U.S. DEPARTMENT OF LABOR
Employment and Training Administration

NOTICE OF AVAILABILITY OF FUNDS AND FUNDING OPPORTUNITY ANNOUNCEMENT FOR: Apprenticeship Building America (ABA) Grant Program

ANNOUNCEMENT TYPE: Initial

FUNDING OPPORTUNITY NUMBER: FOA-ETA-22-06

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA) NUMBER: 17.285

KEY DATES: *The closing date for receipt of applications under this Announcement is 04/25/2022. We must receive applications no later than* ***11:59 pm Eastern Time.***

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

On approximately March 15, 2022 a Frequently Asked Questions (FAQs) page about the Apprenticeship Building America Grants FOA will be available at https://www.dol.gov/agencies/eta/grants/apply/find-opportunities. Please check this link frequently for future updates, as additional FAQs may be added. A pre-recorded Prospective Applicant Webinar will also be available at the same link and available for viewing any time after that date. While a review of this Webinar is strongly encouraged to support successful grant applications, it is not mandatory.

Table of Contents

EXECUTIVE SUMMARY 2
I. FUNDING OPPORTUNITY DESCRIPTION 3
A. PROGRAM PURPOSE 3
B. PROGRAM AUTHORITY 17
II. AWARD INFORMATION 17
A. AWARD TYPE AND AMOUNT 17
B. PERIOD OF PERFORMANCE 18
III. ELIGIBILITY INFORMATION 18
A. ELIGIBLE APPLICANTS 18
B. COST SHARING OR MATCHING 23
C. OTHER INFORMATION 23
IV. APPLICATION AND SUBMISSION INFORMATION 26
A. HOW TO OBTAIN AN APPLICATION PACKAGE 26
B. CONTENT AND FORM OF APPLICATION SUBMISSION 26
C. SUBMISSION DATE, TIME, PROCESS AND ADDRESS 44
D. INTERGOVERNMENTAL REVIEW 47
E. FUNDING RESTRICTIONS 47
F. OTHER SUBMISSION REQUIREMENTS 51
V. APPLICATION REVIEW INFORMATION 51
A. CRITERIA 51
B. REVIEW AND SELECTION PROCESS 53
VI. AWARD ADMINISTRATION INFORMATION 57
A. AWARD NOTICES 57
B. ADMINISTRATIVE AND NATIONAL POLICY REQUIREMENTS 57
C. REPORTING 63
VII. AGENCY CONTACTS 64
VIII. OTHER INFORMATION 64
A. WEB-BASED RESOURCES 64
B. INDUSTRY COMPETENCY MODELS AND CAREER CLUSTERS 64
C. WORKFORCEGPS RESOURCES 64
D. SKILLSCOMMONS RESOURCES 65
IX. OMB INFORMATION COLLECTION 65
ENDNOTES 66

APPENDIX A Key Definitions 67
APPENDIX B Resources To Help Employers with Workplace Inclusion.....71
APPENDIX C Suggested Logic Model Template 72
APPENDIX D Suggested Abstract Template 75
APPENDIX E Suggested Chart of Past Performance Template With Examples.....78
APPENDIX F Suggested Project Work Plan Template.....82
APPENDIX G Suggested Apprenticeship Building America Performance Outcomes and Outputs Table 83
APPENDIX H Registered Apprenticeship Key Evaluations 86

EXECUTIVE SUMMARY

The Employment and Training Administration (ETA), U.S. Department of Labor (DOL, or the Department, or we), announces the availability of approximately $113,000,000 in grant funds authorized by the National Apprenticeship Act for the Apprenticeship Building America (ABA) grant program.

Of the $113,000,000 available for the ABA grant program, awards will range from $1 million up to $8 million. The Department intends to fund, in aggregate across all grant categories, up to $50,000,000 for projects primarily focused on equity partnerships and pre-apprenticeship activities. The Department plans on awarding a range of 20-30 grants. Registered Apprenticeship Programs (RAPs) are a strategy that allows industry, workforce stakeholders, and the education community to match career seekers with in-demand jobs in diverse industries and occupations. Under 29 CFR Part 29, RAPs include five key elements: progressively increasing wages, on-the-job learning, related instruction, mentorship, and an industry-recognized credential.

The Department has made significant strides in expanding RAP opportunities over the last 10 years by registering over 1.9 million apprentices and creating over 13,500 new RAPs. The Biden Administration supports the expansion of Registered Apprenticeship, including youth apprenticeship and pre-apprenticeships that lead to RAPs. The Administration is focused not only on expanding the number of programs and apprentices, but also diversifying the industries that utilize Registered Apprenticeship and increasing access to, and completion of, RAPs for underrepresented populations and underserved communities. Registered Apprenticeship can provide a path to quality jobs for all qualified individuals, including underrepresented populations (which may include women, people of color, and people with disabilities, as established in 29 CFR Part 30, where that population's participation in RAPs is less than would be reasonably expected given the availability of such individuals for apprenticeship in the relevant industry, occupation, or recruitment area) and underserved communities (including veterans, formerly incarcerated individuals, and youth). Within the youth population, applicants may serve a wide range of individuals, such as high school and opportunity (out-of-school) youth, youth who are employed or unemployed, justice-involved youth, youth from

underrepresented populations, [i.e., people of color, women, people with disabilities], and other youth with barriers to employment including foster youth, parenting youth, and housing insecure youth.

Through the ABA grant program, the Department will continue efforts to expand, diversify, and strengthen the Registered Apprenticeship system through support for public and private partnerships designed to serve a range of industries and individuals. RAPs and pre-apprenticeship leading to RAP enrollments can be designed to serve a range of industries and individuals from underrepresented populations and underserved communities, allowing for diversification in program delivery to address individual participant needs.

Collectively, ABA grantees will work with a range of partners to support the development of the Registered Apprenticeship ecosystem and meet the following goals: 1) build and modernize state apprenticeship systems; 2) expand RAP opportunities for youth; 3) ensure equitable RAP pathways through pre-apprenticeship leading to RAP enrollment and equity partnerships; and 4) invest in apprenticeship hubs to facilitate the establishment, scaling, and expansion of RAPs in new and fast-growing industries and occupations. In addressing these goals, applicants must incorporate specified cross-cutting principles fundamental to the ABA grant program to ensure access to quality RAPs for all Americans. These include 1) equity, 2) job quality, 3) support for high quality, scalable, and sustainable programs, 4) evidence-based approaches, and 5) new opportunities for innovation, engagement, and ease of access.

Eligible applicants vary by grant category. Please see Section III.A for eligible applicants.

I. FUNDING OPPORTUNITY DESCRIPTION

A. PROGRAM PURPOSE

This announcement solicits applications for the ABA grant program.

