING SYSTEM		
<i>NOTE: Provide a detailed response (on a separate page on your organization's letterhead and signed/dated by a Principal Officer) for any items 2-9 of Section C that have "No" or "Not Sure" answer(s), providing enough information to clearly reflect the expertise of the organization in these areas.</i>		
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.
2. Which of the following best describes the accounting system: State Internally Web-based administered Developed		
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? Yes No Not Sure If so, who approved it (Federal Cognizant Agency or a Pass-through Entity)? What are the effective dates?		
8. Does the accounting/financial system include budgetary controls to preclude incurring obligations in excess of: Yes No Not Sure a. Total funds available for a grant? Yes No Not Sure		

U.S. DEPARTMENT OF LABOR -EMPLOYMENT AND TRAINING ADMINISTRATION (ETA) FUNDING OPPORTUNITY ANNOUNCEMENT: FINANCIAL SYSTEM RISK ASSESSMENT		
b. Total funds available for a budget cost category (e.g. Personnel, Travel, etc)?		
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 grant? Yes No If yes, please explain briefly.		
SECTION E: FINANCIAL STATEMENTS		
1. Did an independent certified public accountant (CPA) ever examine the financial statements? Yes No		
2. If an independent CPA review was performed please attach a copy of their latest report and any management letters issued. Enclosed N / A		
3. If an independent CPA was engaged to perform a review and no report was issued, please provide details and an explanation below:		
SECTION F: ADDITIONAL INFORMATION		
1. Use this space for any additional information (<i>indicate section and item numbers if a continuation</i>)		

VI. AWARD ADMINISTRATION INFORMATION

A. AWARD NOTICES

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

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

B. ADMINISTRATIVE AND NATIONAL POLICY REQUIREMENTS

1. Administrative Program Requirements

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

- i. Non-Profit Organizations, Educational Institutions, For-profit entities and State, Local, and Indian Tribal Governments—2 CFR Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) and 2 CFR Part 2900 (DOL's Supplement to 2 CFR Part 200).
- ii. Appeal – This program is authorized under section 414(c) of the American Competitiveness and Workforce Improvement Act of 1998 (ACWIA), as amended (codified at 29 USC 2916a). Therefore, appeal under sections 186 of the Workforce Investment Act or the Workforce Innovation and Opportunity Act is not available.
- iii. All entities must comply with 29 CFR Part 93 (New Restrictions on Lobbying), 29 CFR Part 94 (Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)), 2 CFR Part 180 (OMB Guidance to Agencies on Government-wide Debarment and Suspension (Non-procurement)), and, where applicable, 2 CFR Part 200 (Audit Requirements).
- iv. 29 CFR Part 2, subpart D—Equal Treatment in Department of Labor Programs for Religious Organizations; Protection of Religious Liberty of Department of Labor Social Service Providers and Beneficiaries.
- v. 29 CFR Part 31—Nondiscrimination in Federally Assisted Programs of the Department of Labor—Effectuation of Title VI of the Civil Rights Act of 1964.
- vi. 29 CFR Part 32—Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance.
- vii. 29 CFR Part 35—Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance from the Department of Labor.
- viii. 29 CFR Part 36—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance.
- ix. 29 CFR Part 38 – Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Innovation and Opportunity Act.

- x. 29 CFR Parts 29 and 30—Labor Standards for the Registration of Apprenticeship Programs, and Equal Employment Opportunity in Apprenticeship and Training, as applicable.
- xi. The Department of Labor will follow the procedures outlined in the Department’s Freedom of Information Act (FOIA) regulations (29 CFR Part 70). If DOL receives a FOIA request for your application, the procedures in DOL’s FOIA regulations for responding to requests for commercial/business information submitted to the government will be followed, as well as all FOIA exemptions and procedures. See generally 5 U.S.C. § 552; 29 CFR Part 70.
- xii. Standard Grant Terms and Conditions of Award—see the following link: <https://www.dol.gov/agencies/eta/grants/resources>.

2. Other Legal Requirements

a. Religious Activities

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

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

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

c. Transparency Act Requirements

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

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

1. Federal awards to individuals who apply for or receive federal awards as natural persons (e.g., unrelated to any business or non-profit organization he or she may own or operate in his or her name);
2. Federal awards to entities that had a gross income, from all sources, of less than \$300,000 in the entities' previous tax year; and
3. Federal awards, if the required reporting would disclose classified information.

d. Safeguarding Data Including Personally Identifiable Information (PII)

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

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

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

nature of the information, the safeguards required to protect the information, and that there are civil and criminal sanctions for noncompliance with such safeguards that are contained in federal and state laws.

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

e. Record Retention

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

f. Use of Contracts and Subawards

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

Contract: Contract means a legal instrument by which a non-federal entity (defined as a state or local government, Indian tribe, institution of higher education (IHE), non-profit organization, for-profit entity, foreign public entity, or a foreign organization that carries out a federal award as a recipient or subrecipient) purchases property or services needed to carry out the project or program under a federal award. The term as used in this FOA does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward (see definition of Subaward below).