In February 2021, the White House released a fact sheet reaffirming the President's intention to strengthen Registered Apprenticeship and to assist the Department in expanding and modernizing the registered apprenticeship system while promoting equity and access.[1] The need for a coordinated national investment strategy for Registered Apprenticeship is critical to support the Administration's goals and priorities, particularly with the groundbreaking passage of the Infrastructure Investment and Jobs Act (IIJA). The ABA grant program builds on the Department's previous and ongoing efforts to expand and modernize Registered Apprenticeship through expanding the number of programs and apprentices, diversifying the industries that utilize Registered Apprenticeship, and increasing access to and completion of RAPs for underrepresented populations and underserved communities. Additionally, ABA grants will accelerate the Administration's goals and priorities for an economic recovery post-COVID-19 pandemic by connecting more Americans to good jobs and careers in priority industry sectors, including those industries impacted by the pandemic, such as transportation and other occupations and industries in the critical supply chain.[2]

Building, expanding, and sustaining RAPs requires significant industry engagement and broad public-private partnerships under normal circumstances. During a crisis, such as the COVID-19 pandemic and resulting economic hardships, RAPs offer an important solution to these

challenges. A top priority for many companies has been to address talent questions, including how to attract and retain workers while seeking to diversify their workforce. At a moment when employers are seeking to swiftly rebuild their workforce, Registered Apprenticeship, which provides a job, and a worker, from day one, is a particularly valuable tool for industry. Through the ABA grant program, grantees will use RAPs and pre-apprenticeship programs that lead to RAP enrollment as a workforce development solution – to bridge opportunity gaps, support the development and diversification of talent pipelines, advocate for RAPs in emerging industries, and develop a diverse and skilled workforce that can meet industry demands while allowing participants to obtain quality jobs that pay family-sustaining wages. Further, as economic recovery progresses, we must expand opportunities within our workforce that are inclusive of individuals who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality. RAPs offer these opportunities by allowing Registered Apprentices to earn while they learn and by providing a pathway to well-paying careers and the ability to advance in those careers.

This Funding Opportunity Announcement (FOA) solicits applications for the ABA grant program to support a coordinated, national investment strategy that aims to strengthen and modernize the RAP system centered on equity and promote Registered Apprenticeship as a workforce development solution. The ABA grant program will fund grants in four categories that advance the set of core principles noted above. Applicants have the opportunity to apply for funding across four grant categories: (1) State Apprenticeship System Building and Modernization; (2) Expansion of RAP Opportunities for Youth; (3) Ensuring Equitable RAP Pathways Through Pre-Apprenticeship Leading to RAP Enrollment and Equity Partnerships; and (4) Registered Apprenticeship Hubs.

Category 1: State Apprenticeship System Building and Modernization: Grantees will coordinate RAP expansion and system building efforts at a state level across a wide array of industry sectors with employers, labor organizations, educational institutions, industry groups, joint labor-management partnerships, workforce and apprenticeship intermediaries, community-based organizations, and other non-profit and public sector partners. Grantees will develop strategies to improve coordination efforts around system alignment, data quality and use, program expansion into target industries, and goals and strategies to ensure equity in RAPs, and also facilitate other data sharing, system change, and governance requirements to comply with the law and ensure a strong and modernized Registered Apprenticeship system.

Category 2: Expansion of RAP Opportunities for Youth: Grantees will establish and expand partnerships that commit to expanding RAPs and/or pre-apprenticeship programs that lead to RAP enrollment for youth through coordination with industry, workforce intermediaries, labor organizations, K-12 districts, community colleges, youth-serving and community-based organizations, and other stakeholders.

Category 3: Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships: Grantees will establish and develop equity-centered public-private partnerships with pre-apprenticeships leading to RAP enrollment that aim to increase diversity and equity in apprenticeship for underrepresented populations and underserved communities. Please see Appendix A for a definition on "Equity Partnerships."

Category 4: Registered Apprenticeship Hubs: Grantees will establish a Registered Apprenticeship Hub by forming a multi-partner network capable of serving as a RAP sponsor or intermediary with the primary focus of supporting industry's needs for creating and expanding RAPs in new and emerging sectors and occupations.

Cross-Cutting Principles:
Across all four grant categories, the ABA grants will incorporate the following cross-cutting principles into their projects to support the Administration's goal of ensuring quality jobs for all workers:

- Equity: Focus on expanding the diversity, equity, inclusion, and accessibility (DEIA) of RAPs into new and traditional industries to improve outcomes for workers from underrepresented populations and underserved communities. Grantees should be intentional and proactive in designing programs and strategies that ensure the greatest levels of DEIA. (See Executive Order on Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce[3]; Executive Order On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government[4]; Executive Order on White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity through Historically Black Colleges and Universities[5]; and White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics[6]). In January 2021, the President issued Executive Order 13985, Advancing Racial Equity and Support for Underserved Communities Through the Federal Government. In support of this order, the ABA grant program will ensure equitable opportunities for federal funding by encouraging applications from organizations and institutions that serve underrepresented populations and underserved communities, such as Community-based Organizations and Minority Serving Institutions, and encouraging Equity Partnerships, as defined in Appendix A. Further, to promote inclusion of more individuals with disabilities in apprenticeship programs, DOL has set an aspirational goal that 7% of a covered sponsor's apprenticeship workforce consist of qualified people with disabilities and encourages applicants to serve eligible people with disabilities in support of this goal.[7]

- Job Quality: Focus on promoting RAPs as a key strategy to move workers into good jobs across all industries – especially critical, in-demand industries and occupations defined by the Administration – and promoting the hallmarks of RAPs (e.g., progressive wage increases), job quality (i.e., healthy, safe, and discrimination- and harassment-free workplace; benefits such as healthcare; opportunities for workers to exercise their legal right to organize and form or join a union; and more) and adaptable approaches to train workers.

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

- Evidence-based approaches: Incorporate strategies to improve the efficient and effective use of evidence- and research-based approaches to support workforce development initiatives involving RAPs.
- New opportunities for innovation, engagement, and ease of access: Focus on innovative strategies that support the expansion and modernization of RAPs, which may include, but are not limited to: engaging with new and underrepresented organizations in the apprenticeship system (such as Tribal organizations, Historically Black Colleges and Universities (HBCUs), Minority Serving Institutions (MSIs), Hispanic Serving Institutions (HSIs), small businesses, minority professional and trade organizations, minority college student organizations, minority alumni organizations, minority fraternities and Greek organizations, minority Chambers of Commerce, minority veterans organizations, faith-based organizations, organizations serving people with disabilities, etc.); developing RAPs in emerging industries; creating access to RAP opportunities for underrepresented populations and underserved communities; creating innovative diversity outreach strategies that are linguistically and culturally competent; developing distance learning approaches; developing innovative program delivery models including the integration of technology; and leveraging technology to provide technical assistance, increase ease of access, remove employment and training barriers, and improve system alignment.

PROGRAM DESIGN/ALLOWABLE ACTIVITIES

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

The Biden-Harris Administration supports the expansion of Registered Apprenticeship, including youth apprenticeship and pre-apprenticeships that lead to RAP enrollment. The ABA grant will expand opportunities in RAPs and pre-apprenticeship programs that lead to RAP enrollment during the grant period of performance through four categories of grant funding: (1) State Apprenticeship System Building and Modernization, (2) Expansion of RAP Opportunities for Youth, (3) Ensuring Equitable Apprenticeship Pathways through Pre-Apprenticeship Leading to RAP Enrollment and Equity Partnerships, and (4) Registered Apprenticeship Hubs. While grantees and their strategies will be diverse, within each category, they will share a set of common design elements. These common design elements include the requirements for RAPs, the quality framework for pre-apprenticeship programs, and cross-cutting principles.

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

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

A. Registered Apprenticeship Programs

RAPs are a proven model of job preparation, approved and validated by DOL or a DOL-recognized State Apprenticeship Agency (SAA), which combine paid on-the-job learning (OJL) with related instruction (RI) to progressively increase workers' skill levels and wages. RAPs are also a business-driven model that provide an effective way for industry to recruit, train, and

retain highly skilled workers. RAPs allow workforce partners, educators, and employers to develop and apply industry standards to training programs, thereby increasing the quality of the workforce and workforce productivity. RAPs offer job seekers immediate employment opportunities that pay sustainable wages and offer advancement along a career path as they complete their training. Graduates of RAPs receive nationally recognized, portable credentials, and their training may be applied toward further post-secondary education.

RAPs are authorized through regulations issued under the National Apprenticeship Act of 1937 (29 U.S.C. 50 et seq.). The Office of Apprenticeship (OA), in conjunction with DOL-recognized SAAs, register programs for federal purposes, ensures that RAPs meet applicable federal and state laws and regulations, issues certificates of completion to apprentices, encourages the development of new programs through outreach and technical assistance, protects the safety and welfare of apprentices, and ensures equal employment opportunity for apprentices.

All RAPs contain the following five key elements:

1. Direct Industry Involvement. Employers, labor organizations, and other industry groups are the foundation of all RAPs and are an essential component in the design of a RAP. Industry organizations must play an active role in developing and expanding RAPs, providing mentoring, and are most critical in delivering the OJL component of the RAP.

2. Structured OJL. All RAPs include structured OJL. Companies hire apprentices and provide hands-on training from a mentor. This training includes a structured process to ensure apprentices obtain the skills and knowledge they must learn over the course of the program to be fully proficient in the occupation. The term of apprenticeship for an individual apprentice may be measured through the completion of the industry standard for on-the-job learning (at least 2,000 hours) (time-based approach), the attainment of competency (competency-based approach), or a blend of the time-based and competency-based approaches (hybrid approach). 29 C.F.R. § 29.5(b)(2) outlines the requirements of OJL for RAPs.

3. Related Instruction. Registered Apprentices receive RI or classroom instruction that complements the OJL. 29 C.F.R. § 29.2 defines “Related Instruction” as "an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence courses of equivalent value, electronic media, or other forms of self-study approved by the Registration Agency.” Federal regulations (29 C.F.R. § 29.5(b)(4)) recommend a minimum of 144 hours of RI, annually, for apprentices in RAPs. This instruction helps refine the technical and academic skills that apply to the job. An approved training provider, such as a community college, technical school or college, an apprenticeship training school, an online provider, the sponsor, or a combination of sources, may provide RI to the Registered Apprentice. (The grantee must ensure that the individual is a new Registered Apprentice before the approved training provider delivers RI as part of the grant). This instruction can be provided at the school, online, or at the work site. Delivery of RI can also be front-loaded, during which the RI occurs upfront and prior to the OJL, delivery can be simultaneously provided with the OJL (e.g., in the evenings or weekends), or delivery can be segmented or provided sporadically throughout the OJL. These

different modalities highlight the flexibility inherent in the RAP model in order to meet unique industry needs.

4. Progressive Wage Increase. Registered Apprentices receive progressive wage increases as their skills and knowledge increase. In other words, they receive rewards for skills gained. Progressive wage increases motivate apprentices as they advance through training and become more productive and skilled at their job. This is outlined in the apprenticeship agreement and program standards.

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

In addition to the five key elements, RAPs are required to follow labor standards and EEO protections as outlined in 29 CFR Part 29 and Part 30. For more information on additional elements, please review 29 CFR Part 29 and Part 30.

RAP expansion efforts include, but are not limited to:

- Growing the RAP model into new or in-demand industries and occupations, including and within clean energy, public service, healthcare, childcare, construction, technology, cybersecurity, manufacturing, and transportation and other occupations and industries in the critical supply chain;
- Expanding the use of the RAP model in Workforce Innovation and Opportunity Act (WIOA) and other workforce or education programs that can lead to RAPs, including pre-apprenticeships and other career pathways that lead to Registered Apprenticeships;
- Increasing support of RAP stakeholders and sponsors in their diversity and inclusion efforts by actively working to support Equal Employment Opportunity (EEO) efforts and the recruitment of underrepresented populations and underserved communities. These efforts can also include extending RAPs into new communities, including rural and urban neighborhoods; and
- Building on existing RAP efforts already in place to maximize the use of resources and minimize the duplication of efforts, ultimately ensuring the core customers of the RAP system are served efficiently.

B. Quality Framework for Pre-apprenticeship Programs

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

1. Designed in Collaboration with RAP Sponsors. Quality pre-apprenticeship programs are designed by organizations with input from a RAP sponsor. A pre-apprenticeship program's educational and pre-vocational services prepare individuals to meet the entry requisites of one or more RAPs. They have training goals to teach participants a defined set of skills required and agreed upon by the RAP sponsor for entry into their programs. The start date and length of specific pre-apprenticeship programs may vary. Ideally, pre-apprenticeship programs provide an industry-recognized credential and possibly stipends or wages.

2. Meaningful Hands-on Training that Does Not Displace Paid Employees. Quality pre-apprenticeship programs provide hands-on training to individuals in 1) a workplace, 2) simulated lab experience, or 3) work-based learning environment, and also do not supplant a paid employee, while accurately simulating the industry and occupational conditions of the partnering RAPs, which includes observing proper supervision and safety protocols.

3. Facilitated Entry and/or Articulation. The purpose of a pre-apprenticeship program is to train individuals for entry into a RAP. A quality pre-apprenticeship program assists in exposing participants to local, state, and national apprenticeship programs and provides direct assistance to participants applying to those programs. Whenever possible, formalized agreements exist with RAPs that enable individuals who have successfully completed the pre-apprenticeship program to enter directly into a RAP. These may also include articulation agreements that allow the individual to earn advanced credit/placement for skills and competencies already acquired.

4. Sustainability Through Partnerships. To support the ongoing sustainability of a quality pre-apprenticeship partnership, such partnerships collaboratively promote the use of RAPs as a preferred means for industry to develop a skilled workforce and to create career opportunities and pathways leading to RAP enrollment for individuals.

5. Access to Appropriate Supportive Services. Quality pre-apprenticeship programs facilitate access to appropriate supportive services during the program; these supportive services may continue after the participant leaves the pre-apprenticeship program and enters a RAP. Services may include counseling, transportation assistance, childcare, and rehabilitative services, among others.

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

- Growing the pre-apprenticeship model into in-demand industries and occupations, including and within clean energy, public service, healthcare, childcare, construction, technology, cybersecurity, manufacturing, and transportation and other occupations and industries in the critical supply chain;
- Expanding on the use of the pre-apprenticeship model in the WIOA and other workforce or education programs that can lead to RAP and other career pathways that lead to RAP enrollment;
- Increasing support of pre-apprenticeship stakeholders and customers in their diversity, equity, inclusion, and accessibility efforts by actively working to support EEO efforts and the recruitment of underrepresented populations and underserved communities. These

efforts can also include extending pre-apprenticeship for new populations and into new communities, including rural and urban neighborhoods; and

- Building on existing pre-apprenticeship efforts already in place to maximize the use of resources and minimize the duplication of efforts, ultimately ensuring the core customers of the apprenticeship system are served efficiently.