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

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

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

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

g. Closeout of Grant Award

Any entity that receives an award under this Announcement must close its grant with ETA at the end of the final year of the grant. Information about this process may be found in ETA's Grant Closeout FAQ located at <https://www.dol.gov/sites/dolgov/files/ETA/grants/pdfs/GCFAQ.pdf>.

3. Other Administrative Standards and Provisions

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

4. Special Program Requirements

a. ETA Evaluation

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

b. Performance Goals

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

C. REPORTING

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

1. Quarterly Financial Reports

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

2. Quarterly Performance Reports

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

3. Quarterly Narrative Performance Reports

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

VII. AGENCY CONTACTS

For further information about this FOA, please contact Daniela Petchik, Grants Management Specialist, Office of Grants Management, at petchik.daniela.m@dol.gov. Applicants should e-mail all technical questions to petchik.daniela.m@dol.gov and must specifically reference FOA-ETA-22-16, and along with question(s), include a contact name, and phone number. This Announcement is available on the ETA website at <https://www.dol.gov/agencies/eta/grants> and at <https://www.grants.gov>.

VIII. OTHER INFORMATION

A. WEB-BASED RESOURCES

DOL maintains a number of web-based resources that may be of assistance to applicants. These include the CareerOneStop portal (<https://www.careeronestop.org>), which provides national and state career information on occupations; the 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).

The Career Trajectories and Occupational Transitions Dashboard (Career Trajectories and Occupational Transitions Dashboard | U.S. Department of Labor (dol.gov) <https://www.dol.gov/agencies/oasp/evaluation/resources/career-trajectories-and-occupational-transitions-dashboard> is an interactive tool that allows users to view data from four nationally representative longitudinal surveys and online career profiles that capture workers' career trajectories and transitions as they occur in the labor market. The dashboard focuses on "mid-level" occupations – those that typically require education or experience beyond a high school diploma or equivalent, but less than a four-year degree.

B. INDUSTRY COMPETENCY MODELS AND CAREER CLUSTERS

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

C. WORKFORCEGPS RESOURCES

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

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

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

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

D. SKILLSCOMMONS RESOURCES

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

IX. OMB INFORMATION COLLECTION

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

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

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

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

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

Signed 10/03/2022 in Washington, D.C. by:
Brinda Ruggles
Grant Officer, Employment and Training Administration

APPENDIX A: ALLOWABLE OCCUPATIONS ALONG A CAREER PATHWAY TO H-1B NURSING OCCUPATIONS

The DOL Nursing Expansion Grant Program will fund projects that increase nursing instructors and educators and expand and diversify the pipeline of nursing professionals to boost the nation’s healthcare systems while advancing equity.

To achieve the goals of the FOA, applicants are required to propose evidence-based solutions that address one of the following two training tracks:

1. **Nurse Education Professional Track:** Increase Nursing Instructors and Educators to Train the Next Generation Healthcare Workforce and Build More Resilient Healthcare Systems
2. **Nursing Career Pathways Track:** Expand the Pipeline of Nursing Professionals

Applicants may choose to provide healthcare training in one or more of the following occupations. The selected occupation(s) must align with the applicable training track.

Nurse Education Professional Occupation	O#NET Code	O*NET Job Zone [42]
Health Specialties Teachers, Postsecondary	25-1071.00	5
Nursing Instructors and Teachers, Postsecondary	25-1072.00	5
Career/Technical Education Teachers, Postsecondary	25-1194.00	3

In recognition that some training models may use stackable credentials to create accelerated certification opportunities, the below occupations include some occupations that are more entry-level but can be used to build skills toward this FOA’s ultimate goal of increasing middle- to high-skilled nursing professionals.

Nursing Career Pathways Occupation	O#NET Code	O*NET Job Zone [43]
Registered Nurses	29-1141.00	3
Acute Care Nurses	29-1141.01	3

Advanced Practice Psychiatric Nurses	29-1141.02	5
Critical Care Nurses	29-1141.03	3
Clinical Nurse Specialists	29-1141.04	5
Nurse Anesthetists	29-1151.00	5
Nurse Midwives	29-1161.00	5
Nurse Practitioners	29-1171.00	5
Psychiatric Technicians	29-2053.00	3
Licensed Practical and Licensed Vocational Nurses	29-2061.00	3
Home Health Aides	31-1011.00	2
Psychiatric Aides	31-1013.00	2
Nursing Assistants	31-1014.00	2
Personal Care Aides	31-1122.00	2
Occupational Therapy Assistants	31-2011.00	3
Occupational Therapy Aides	31-2012.00	3
Physical Therapist Assistants	31-2021.00	3
Physical Therapist Aides	31-2022.00	2
Medical Assistants	31-9092.00	3

Applicants may also choose to target specific healthcare occupation(s), even if that occupation is not in one of the identified occupations along career pathways leading to middle- to high-skilled H-1B healthcare occupations listed in Appendix A.

If a proposed occupation is not listed in Appendix A, the application must provide data showing that (1) the healthcare occupation is in-demand in the proposed service area and on a career pathway to a middle- to high-skilled nursing occupation; and (2) the occupation is one for which a significant number of H-1B visas have been certified. Applicants must use verifiable data to make this demonstration, such as data provided by DOL’s Foreign Labor Certification Data Center.