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

2. ABA Grant Program Activities

Applicants must propose projects that comprise all of the following activities:

- **Launch and/or Expand RAPs, increase RAP opportunities for youth, and/or pre-apprenticeship programs that lead to RAP enrollment.**
- **Industry Engagement and Support:** Grantees must engage employers and other industry organizations to demonstrate insights into industry and workforce needs; become partners in design, implementation and investment of resources; and develop longer-term relationships and efforts to support ongoing employer engagement.
- **Promotion and Outreach Activities:** Grantees must engage in efforts to promote and conduct outreach to industry partners and stakeholders regarding the value and benefits of Registered Apprenticeship and pre-apprenticeships that lead to RAP enrollment, as appropriate.
- **Partnership Building:** Grantees must identify and collaborate with a broad range of partners to promote RAPs and pre-apprenticeship programs. Grantees are expected to actively support the development and introduction of new apprenticeship partners, including employers, industry associations, labor unions, Registered Apprenticeship Intermediaries, and workforce and educational entities. Grantees are expected to directly and indirectly support the expansion of national, regional, and local RAP and/or pre-apprenticeship models.
- **Engaging Underrepresented Populations and Underserved Communities:** Grantees must have a wide range of services, policies and procedures that enable them to effectively serve underrepresented populations and underserved communities specifically.
- **Leveraging Resources:** Grantees must leverage local, state, federal, and private sector resources to increase the impacts of grant funding. Leveraged funds must be described in the Budget Narrative as described in Section IV.B.2. Project Budget.
- **Data-informed Decision Making:** Grantees must use labor market information, industry and occupational trends, assessment data, and other information to guide investment, programmatic, and other key decisions regarding grant planning, implementation, and

system capacity. All grantees are required to collect data on the required program elements for tracking and reporting performance outcomes of enrolled apprentices.

- **Policy and System Alignment:** Grantees must align and connect with policies and initiatives across workforce development, economic development, education, and other systems to improve grant outcomes and create longer-term conditions for success.

3. ABA Grant Program Goals: ABA Grant Categories

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

A. Category 1: State Apprenticeship System Building and Modernization

Grantees will coordinate RAP efforts across a wide array of industry sectors with employers, labor organizations, educational institutions, industry groups and associations, joint labor-management partnerships, workforce and apprenticeship intermediaries, community-based organizations, and other non-profit and public sector partners. Grantees will develop strategies to improve coordination efforts around data collection and data analysis, expand into target industries identified as part of the state's sector strategies, set equity goals and implement equity strategies to ensure that all populations will be able to participate, persist, and succeed in RAPs, and facilitate other data sharing, system change, and governance requirements to comply with the law and ensure a strong and modernized Registered Apprenticeship system.

Under Category 1, states may also propose strategies related to serving youth in a RAP, pre-apprenticeship leading to a RAP enrollment, equity partnerships, or the establishment of Registered Apprenticeship Hubs. ABA grantee(s) must do the following, at a minimum, as allowable activities under this grant category:

1. Comply with Registered Apprenticeship regulations. The Department is interested in investing in states that are committed to complying with 29 CFR Parts 29 and 30 to promote the standardization of RAPs and build a unified national apprenticeship ecosystem. This includes sharing of data and ensuring that quality programs are registered within the State and align with the five key areas of RAPs: OJL, RI, progressive wages, mentoring, and national industry-recognized credential attainment to ensure reciprocity across the National Apprenticeship system. OA states and SAAs can demonstrate their efforts to better align with the National Apprenticeship System and create opportunities for increased conformity with 29 CFR Parts 29 and 30 by engaging in the following activities:

    a. Establish or fortify systems and processes by which apprentice information is entered into OA's case management and recordkeeping systems;

    b. Create programs, campaigns, and initiatives in support of the implementation of Equal Employment Opportunity (EEO) regulations;

    c. Provide for quality oversight of EEO compliance programs;

d. Align registration documents and/or standard operating documents with OA's Boilerplate Standards and Standards Builder; and

e. Establish innovative partnerships with workforce intermediaries, educational partners, and community organizations that demonstrate linkages between apprenticeship and the State's economic development strategies.

2. Provide support for critical evidence-based strategies that are strongly associated with Registered Apprenticeship grantee success, including industry incentives, covering the cost of RI, and the provision of supportive services. Specifically, applicants will describe strategies for the following:

   a. Promoting Industry Demand by providing support for establishing and sustaining RAPs. Applicants will identify opportunities to provide incentive funding to employers, joint or non-joint employer groups, and other industry organizations that support establishing and expanding quality RAPs and opportunities for apprentices. These efforts also include creating new national guideline standards and/or local program standards for new RAPs with local, regional, or national employers.

   b. Leverage resources to support covering the cost of RI. Develop and implement systems alignment efforts to leverage and braid federal and state funding to support covering the cost of the RI for Registered Apprentices.

   c. Support apprentices in entering and successfully completing RAPs. Ensure the provision of critical supportive services and other related costs necessary to support apprentices in successfully completing RAPs. Applicants may propose a wide range of supportive services to apprentices, including but not limited to housing, transportation, childcare, counseling, and other needs.

3. Diversify industry representation. Expand into target industries identified as part of the state's sector strategies. The Department is particularly interested in expanding RAPs in new or in-demand industries and occupations including clean energy, public service, healthcare, childcare, construction, technology, cybersecurity, manufacturing, and transportation and other occupations and industries in the critical supply chain. States are strongly encouraged to develop state-based apprenticeship hubs (sector-based sponsors and/or intermediaries) to support expansion into new industries.

4. Diversify RAP designs and talent pipelines. Applicants will propose to identify and implement equity goals and strategies to ensure that all populations will have equal opportunities to participate, persist, and succeed in RAPs. This includes actively increasing access to and opportunities for youth, women, people of color, people who are formerly incarcerated, and people with disabilities (as defined in 29 CFR Part 30) to enroll and succeed in RAPs. Additionally, applicants will propose to work with education and industry stakeholders to modify and/or develop curricula to prepare individuals for entry into a RAP, including the incorporation of quality pre-apprenticeship programs that lead to a RAP enrollment, which may include the WIOA programs, such as YouthBuild and Job Corps.

5. Use a data-driven decision approach to accelerate RAPs. Applicants must propose to facilitate data sharing, system change, and governance requirements to comply with the law and ensure a strong RA system. This includes unifying Information Technology (IT) systems across states to align with Registered Apprenticeship systems, Registered Apprenticeship Partners Information Data System (RAPIDS), Workforce Integrated Performance System (WIPS), and other workforce systems. Grantees will also create or update state data collection systems to better track apprentice outcomes in the state and collect grant-specific data on the required program elements for tracking and reporting performance outcomes of enrolled apprentices.
6. Implement COVID-19 mitigation strategies to upskill and encourage ease of access to RAPs. Grantees are expected to co-enroll and leverage existing federal, state, local, and private-funded programs to advance RAPs within the state. These efforts should include developing strategies to address the challenges and barriers due to the COVID-19 pandemic (e.g. moving 100% online, developing new curriculum, keeping people engaged when they were laid off, and adapting to immediate need of healthcare workers and first responders), developing flexible models and modalities to serve apprentices (e.g. transition RI to online delivery), and implementing programs that align with local labor market information resulting from the impact of COVID-19. This also includes using existing resources such as apprenticeship.gov and other workforce development tools to connect industry, educators, and career seekers. Please see Appendix B for more information on COVID-19 resources.

B. Category 2: Expansion of RAP Opportunities for Youth

Grantees will establish partnerships that commit to expanding opportunities in RAPs and pre-apprenticeship that lead to enrollment in RAPs for youth by leveraging relationships with industry, workforce intermediaries, labor organizations, K-12 districts, community colleges, youth-serving and community-based organizations, and other stakeholders.