To view specific occupations for which H-1B visas have been certified, visit DOL’s Foreign Labor Certification Data Center Web site (<http://www.foreignlaborcert.doleta.gov/performance/data.cfm>) and select the “Data Disclosure” tab for the latest database of occupations approved under H-1B petitions.

APPENDIX B: SUGGESTED PERFORMANCE OUTCOME MEASURES TABLE

DOL Nursing Expansion Grant Program Performance Outcome Measures

A. H-1B PERFORMANCE OUTCOME MEASURES – Track 1: Nurse Education Professional

	Performance Outcome Measures	Numerical Targets (cumulative 5-year totals)
1	Total number of participants served (cumulative 5-year total) This performance outcome measure includes the total number of unique participants who receive a grant-funded service during the grant period of performance after they are deemed eligible to enter a training program. Reminder: No new participants may be enrolled after the end of the fourth year of the grant period.	
2	Total number of participants who began receiving education/job training activities (cumulative 5-year total) This performance outcome measure includes only unique participants, and the target must not exceed the total number of participants served. Reminder: No new participants may be enrolled after the end of the fourth year of the grant period.	
3	Total number of participants who began receiving education/job training activities and achieved a measurable skills gain (cumulative 5-year total) This performance outcome measure includes only unique participants, and the target must not exceed the total number of participants who began receiving education/job training activities.	
4	Total number of participants who completed education/job training program activities (cumulative 5-year total) This performance outcome measure includes only unique participants, and the target must not exceed the total number of participants who began receiving education/job training program activities.	
5	Total number of participants who completed education/job training program activities and obtained a credential (cumulative 5-year total) This performance outcome measure includes only unique participants, and the target must not exceed the total number of participants who completed education/job program training activities.	

6	Total number of participants who completed education/job training program activities and either entered unsubsidized employment or advanced into new employment (cumulative 5-year total) This performance outcome measure includes unique participants who are unemployed and underemployed workers (as defined in Section III.C.3. Eligible Participants) who enter new employment following the completion of a training program and unique incumbent worker participants (as defined in Section III.C.3. Eligible Participants) who advance into a new position with their current employer or a new employer following the completion of a training program. The target must not exceed the total number of participants who completed education/job training program activities. Nurse Education Professional Track Note: <i>The Department expects that most participants who receive services through the Nurse Education Professional Track will be incumbent workers. If an applicant is not proposing to offer services to underemployed and unemployed workers via this track, the applicant should only include incumbent workers who advanced in employment in this target.</i>	
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	H-1B PERFORMANCE OUTCOME MEASURES – Track 2: Nursing Career Pathways	
	Note: As described in Section IV.B.3.b (Expected Outcomes and Outputs), after award, successful Nursing Career Pathways Track applicants will be required to provide a target for the following outcome measure: <i>Total Number of Experienced Nursing Professionals Who Were Placed into a Preceptor Role</i>. No target for this outcome measure is required in the application nor will this be evaluated as a criterion of award. This information will be collected from successful applicants and tracked for reporting purposes and the provision of technical assistance.	
1	Performance Outcome Measures	Numerical Targets (cumulative 5-year totals)
	Total number of participants served (cumulative 5-year total) This performance outcome measure includes the total number of unique participants who receive a grant-funded service during the grant period of performance after they are deemed eligible to enter a training program.	

	Note: Individuals recruited by the grant program into the role of preceptors but not enrolled in a grant-funded training program are not considered participants. If the applicant is not proposing to offer qualifying training to preceptors that leads to certification, the applicant should not include preceptors in their target for this outcome measure. Reminder: No new participants may be enrolled after the end of the fourth year of the grant period.	
2	Total number of participants who began receiving education/job training activities (cumulative 5-year total) This performance outcome measure includes only unique participants, and the target must not exceed the total number of participants served. Reminder: No new participants may be enrolled after the end of the fourth year of the grant period.	
3	Total number of participants who completed education/job training program activities (cumulative 5-year total) This performance outcome measure includes only unique participants, and the target must not exceed the total number of participants who began receiving education/job training activities.	
4	Total number of participants who completed education/job training program activities and obtained a credential (cumulative 5-year total) This performance outcome measure includes only unique participants, and the target must not exceed the total number of participants who completed education/job training program activities.	.
5	Total number of unemployed and underemployed participants who completed education/job training program activities and entered unsubsidized employment This performance outcome measure includes only unique participants who are unemployed and underemployed (as defined in Section III.C.3. Eligible Participants), and the target should not exceed the total number of participants who completed education/job program training activities. Note that the sum of the targets for this performance outcome measure and Performance Outcome Measure #6 must not exceed the total number of participants who completed education/job training program activities. Incumbent workers must not be included in the target for this outcome measure.	

	Individuals recruited as preceptors who do not participate in grant-funded education/job training activities must not be included in the target for this outcome measure.	
6	Total number of incumbent worker participants who completed education/job training program activities and advanced into a new position This performance outcome measure includes only unique participants who are incumbent workers (as defined in Section III.C.3. Eligible Participants), and the target should not exceed the total number of participants who completed education/job program training activities. Note that the sum of the targets for this performance outcome measure and Performance Outcome Measure #5 must not exceed the total number of participants who completed education/job training program activities. Incumbent workers who do not advance into a new position (i.e., who retained their existing position) with their current employer or a new employer following the completion of a training program must not be included in this outcome. Individuals recruited as preceptors who do not participate in grant-funded education/job training activities must not be included in the target for this outcome measure. Nursing Career Pathways Track Note: <i>If an applicant is not proposing to offer services to incumbent workers via the Nurse Career Pathways Track, this outcome is not applicable and the applicant should not submit a target for this performance outcome measure and should note that here.</i>	

Outcome Measure Definitions

- **Total number of participants served:**
 - This performance outcome measure is defined as the total number of all unique individuals determined eligible to be served by the program who receive a grant-funded service during the period of performance. Individuals who receive only a determination of eligibility to participate in the program but do not begin receiving services are NOT considered participants.
 - Individuals recruited as preceptors who do not participate in grant-funded education/job training activities are not considered participants.
- **Total number of participants who began receiving education/job training activities:**

- This performance outcome measure is defined as the total number of participants that receive allowable training services as part of grant-funded education or training activities.
- **Total number of participants who began receiving education/job training activities and achieved a measurable skills gain (Nurse Education Professional Track only):**
 - This performance outcome measure is defined as the total number of participants who are enrolled in an education or training program that leads to a recognized postsecondary credential or employment and who achieve a measurable skill gain, which is defined as a documented academic, technical, occupational, or other form of progress, towards such a credential or employment.
 - This outcome will be calculated using participant data that tracks the date of most recent measurable skill gains via training milestones or skills progression.
- **Total number of participants who completed education/job training program activities:**
 - This performance outcome measure is defined as the total number of participants who complete, during program participation, an education or training program that leads to a recognized postsecondary credential, or a training program that leads to employment.
 - A participant's education/training activities may be one training or a series of courses or activities. Program completion for a participant is when a participant has completed all the intended grant-funded training provided to the individual during the grant period of performance. Grantees must determine when a participant has completed all the intended grant-funded training services established for the individual during the grant period of performance based on the proposed program design.
- **Total number of participants who completed education/job training program activities and obtained a credential:**
 - This performance outcome measure is defined as the total number of participants who completed a grant-funded education or training program and earned a recognized postsecondary credential.
- **Total number of participants who completed education/job training program activities and either entered unsubsidized employment or advanced into a new position (Nurse Education Professional Track only):**
 - This performance outcome measure includes all employment statuses (unemployed, underemployed, and incumbent workers) as defined in Section III.C.3. participants. It includes unemployed participants that are placed into employment, underemployed participants that entered a new position of employment, and incumbent workers who advanced into a new position of employment.
 - Participants must complete all the intended grant-funded training provided during the grant period of performance to be included in this target.
 - The Department expects that most participants who receive services through the Nurse Education Professional Track will be incumbent workers. Include participants who are underemployed or unemployed in the projection for this

outcome only if the project design includes individuals in these employment statuses.

- **Total number of unemployed and underemployed participants who completed education/job training program activities and entered unsubsidized employment (Nursing Career Pathways Track only):**
 - This performance outcome measure refers to participants whose employment status at program entry is either unemployed or underemployed (see Section III.C.3.). It includes unemployed participants that are placed into employment and underemployed participants that entered a new position of employment.
 - Participants included in this measure must complete all the intended grant-funded training provided to the individual during the grant period of performance and enter new employment.
 - Preceptors who do not participate in grant-funded education/job training activities are not included in this performance outcome measure definition.
- **Total number of incumbent worker participants who completed education/job training program activities and advanced into a new position (Nursing Career Pathways Track only):**
 - This performance outcome measure refers to those participants whose employment status at program entry is an incumbent worker (see Section III.C.3.) and who advance into a new position within one year of completion of the training program.
 - Participants included in this measure must complete all the intended grant-funded training provided to the individual during the grant period of performance and advance to a new position with their current employer or with a new employer.
 - Incumbent workers typically have a new job title and description upon advancement into a new position. However, as long as the new competencies are used in the job position after program completion and the change can be documented, the incumbent worker may be counted as having advanced into a new position with the employer or a new employer even if a new title is not conferred on the incumbent worker.
 - Preceptors who do not participate in grant-funded education/job training activities are not included in this performance outcome measure definition.

Please Note:

- Applicants should provide targets in raw numbers; percentages or other types of data projections are not acceptable.
- Applicants should provide targets for the total grant period.
- While applicants are required to propose targets in the application for the performance outcome measures identified in Section IV.B.3.b Expected Outcomes and Outputs, which are specific to this FOA, they will also be required to report participant data in alignment with outcome measures identified in Section 116 of WIOA, as applicable, for which no targets are required.