The ABA grantee(s) will do the following, at a minimum, as allowable activities under this grant category:

1. Develop and implement a youth-centered approach in deploying RAPs. Grantees are expected to form regional, state, and national partnerships with industry and education stakeholders to expand RAP opportunities for youth, including high school students, opportunity youth, housing insecure youth, justice-involved youth, young parents, and youth from low-income disadvantaged backgrounds. This includes integrating RAPs into education and existing youth serving systems, policies and programs including Career and Technical education, dual enrollment and dual credit across high school and college, and WIOA Youth programs. While grantees should focus on attracting and retaining the participants identified above, all RAPs must provide for equal employment opportunity on the basis of race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability, in accordance with 29 CFR Part 30.
2. Develop and launch industry-relevant RAPs to increase opportunities for serving youth. Grantees are expected to develop RAPs standards across a plethora of industries to attract both high school and opportunity youth in in-demand occupations. This includes coordinating with local, regional, and national employers and other industry

organizations, and working within the education system to design RI that meet educational and industry standards and satisfies the requirements of RAPs in 29 CFR Part 29. Additionally, grantees will coordinate with employers to design programs that are flexible with learning objectives and offer participant assessments to determine skill levels, aptitudes, abilities, interests, and competencies of apprentices.

3. Invest in marketing and outreach to youth stakeholders related to Registered Apprenticeship. Grantees are expected to raise awareness and promote the adoption of RAPs at the secondary educational level. This includes the development of informational materials to educate influencers (parents, teachers, and school counselors) on the benefits of RAPs, and support the development of RI.
4. Serve high school and/or opportunity youth. Grantees should ensure RAPs are designed to increase opportunities for, and support the needs of, high school and/or opportunity youth.
5. Collaborate with local education and workforce systems to integrate RAP pathways serving youth through the development of policies to facilitate the dual-enrollment and transition from high school to RAPs. This also includes the integration of RAPs with existing youth-serving systems, policies and programs including Career and Technical Education (CTE), promoting innovation, inclusion, and alignment with CTE programs, dual enrollment and dual credit, and, as appropriate, co-enrolling with WIOA Youth programs. It is also about creating the training infrastructure or network to deploy RAPs for youth; and developing or modifying training activities to meet the needs of youth apprentices.8
6. Reduce associated costs for participation in RAPs serving youth. Grantees are allowed to cover the cost of RI though grant funds and/or leveraged resources, as well as OJL by reimbursing employers for those activities (negotiated reimbursement percentage may not exceed 50 percent of the participant's hourly wage). Similarly, grantees are allowed to cover the costs of supportive services which may include transportation, childcare, dependent care, housing, counseling, and needs-related payments that are necessary to enable an individual to participate in education and training activities funded through this grant (funding for supportive services may not exceed 20 percent of the total grant).
7. Provide technical assistance to RAP stakeholders. Grantees should provide all grant recipient designated partners (e.g., education stakeholders, workforce boards, industry organizations, labor organizations, and employers) with technical assistance, advice, and support to help create RAP standards for RAPs developed and launched to increase opportunities for youth.

C. Category 3: Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships

Grantees will develop and promote public-private partnerships to advance RAPs and pre-apprenticeships that lead to a RAP enrollment aimed at increasing diversity and equity in apprenticeship for underrepresented populations and underserved communities.

The ABA grantee(s) will do the following, at a minimum, as allowable activities under this grant category:

1. Invest in marketing and outreach to promote diversity, equity, inclusion, and accessibility in RAPs. Grantees are expected to raise awareness about the various types of Registered Apprenticeship pathways to underrepresented populations and underserved communities. This includes connecting with organizations that serve these groups, such as HSIs, MSIs, HBCUs, CBOs, faith-based organizations, and businesses to educate diverse stakeholders of the benefits and return on investment of RAPs in in-demand, high growth sectors. In addition to this outreach, grantees are expected to develop partnerships with those equity- focused organizations, as described.

2. Provide funding to build talent pipelines/on ramps to RAPs. Grantees are expected to connect with quality pre-apprenticeship programs, including WIOA Youth programs, to develop apprenticeship roadmaps that enroll pre-apprentices successfully into RAPs. This may include working with pre-apprenticeship programs to develop curricula to facilitate a smooth transition into RAPs, covering the costs of RI, OJL, and supportive services upon entry into RAPs, and providing incentive funding for employers to expand RAP opportunities for underrepresented populations and underserved communities.

3. Develop equitable pathways to Registered Apprenticeship through pre-apprenticeship and equity partnerships. Grantees are expected to expand RAP opportunities for underrepresented populations and underserved communities.

4. Provide supportive services for pre-apprentices. Grantees are expected to provide wrap-around/supportive services, including housing, childcare, transportation, counseling, and other services, that enable individuals to participate and succeed in a pre-apprenticeship leading to enrollment in a RAP.

5. Encourage the use of portable and stackable credentials. Grantees are expected to support the use of industry recognized stackable credentials in a pre-apprenticeship program will strengthen the pre-apprentice's skills and knowledge prior to RAP enrollment.

6. Provide clear pathways from pre-apprentice to RAP enrollment.
   Grantees are expected to propose pre-apprenticeship programs that are connected to a RAP sponsor and will enroll pre-apprentices into RAPs.

D. Category 4: Registered Apprenticeship Hubs

Grantees will establish a Registered Apprenticeship Hub(s) by forming a multi-partner network capable of serving as a RAP sponsor or intermediary with the primary focus of supporting industry's needs for creating and expanding new and emerging sectors and occupations. Hubs can be led by a variety of organizations and are encouraged to include additional areas of focus (e.g. youth, equity, career pathways leading to RAP enrollment) beyond the primary focus of expansion of Registered Apprenticeship in the target industry or industries.

As a Registered Apprenticeship Hub, the ABA grantee(s) will do the following, at a minimum, as allowable activities under this grant category:

1. Serve as Registered Apprenticeship intermediaries to develop and launch RAPs. The main purpose of the RAP Hubs is to support the needs of industry to facilitate the development and expansion of RAPs across a spectrum of sectors and occupations.

Apprenticeship Hub grantees can include a wide variety of organizations (employer, industry, labor, equity, regional, workforce, or education). These organizations serve as intermediaries (program sponsors or industry-driven organizations) working across multiple regions or communities in a sponsor or TA capacity.

2. Provide incentive funding to support RAP employers. Grantees are expected to provide incentive funding to new employers, joint or non-joint employer groups, joint labor-management organizations, or industry associations to directly fund the development of RAPs or other program development needs. Grantees should also conduct due diligence in identifying opportunities to support employers from various geographic regions, including those in rural and low-income communities, and employers and small businesses, including those owned by members of underrepresented populations and underserved communities.
3. Connect with national, regional, state, and/or local employers and industry groups to expand Registered Apprenticeship. Grantees are expected to develop partnerships with employers and industry groups, including labor, in the identified sector(s) and act as the sponsor or intermediary to facilitate the development of large-scale, multi-employer apprenticeship programs. Hubs are intended to serve as engines of growth that can promote expansion of RAP opportunities.
4. Develop a network of partners to support the rapid development, scaling, and deployment of RAPs. Grantees are expected to develop a broad network of partners including employers, industry associations, labor unions, Registered Apprenticeship intermediaries, and workforce, equity, and educational entities with a focus on supporting the broad needs of specific industry sectors to expand Registered Apprenticeship.
5. Develop technical assistance resources to launch RAPs in critical industries. Grantees must develop and use resources to assist employers, including small businesses, including those owned by members of underrepresented populations and underserved communities, in understanding the requirements of launching RAPs.
6. Promote and encourage employers to utilize pre-apprenticeship directly leading to a RAP. Through a network of partnerships, grantees contribute to comprehensive career pathways (and services) within the chosen industry through curriculum development, coverage of instructor costs, and development of agreements between sponsors and pre-apprenticeship providers, thereby expanding RAP opportunities for underrepresented populations and underserved communities.
7. Coordinate and leverage efforts across ABA Registered Apprenticeship hubs, to help expand and scale RAPs as part of a hub network. In support of this collaboration, grantees will be required to be part of a cohort of apprenticeship hubs working together to support cohesive efforts to grow the Registered Apprenticeship ecosystem.

GEOGRAPHIC SCOPE

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

1. Local/regional means serving a part of one state or a contiguous area that includes multiple sites that may cross more than one state;

2. Statewide means serving an entire state or multiple non-contiguous sites within one state; and

3. National means serving multiple states in multiple locations across the country. The service area does not need to be contiguous.

Applicants applying under Category 1: State Apprenticeship System Building and Modernization are required to target a statewide geographic scope.

Collaboration
ABA grantees are highly encouraged to collaborate with existing DOL-funded RAP investments to promote expansion of the program, as well as the Department's broader Registered Apprenticeship diversity, equity, inclusion, and accessibility (DEIA) efforts such as the Department's existing investments focusing on DEIA, including Industry Intermediary contracts and the Registered Apprenticeship Technical Assistance Center of Excellence. This collaboration will leverage and align efforts to maximize the use of resources and minimize the duplication of efforts, ultimately ensuring the core customers of the RAP system are served efficiently. Current DOL-funded Registered Apprenticeship investments are listed on Apprenticeship.gov.

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

B. PROGRAM AUTHORITY

Funding for this opportunity comes from the Consolidated Appropriations, 2021, Public Law 116-260, Division H, Title I. This appropriation allows the Department to award funds to "expand opportunities through RAPs only registered under the National Apprenticeship Act." This means recipients must spend these funds on activities that will create or assist in the creation of RAPs. This program will support the development of new, or the expansion of existing, RAPs, as described in 29 CFR Parts 29 and 30. Under the ABA grantees may not spend funds on Industry-Recognized Apprenticeship Programs (IRAPs).

II. AWARD INFORMATION

A. AWARD TYPE AND AMOUNT

Funding will be provided in the form of a grant.

We expect availability of approximately $113,000,000 to fund approximately 20-30 grants. Of the $113,000,000 in grants funds available for the ABA grant program, ETA intends to commit up to $50 million in funding awards (of the total $113 million available) to projects primarily focused on equity partnerships and/or pre-apprenticeship activities that result in enrollment in RAPs. Applicants must identify in their project abstract if their project has a primary focus on equity partnerships and/or pre-apprenticeship activities to be considered under

this set-aside. If you are applying for the set-aside, please provide: 1) a purpose statement describing the equity partnerships and/or pre-apprenticeship efforts in the community(ies) you intend to outreach, 2) your success benchmarks and measures, 3) a description of the specific population(s) you intend to impact, 4) the name of the lead organization and the partnerships you will form, 5) the baseline number of Registered Apprentices within the identified area(s), and 6) a description of how your partnership(s) will increase equity in Registered Apprenticeship and/or pre-apprenticeships leading to RAPs. If applying for the set-aside, please ensure that you indicate so in the Abstract (see Appendix D) and your Project Narrative clearly addresses guidelines above. Projects funded under this set-aside may come from any of the four grant categories described in this FOA. The remaining balance of funds will fund grants under the remaining grant categories, as well as additional highly competitive applicants who applied under the set-aside for equity and pre-apprenticeship. The Department reserves the right to change this amount depending on the quantity and quality of applications submitted.

You may apply for a ceiling amount:

- Category 1: State Apprenticeship System Building and Modernization: up to $4 million;
- Category 2: Expansion of RAP Opportunities for Youth: up to $5 million;
- Category 3: Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships: up to $3 million;
- Category 4: Registered Apprenticeship Hubs: up to $6 million for projects with a local/regional or statewide geographic scope; and up to $8 million for projects with a national geographic scope.

Awards made under this Announcement are subject to the availability of federal funds. 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 48 months with an anticipated start date of 07/01/2022. This performance period includes all necessary implementation and start-up activities.

III. ELIGIBILITY INFORMATION

A. ELIGIBLE APPLICANTS

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

1. Category 1: State Apprenticeship System Building and Modernization:

- States are eligible to apply for grants in Category 1. The term "state" means any of the 50 states of the United States, District of Columbia, or any Territory or possession of the United States. For the purposes of this FOA, territories or possessions of the United States are defined as: Puerto Rico, U.S. Virgin Islands, Guam, the Commonwealth of the Northern Mariana Islands, and American Samoa. Only state agencies may submit an application for this category, and only one application may be submitted by a state in response to this category.

- States must identify the state agency that will be the grant recipient (e.g., state workforce agency eligible for funding under Title I of WIOA, state educational agency, or SAA). This entity must have the capacity to administer the grant, will have sole responsibility for administering the project, and will serve as the grant's fiscal agent.

Required Partners:
For states with federally-recognized SAAs, the SAA must be included as a partner (if not identified as the grant recipient). Federally recognized SAAs are defined as those SAAs that have formal, written notice from the OA Administrator affirming the state's regulatory compliance with 29 CFR Parts 29 and 30. Each state is limited to one individual application for consideration under this opportunity.

Optional Partners:
May include, but are not limited to, relevant organizations from the following list: workforce intermediaries, such as workforce development boards, labor unions and labor-management organizations, community-based organizations, and private non-profit service providers; other organizations to support outreach and training activities, such as: industry-led training organizations, industry intermediaries, unions, or non-profit educational organizations; Small Business Development Centers; American Job Centers; community organizations that provide social support and/or wrap-around/supportive services; State Apprenticeship Agencies; YouthBuild programs; foundations and philanthropic organizations; and other federally-funded programs. As appropriate, the Department encourages applicants to partner with labor organizations (labor unions or joint-labor management partnerships).

2. Category 2:Expansion of RAP Opportunities for Youth

- Cities;
- Municipalities;
- Tribal Nations;
- Workforce Development System Entities, Agencies, and Associations - Organizations involved in administering the workforce development system established under WIOA (29 U.S.C. 3151), which are limited to State Workforce Development Boards, Local Workforce Development Boards, and Indian and Native American entities (as outlined in Section 166 of WIOA) (29 U.S.C. 3221);
- Community-based Organizations - Organizations that are representative of a community or significant segments of a community and which provide education, career technical education or rehabilitation, job training, or internship services and programs and includes neighborhood groups and organizations, community action agencies, community development corporations, union related organizations, and employer-related organizations;
- Industry groups and associations;
- Labor and Joint labor-management partnerships;
- Workforce and apprenticeship intermediaries;

- Educational institutions (e.g., alternative, private or traditional high schools; community colleges; CTE; HSIs; MSIs; HBCUs; school districts);
- Consortia: A consortium of organizations that is led by an eligible entity whose principal function(s) is consistent with the capabilities associated with either one or more of the above-listed organizations. A consortium is a group made up of two or more organizations, companies, or governments that work together to achieve a common objective.

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

• A minimum of two employer sponsors or two intermediary sponsors, or an industry/trade associations that represent at least two employers sponsors;

• Education or Training Providers (e.g., K-12 school districts, CTE providers, community colleges, etc.);

• For projects with a local or state-wide geographic scope, the State Apprenticeship Agency (for states with a federally recognized SAA); and

• An entity carrying out activities under WIOA, such as a local workforce development board (as described above in Section III.A.2).