APPENDIX C: SUGGESTED PROJECT WORK PLAN TABLE

Applicants are encouraged to align their goals with specific activities that will meet those goals. Sample activities can include project administration and ramp-up; partnership engagement, outreach and recruitment; enrollment and training; case management services and provision of

other supportive services; employment placement; and follow-up tracking of apprentices to collect outcomes. For planning purposes, the applicant should identify key deliverables and the timeframe for achieving each deliverable, including any milestones to indicate progression of activities. The applicant should also provide the name of the lead or supporting institution engaged in each activity or producing each deliverable, including any partner organizations.

Project Goal 1: Insert goal (Sample: Build Infrastructure to Launch Program) with short description (if applicable)						
Key Activities		Key Partner(s)	Costs		Time	
1.	<i>Insert key activity (Sample: Project Administration and Ramp-Up) with description (if applicable)</i>		Year 1:	\$ <i>Insert cost</i>	Start Date:	MM/DD/YY
			Year 2:			
			Year 3:			
			Year 4:		End Date:	MM/DD/YY
			Year 5:			
			TOTAL:			
	Milestones	Insert milestone(s) (Sample: Assign project management roles and responsibilities to relevant staff (MM/DD/YY))				
Deliverables	Insert deliverable(s) (Sample: Hired one new staff member)					
2.			Year 1:		Start Date:	
			Year 2:			
			Year 3:			
			Year 4:		End Date:	
			Year 5:			
			TOTAL:			
	Milestones	•				
Deliverables	•					
3.			Year 1:		Start Date:	
			Year 2:			
			Year 3:			
			Year 4:		End Date:	
			Year 5:			
			TOTAL:			
	Milestones	•				
Deliverables	•					

Project Goal 2:						
Key Activities		Key Partner(s)	Costs		Time	
1.			Year 1:		Start Date:	
			Year 2:			
			Year 3:			
			Year 4:		End Date:	
			Year 5:			
			TOTAL:			
	Milestones		•			
Deliverables		•				
2.			Year 1:		Start Date:	
			Year 2:			
			Year 3:			
			Year 4:		End Date:	
			Year 5:			
			TOTAL:			
	Milestones		•			
Deliverables		•				
3.			Year 1:		Start Date:	
			Year 2:			
			Year 3:			
			Year 4:		End Date:	
			Year 5:			
			TOTAL:			
	Milestones		•			
Deliverables		•				
Project Goal 3:						
Key Activities		Key Partner(s)	Costs		Time	
1.			Year 1:		Start Date:	
			Year 2:			
			Year 3:			
			Year 4:		End Date:	
			Year 5:			
			TOTAL:			
	Milestones		•			

	Deliverables	•				
2.			Year 1:		Start Date:	
			Year 2:			
			Year 3:			
			Year 4:		End Date:	
			Year 5:			
			TOTAL:			
	Milestones	•				
Deliverables	•					
3.			Year 1:		Start Date:	
			Year 2:			
			Year 3:			
			Year 4:		End Date:	
			Year 5:			
			TOTAL:			
	Milestones	•				
Deliverables	•					

Please Note: Applicants may replicate this chart in order to submit information on all activities and deliverables proposed during the period of performance.

APPENDIX D: SUGGESTED ABSTRACT FORMAT

Applicants may tailor this template as needed to fit your proposed application but it must include the information indicated below.

LEAD APPLICANT

Lead Applicant Organization Name:
Lead Applicant Entity Type (Select One): Nonprofit healthcare organizations, such as community or faith-based organizations that are affiliated with hospitals and other medical facilities and that have direct access to the targeted populations; Nonprofit trade, industry, or employer associations, including but not limited to advocacy groups and professional associations, representing target populations in the nurse education professional occupations and nursing occupations; Labor unions, labor-management organizations, and worker organizations that represent workers in nurse education professional occupations and nursing occupations the healthcare industry and/or occupations; Education/Training Provider(s), Public or nonprofit education and training providers, including institutions of higher education as defined in Section 101(a) of

the Higher Education Act of 1965 (20 U.S.C. 1001); Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities, and other Minority-Serving Institutions (MSIs) or Strengthening Institutions Program (SIP) colleges (as designated by the Higher Education Act’s Title III and V funding), among others (see http://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html); community and technical colleges and systems; nonprofit and community-based organizations that offer job training, including those organizations that have been approved as WIOA Eligible Training Providers;	
5. Workforce Development Entities established under WIOA, including State and Local WDBs and Native American Program entities eligible for funding under WIOA Section 166; and	
6. Native American tribal governments (Federally recognized) which are defined as the recognized governing bodies of any Indian or Alaska Native tribe, band, nation, pueblo, village, community, component band, or component reservation, individually identified (including parenthetically) in the list published most recently as of the date of enactment of this paragraph pursuant to section 104 of the Federally Recognized Indian Tribe List Act of 1994 (25 U.S.C. 5131).	
Lead Applicant Location: City and State	

DOL NURSING EXPANSION GRANT PROGRAM PARTNERSHIP

Note: Signed and dated Letters of Commitment or Memoranda of Understanding between the applicant and all required and optional partner organizations listed below must be provided to receive points.