Optional Partners:
May include, but are not limited to, relevant organizations from the following list: workforce intermediaries, such as workforce development boards, labor unions and labor-management organizations, community-based organizations, and private non-profit service providers; other organizations to support outreach and training activities, such as: industry-led training organizations, industry intermediaries, or non-profit educational organizations; Small Business Development Centers; American Job Centers; community organizations that provide social support and/or wrap-around/supportive services; SAAs; WIOA programs, including Job Corps and YouthBuild programs; foundations and philanthropic organizations; and other federally-funded programs. As appropriate, the Department encourages applicants to partner with labor organizations (labor unions or joint-labor management partnerships).

3. Category 3: Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships;

- Cities;
- Municipalities;
- Workforce Development System Entities - Organizations involved in administering the workforce development system established under WIOA (29 U.S.C. 3151), which are limited to State Workforce Development Boards, Local Workforce Development Boards, and Indian and Native American entities (as outlined in Section 166 of WIOA) (29 U.S.C. 3221).

- Educational institutions (e.g., community colleges, HBCUs, institutions of higher education, MSIs, school districts);
- Industry groups and associations;
- Labor and Joint labor-management partnerships;
- Workforce and apprenticeship intermediaries;
- Organizations functioning as business-related entities/workforce intermediaries for the expressed purpose of serving the needs of businesses, individual businesses, or consortia of businesses;
- Community-based organizations - Organizations that are representative of a community or significant segments of a community and which provides education, career technical education or rehabilitation, job training, or internship services and programs and includes neighborhood groups and organizations, community action agencies, community development corporations, union-related organizations, and employer-related organizations;
- Consortia: A consortium of organizations that is led by an eligible entity whose principal function(s) is consistent with the capabilities associated with either one or more of the above-listed organizations. A consortium is a group made up of two or more organizations, companies, or governments that work together to achieve a common objective.

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

- Applicants are required to name a minimum of two employer or two intermediary sponsors, or an industry/trade associations that represents at least two employers in their abstract;
- For programs with a local or state-wide geographic scope, the State Apprenticeship Agency (for states with a federally recognized SAA);
- A minimum of one equity-focused CBO or Minority Serving Institution (MSI) or Minority Serving Institutions' Organization or Association: MSIs are defined as HBCUs, HSIs, Tribal Colleges, and institutions with a primary focus on serving persons with disabilities; and
- An entity carrying out activities under WIOA, such as a local workforce development board (as described above in Section III.A.2).

Optional Partners:
May include, but are not limited to, relevant organizations from the following list: workforce intermediaries, such as workforce development boards, labor unions and labor-management organizations, community-based organizations, and private non-profit service providers; other organizations to support outreach and training activities, such as: industry-led training organizations, industry intermediaries, or non-profit educational organizations; Small Business Development Centers; American Job Centers; community organizations that provide social

support and/or wrap-around services; SAAs; YouthBuild programs; foundations and philanthropic organizations; and other federally-funded programs. As appropriate, the Department encourages applicants to partner with labor organizations (labor unions or joint-labor management partnerships).

4. Category 4: Registered Apprenticeship Hubs

- Cities;
- Workforce Development System Entities - Organizations involved in administering the workforce development system established under WIOA (29 U.S.C. 3151), which are limited to State Workforce Development Boards, Local Workforce Development Boards, and Indian and Native American entities (as outlined in Section 166 of WIOA) (29 U.S.C. 3221);
- Educational institutions (e.g., community colleges, institutions of higher education, HBCUs, HSIs, MSIs, school districts);
- Industry groups and associations;
- Labor and Joint labor-management partnerships;
- Workforce and apprenticeship intermediaries: Organizations functioning as business-related entities/workforce intermediaries for the express purpose of serving the needs of businesses, individual businesses, or consortia of businesses;
- Community-based organizations: Organizations that are representative of a community or significant segments of a community and which provides education, career technical education or rehabilitation, job training, or internship services and programs and includes neighborhood groups and organizations, community action agencies, community development corporations, union-related organizations, and employer-related organizations; and
- Consortia: A consortium of organizations that is led by an eligible entity whose principal function(s) is consistent with the capabilities associated with either one or more of the above-listed organizations. A consortium is a group made up of two or more organizations, companies, or governments that work together to achieve a common objective.

Required Partners:
Applicants are required to identify required partners in their abstract and shall include at least the following:

- Applicants are required to name a minimum of two employer or two intermediary sponsors, joint or non-joint employer groups, or industry/trade associations that represents at least two employers in their abstract;

And at least one required partner from the list below:

- Post-Secondary Education Institutions: Institutions accredited in accordance with the guidelines established by the U.S. Department of Education;
- Workforce Associations: Organizations that connect workforce development professionals and advocates for state and local workforce programs, including the support of state and local workforce development and/or apprenticeship agencies and boards.

Optional Partners:
May include, but are not limited to, relevant organizations from the following list: workforce intermediaries, such as workforce development boards, labor unions and labor-management organizations, community-based organizations, and private non-profit service providers; other organizations to support outreach and training activities, such as: industry-led training organizations, industry intermediaries, or non-profit educational organizations; Small Business Development Centers; American Job Centers; community organizations that provide social support and/or wrap-around/supportive services; State Apprenticeship Agencies; YouthBuild programs; foundations and philanthropic organizations; and other federally-funded programs. As appropriate, the Department encourages applicants to partner with labor organizations (labor unions or joint-labor management partnerships).

See the Funding Opportunity Announcement for specific requirements on eligibility.

B. COST SHARING OR MATCHING

This program does not require cost sharing or matching funds. Including such funds is not one of the application screening criteria and applications that include any form of cost sharing or match will not receive additional consideration during the review process. Instead, the agency considers any resources contributed to the project beyond the funds provided by the agency as leveraged resources. Section IV.B.2 provides more information on leveraged resources.

C. OTHER INFORMATION

1. Application Screening Criteria

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

Application Requirement (One Application per Grant Category)	Instructions	Complete?
The deadline submission requirements are met	Section IV.C	
Applicant includes one application per Grant Category (only applicable to applicants applying for more than one category)	Section III.C.2	

Eligibility	Section III.A	
The components of the application are saved in any of the specified formats and are not corrupt. (*We will attempt to open the document, but will not take any additional measures in the event of problems with opening*.)	Section IV.C.2	
Application federal funds request does not exceed the ceiling amounts ranging from: • State Apprenticeship System Building and Modernization: up to $4 million; • Expansion of RAP Opportunities for Youth: up to $5 million; • Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships: up to $3 million; and • Registered Apprenticeship Hubs: up to $4 million for local, $6 million for regional, and up to $8 million for national.	Section II.A	
SAM Registration	Section IV.B.1	
SF-424, Application for Federal Assistance	Section IV.B.1	
SF-424 includes a DUNS Number	Section IV.B.1	
SF-424A, Budget Information Form	Section IV.B.2	
Budget Narrative	Section IV.B.2	
Project Narrative	Section IV.B.3	
Letters of Commitment	Section IV.B.4	
Governors Letter (if applicable)	Section IV.B.4	

2. Number of Applications Applicants May Submit

Applicants may apply for more than one grant category, but must provide a separate application for each. Applications including multiple grant categories within the same application package will be found non-responsive and will not receive further consideration. If we receive multiple applications from the same organization for the same grant category, we will consider only the most recently received application that met the deadline for the FOA. If the

most recent application is disqualified for any reason, we will not replace it with an earlier application.

3. Eligible Participants

a. Participants Eligible to Receive Training

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

i. Applicants applying under grant Category 1: State Apprenticeship System Building and Modernization; Category 2:Expansion of RAP Opportunities for Youth; and Category 3: Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships.