REQUIRED PARTNERS: The application must identify and include the types of entities listed below, which collectively form the “DOL Nursing Expansion Grant Program Partnership,” and any optional partners that support the goals of the DOL Nursing Expansion Grant Program Partnership.
EMPLOYER PARTNERS List of at least four (4) employer partners (or name of industry/trade association representing at least 4 employers).
Name of Employer Partners/Industry/Trade Association:

EDUCATION OR TRAINING PARTNERS

List of at least **one (1)** education or training partner.

Name of Education or Training Providers:

Name of the State Apprenticeship Agencies (SAAs): Applicants proposing RAPs in states with federally recognized State Apprenticeship Agencies (SAAs) must include the SAA as a partner. (*Required only if applicant is proposing to provide RAP training.*)

Name of Entities Involved in Administering the Workforce Development System established under the Workforce Innovation and Opportunity Act (WIOA), including State and Local Workforce Development Boards and Native American Program entities eligible for funding under WIOA.

Worker Organizations, Labor-Management Organizations, or Labor Unions representing workers in nurse education professional occupations and nursing occupations.

OPTIONAL PARTNERS:

Name of Optional Partner(s):	Type of Organization:

Geographic Scope:

- Identify scope: local/regional, statewide, or national
- Identify specific location(s) where grant services will be provided: cities, counties, or state(s)

Total Federal Funding Requested (total 5-year period):

Total Match Proposed (total 5-year period):
Project Title/Name:
Proposed Number of Participants Who Start Training. Must align with the target proposed for Performance Outcome Measure #2 in the Performance Measure Outcome Table (Appendix B).
Summary of Project Purpose and Employment and Training Activities Offered:
Targeted Population(s) to be Served: Unemployed, underemployed, and/or incumbent workers. Within these three target groups, applicants may also describe other populations such as veterans, military spouses, transitioning service members, and historically marginalized and underrepresented populations, including women, people of color, justice-impacted individuals, individuals with disabilities, and other populations with employment barriers that hinder movement into middle- to high-skilled H-1B nurse education professional occupations and nursing occupations.
Training Track (Select One): 1. Nurse Education Professional 2. Nursing Career Pathways
Targeted H-1B Occupations (Must match occupations listed in application) 1. List applicable occupations along career pathways leading to middle- to high-skilled H-1B healthcare occupations identified in Appendix A: Specify occupation(s): _____ and/or 2. H-1B healthcare occupation for which a significant number of H-1B visas have been certified (Note: Applicants must provide data showing that the healthcare occupation is in-demand in the proposed service area, on a career pathway to a middle- to high-skilled nursing occupation, and one for which a significant number of H-1B visas have been certified with verifiable data such as DOL's Foreign Labor Certification Data Center):

Specify occupation(s): _____	
Recognized Postsecondary Credential(s) Offered:	
Subrecipient roles: List all subrecipients and the roles (activities) they will fill on the proposed project. Roles should be aligned to proposed workplan.	
New or Existing Program(s): Does the proposed project include: ☐ Expanding <i>existing</i> employment and training program(s) 1. Developing a <i>new</i> employment and training program(s) 2. Both	
Public Contact Information:	Name, Title: Address: Phone Number: Email Address:

APPENDIX E: KEY DEFINITIONS

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

Career pathway program - Offer a clear sequence, or pathway, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies, and integrate academic and occupational skills training.

Career pathway system - The cohesive combination of partnerships, resources and funding, policies, data, and shared accountability measures that support the development, quality, scaling, and dynamic sustainability of career pathways and programs for youth and adults. To realize the potential of career pathways, stakeholders must work simultaneously and iteratively on both the programmatic and systems levels.

Clinical Instructor - The primary role is supervising students during clinical rotations. A clinical instructor coordinates with clinicians at clinical sites, makes student assignments, instructs students on how to perform duties in the clinical site, and evaluate students' work. [44]

Equity – For the purposes of this FOA, the term “equity” means the “consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and

Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.”

Equity gap – A significant and persistent inequity or disparity in the employment or educational opportunities offered to individuals who belong to one of the marginalized communities described in Executive Order 13985.

Worker-Centered Sector Strategy Partnership – Public-private partnership that creates a comprehensive infrastructure of support for the healthcare industry, in which employers, education and training providers, labor unions, labor-management partnerships, and other worker organizations, workforce development entities and workers collaboratively address nursing occupation needs in real time and prepare for the future of work with a focus on equity, job quality, and attracting, training, hiring, and retaining skilled workers especially from underserved communities.

Nurse Educator - Nurse educators are registered nurses (RNs) who have obtained advanced nursing degrees that allow them to teach nursing curriculum at colleges and universities, teaching and helping to train the future nurses of the world. They serve as faculty members in both nursing schools and teaching hospitals, transferring their valuable knowledge, experience, and skill sets to their students who will ultimately serve as the next generation of nurses. [45]

Preceptor - A preceptor provides a one-on-one relationship with the student to help the student develop clinical skills and competencies, gain practical experience working with patients in the work environments, understand the clinical setting and the patient population, and acclimate to the role of a professional nurse. The preceptor is responsible for the daily teaching and assignment of individuals to be cared for, supervision, participation in the evaluation of the nursing student, and providing the student with an environment that permits observation, active participation, and management of the assigned care. In the context of Advanced Practice Registered Nurses (APRNs), the preceptor is an APRN such as a nurse practitioner or nurse-midwife or other health professional responsible for specific aspects of the clinical learning experience. The APRN preceptor provides the student with an environment that permits observation, active participation, and management of primary healthcare.

Sector strategy – Career pathway education and training programs align with the skill needs of industries important to the regional or state economies in which they are located and reflect the fact that employers in the targeted industry sectors are actively engaged in determining the skill requirements for employment or career progression in high-demand occupations.

Underserved communities – Populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life, as exemplified by the list in the preceding definition of “equity.”

APPENDIX F: ADDITIONAL RESOURCES

The Department encourages applicants to review the following resources, as relevant, when developing their proposals.

Career Pathways

A Meta-Analysis of 46 Career Pathways Impact Evaluations

Peck, L. R., et al., Abt Associates, 2021

<https://www.abtassociates.com/insights/publications/report/meta-analysis-of-46-career-pathways-impact-evaluations>.

New Insights on Career Pathways: Evidence from a Meta-Analysis

Strawn, J., et al., Abt Associates, 2021

https://wdr.doleta.gov/research/FullText_Documents/ETAOP2022-04_Meta-Analysis_Brief_v5_11-24-21_508c.pdf.

Appendix: Healthcare, Early Care and Education, Information Technology, and Production/Manufacturing Career Trajectories and Occupational Transition Findings (A Meta-Analysis of 46 Career Pathways Impact Evaluations)

Peck, L. R., et al., Abt Associates, 2021

<https://www.abtassociates.com/insights/publications/report/meta-analysis-of-46-career-pathways-impact-evaluations>.

Building Better Pathways: An Analysis of Career Trajectories and Occupational Transitions

Schwartz, D., et al., Abt Associates, 2021

https://wdr.doleta.gov/research/FullText_Documents/Building%20Better%20Pathways_CTOT_Final%20Report.pdf.

Registered Apprenticeship Programs

Achieving Apprenticeship Program and Apprentice Registration Targets: Grantee Outcomes from the American Apprenticeship Initiative

Fumia, D., et al., Abt Associates & MEF Associates, 2022

<https://wdr.doleta.gov/research/details.cfm?q=&id=2703>.

Implementing Registered Apprenticeship Programs: Experiences of 10 American Apprenticeship Initiative Grantees

Copson, E., et al., Abt Associates, Capital Research Corporation, MEF Associates, & Urban Institute, 2021

<https://wdr.doleta.gov/research/details.cfm?q=&id=2696>.

Expanding Registered Apprenticeship in the United States: Description of American Apprenticeship Initiative Grantees and Their Programs

Gardiner, K., et al., Abt Associates & Urban Institute, 2021

<https://wdr.doleta.gov/research/details.cfm?q=&id=2677>.

Health Profession Opportunity Grants

ENDNOTES

- [1] <https://www.hrsa.gov/sites/default/files/hrsa/advisory-committees/nursing/reports/nacnep-17report-2021.pdf>
- [2] <https://www.hrsa.gov/sites/default/files/hrsa/advisory-committees/nursing/reports/2013-eleventhreport.pdf>
- [3] *Nursing in 2021: Retaining the healthcare workforce when we need it most* <https://www.mckinsey.com/industries/healthcare-systems-and-services/our-insights/nursing-in-2021-retaining-the-healthcare-workforce-when-we-need-it-most>
- [4] *Nursing in 2021: Retaining the healthcare workforce when we need it most* <https://www.mckinsey.com/industries/healthcare-systems-and-services/our-insights/nursing-in-2021-retaining-the-healthcare-workforce-when-we-need-it-most>
- [5] Office of Foreign Labor Certification, *Labor Conditions Application Specialty Occupations Labor Condition Program Industries Profile -FY 2022*, December 31, 2021.
- [6] *The Future of Nursing: Leading Change, Advancing Health*, <https://pubmed.ncbi.nlm.nih.gov/24983041/>
- [7] *The Future of Nursing: Leading Change, Advancing Health*, <https://pubmed.ncbi.nlm.nih.gov/24983041/>
- [8] *AACN Nursing Faculty Shortage Fact Sheet*, September 2020 <https://www.aacnnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet.pdf>
- [9] *AACN Nursing Faculty Shortage Fact Sheet*, September 2020 <https://www.aacnnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet.pdf>
- [10] *AACN Nursing Faculty Shortage Fact Sheet*, September 2020 <https://www.aacnnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet.pdf>
- [11] <https://www.hrsa.gov/sites/default/files/hrsa/advisory-committees/nursing/reports/nacnep-17report-2021.pdf>
- [12] <https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-1>
- [13] <https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-6>
- [14] <https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-6>
- [15] <https://pubmed.ncbi.nlm.nih.gov/29183169/>
- [16] <https://pubmed.ncbi.nlm.nih.gov/29183169/>
- [17] <https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/nssrn-summary-report.pdf>
- [18] *Academic Progression in Nursing: Moving Together Toward a Highly Educated Nursing Workforce* <https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Academic-Progression-in-Nursing>
- [19] https://www.labor.ucla.edu/wp-content/uploads/2021/05/Eval-Report_The-High-Road_UCLA-Labor-Center_FINAL.pdf

- [20] https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/08/OneSheet_HRTP_ACCESSIBLE.pdf
- [21] https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/08/OneSheet_HRTP_ACCESSIBLE.pdf
- [22] [Eval-Report_The-High-Road_UCLA-Labor-Center_FINAL.pdf](#)
- [23] <https://www.aacnnursing.org/news-information/fact-sheets/enhancing-diversity>
- [24] *HHS Advisory Committee on Minority Health, Reflecting America's Population: Diversifying a Competent Health Care Workforce for the 21st Century* (Washington, DC: US Department of Health and Human Services, Office of Minority Health, 2011 <https://minorityhealth.hhs.gov/Assets/pdf/Checked/1/FinalACMHWorkeforceReport.pdf>
- [25] Executive Order 13985 on *Advancing Racial Equity and Support for Underserved Communities Through the Federal Government* <https://www.federalregister.gov/documents/2021/01/25/2021-01753/advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government>
- [26] Executive Order 13985 on *Advancing Racial Equity and Support for Underserved Communities Through the Federal Government* <https://www.federalregister.gov/documents/2021/01/25/2021-01753/advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government>
- [27] Executive Order 13985 on *Advancing Racial Equity and Support for Underserved Communities Through the Federal Government* <https://www.federalregister.gov/documents/2021/01/25/2021-01753/advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government>
- [28] <https://www.hrsa.gov/sites/default/files/hrsa/advisory-committees/nursing/reports/2013-eleventhreport.pdf>
- [29] <https://www.dol.gov/agencies/oasp/evaluation/completedstudies/career-pathways-descriptive-and-analytical-project>
- [30] <https://www.dol.gov/agencies/oasp/evaluation/completedstudies/career-pathways-descriptive-and-analytical-project>
- [31] https://www.dol.gov/sites/dolgov/files/OASP/evaluation/pdf/A%20Meta-Analysis%20of%2046%20Career%20Pathways%20Impact%20Evaluations_final%20report.pdf
- [32] https://www.dol.gov/sites/dolgov/files/OASP/evaluation/pdf/A%20Meta-Analysis%20of%2046%20Career%20Pathways%20Impact%20Evaluations_final%20report.pdf
- [33] https://www.apprenticeship.gov/sites/default/files/Healthcare_Industry_Fact_Sheet.pdf
- [34] <https://www.dol.gov/sites/dolgov/files/goodjobs/Good-Jobs-Summit-Principles-Factsheet.pdf>
- [35] <https://bhw.hrsa.gov/data-research/review-health-workforce-research/national-sample-survey-registered-nurses>
- [36] <https://www.mckinsey.com/industries/healthcare-systems-and-services/our-insights/nursing-in-2021-retaining-the-healthcare-workforce-when-we-need-it-most>
- [37] <https://www.dol.gov/sites/dolgov/files/goodjobs/Good-Jobs-Summit-Principles-Factsheet.pdf>

- [38] High-need and high-demand areas are identified as sites located within Health Professional Shortage Areas (HPSAs). Information about Health Professional Shortage Areas (HPSAs) can be found at <https://bhwhrsa.gov/shortage-designation/hpsas>
- [39] <https://www.aacnnursing.org/Diversity-Equity-and-Inclusion/Holistic-Admissions>
- [40] https://www.researchgate.net/publication/319468158_A_Review_of_the_Literature_on_Structured_On-the-Job_Training_and_Directions_for_Future_Research; <https://clear.dol.gov/Study/Testing-two-subsidized-employment-approaches-recipients-Temporary-Assistance-Needy-Families-0>; <https://www.dol.gov/sites/dolgov/files/OASP/legacy/files/jdt.pdf>
- [41] PCAs are state or regional nonprofit organizations that provide training and technical assistance to health centers and their communities. Assistance is based on statewide and regional needs to help health centers improve programmatic, clinical, and financial performance and operations, including developing strategies to recruit and retain staff. *PCAs were established to create economies of scale for health centers, maximize the federal Section 330 investments in states, assess and monitor the policy and regulatory environments, and assist health centers in adapting to changing demands from an evolving healthcare environment. PCAs facilitate collaboration between health centers and Governors, Medicaid Directors and state health departments to educate them on the health center program and its value to patients, and to work with health centers on the best approaches to meet the needs of their constituents.*
- [42] See <https://www.onetonline.org/help/online/zones> for a full description of O*NET Job Zones
- [43] See <https://www.onetonline.org/help/online/zones> for a full description of O*NET Job Zones
- [44] <https://www.aacnnursing.org/Teaching-Resources/Tool-Kits/Transitioning-Clinical-Faculty>
- [45] <https://www.registerednursing.org/nurse-educator/>