To be eligible, individuals served must be at least 16 years of age who are not already enrolled in a RAP at the time of initial grant service. Among the individuals eligible to receive services, the Department is particularly interested in the following groups:

- Underrepresented populations: This term may include women, people of color, and persons with disabilities, as established in 29 CFR Part 30, where that population's participation in RAPs is less than would be reasonably expected given the availability of such individuals for apprenticeship in the relevant industry, occupation, or recruitment area.
- Underserved communities: Veterans, formerly incarcerated individuals, and youth. Within this population of youth, applicants may serve a wide range of individuals, such as high school and opportunity youth, youth who are employed or unemployed, justice-involved youth, underrepresented populations (i.e., people of color, women, persons with disabilities), and other youth with barriers to employment including foster youth, parenting youth, and housing insecure youth.
- Unemployed workers: An unemployed worker is an individual who is without a job, is seeking employment, 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. The RAPs must include components that will assist those who do not have particular educational prerequisites and/or experience.

While RAPs serving youth may not exclude apprentices or apprenticeship applicants on the basis of age, grantees must have the capacity to provide for the increased participation of youth in the RAP system.

ii. Applicants applying under grant Category 4: Registered Apprenticeship Hubs:
For the purposes of this program, the Apprenticeship Hubs will support stakeholder engagement and eligible participants to be served are those representing the national Registered

Apprenticeship system. This includes: employers, industry associations, labor unions, RAP Intermediaries, workforce and educational entities, and other key stakeholders necessary to expand RAPs and pre-apprenticeships leading to the enrollment of a RAP. Individual pre-apprentices/apprentices are not eligible to be served under this grant category.

b. Veterans' Priority for Participants

38 U.S.C. 4215 requires grantees to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service are at 20 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 DUNS Number

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

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

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

(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**.** 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. 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 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 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 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 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 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 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 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 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 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 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).

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

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

3. Project Narrative

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

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

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

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

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

a. Statement of Need (Up to 10 Points)
(i) Describe in both quantitative and qualitative terms the need for assistance, including the nature and scope of the problem, and the consequences of not addressing the need, and cite relevant sources for consideration (e.g. Bureau of Labor Statistics, Census Bureau, other DOL sources, etc.). Incorporate demographic data and participant/beneficiary information whenever possible. (6 points)

(ii) Identify the industry(ies) and apprenticeable occupation(s) to be targeted through the grant. The Department is particularly interested in expanding RAP and pre-apprenticeship leading to a

RAP enrollment in the following industries: clean energy, public service, healthcare, childcare, technology, cybersecurity, manufacturing, and transportation and other occupations and industries in the critical supply chain. The Department is also interested in expanding into new occupations in traditional RAP industries. For pre-apprenticeship programs, applicants must demonstrate evidence of sufficient demand in a RAP at the completion of a pre-apprenticeship program to support a transition from a pre-apprenticeship to a RAP. Applicants can take into consideration the impacts of the COVID-19 pandemic or other significant events affecting local economies within the geographic scope they intend to serve. In order to receive full points, applicants must identify the new or non-traditional apprenticeship industry(ies) and/or occupation(s) and link evidence to support the need for those occupations. Applicants must cite the source of the evidence, such as the Bureau of Labor Statistics, Census Bureau, other DOL sources, state workforce agencies, employers, or other written labor market information provided by experts in the field. (4 points)

b. Expected Outcomes and Outputs (Up to 20 Points)
Clearly identify the outcome(s) and output(s) that will result from the project. Outcomes are the measurable results of the project. They are the positive benefits or negative changes or measurable characteristics that occur as a result of project activities or outputs. Outputs are tangible products or services that result from the project.

(1) Participant-level Outcomes and Program Outputs

(i) For applicants applying under Category **1: State Apprenticeship System Building and Modernization; Category 2: Expansion of RAP Opportunities for Youth; and Category 3: Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships.** Projects must include participant enrollment into a RAP and can also include enrollment in pre-apprenticeship that lead to enrollment in a RAP. Applicants will be judged on how the Performance Measure Outcome Table fully demonstrates the successful expansion of RAPs/pre-apprenticeships, enrollment of new participants, and the successful retention of those participants, leading to RAP/pre-apprenticeship completion. Applicants must propose to serve the maximum feasible number of participants based on the size of the award requested and proposed geographic scope. (Up to 10 points)

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

Participant Output and Outcomes

1. Total participants served
2. Total participants who enroll in RAPs
3. Total participants who complete a RAP
4. Total number of participants who enroll in a pre-apprenticeship (as applicable)
5. Total number of participants who complete a pre-apprenticeship (as applicable)

Program Outputs

1. Total RAPs created as a result of ABA grant funding

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

For applicants applying under **Category 4: Registered Apprenticeship Hubs**, please provide proposed targets for each output. See Appendix A for definitions of key terms. See Appendix G for the Suggested Performance Outcomes and Outputs Table.

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

(2) Outputs

(ii) Applicants applying under all ABA grant categories must address the following required elements for the designated ABA grant category below. See Appendix C for a suggested Logic Model template. Failure to address these elements in the Logic Model will result in zero points. (Up to 10 points)

In responding to these elements below for each category, ABA applicants must address the cross-cutting principles of 1) equity, 2) job quality, 3) support for high quality, scalable, and sustainable programs, 4) evidence-based approaches, and 5) new opportunities for innovation, engagement, and ease of access:

Category 1: State Apprenticeship System Building and Modernization - Logic Model Elements:

1. Diversify industry representation: Provide detailed inputs, activities, outputs, and projected outcomes that increase participation of key industries. Applicants must identify 1) the specific new industry(ies) and/or occupations to be targeted under the grant, and 2) the specific industry(ies) and/or occupations to be expanded or taken to scale under the grant. If a state is developing a state-based apprenticeship hub, please follow the instructions under Category 4: Registered Apprenticeship Hubs – Logic Model Elements below.

2. Comply with Registered Apprenticeship regulations: Provide detailed inputs, activities, outputs, and projected outcomes that exemplify states are committed to complying with 29 CFR Parts 29 and 30 to promote the standardization of RAPs and build a unified national apprenticeship system. This includes sharing of data and ensuring that quality programs are registered within the state and align with the five key areas of RAPs: OJL, RI, progressive wages, mentoring, and industry-recognized credential attainment to ensure reciprocity across the National Apprenticeship system. OA states and SAAs can demonstrate their efforts to better align with the National Apprenticeship System and create opportunities for increased conformity with 29 CFR Parts 29 and 30 by engaging in the following activities:

    a. Establish or fortify systems and processes by which apprentice information is entered into OA's case management and recordkeeping systems;

    b. Create programs, campaigns, and initiatives in support of the implementation of Equal Employment Opportunity (EEO) regulations;

    c. Provide for quality oversight of EEO compliance programs;

    d. Align registration documents and/or standard operating documents with OA's Boilerplate Standards and Standards Builder; and

    e. Establish innovative partnerships with workforce intermediaries, educational partners, and community organizations that demonstrate linkages between apprenticeship and the State's economic development strategies.

3. Diversify RAP designs and talent pipelines: Provide detailed inputs, activities, outputs, and projected outcomes to ensure that all populations will have equal opportunities to participate, persist, and succeed in RAPs. This includes actively increasing access for underrepresented populations (as defined in 29 CFR Part 30) and underserved communities to enroll in RAPs. Additionally, applicants will propose how they will work with education and industry stakeholders to modify and/or develop curricula to prepare individuals for entry into a RAP, including the incorporation of quality pre-apprenticeship programs that lead to RAP enrollment such as YouthBuild and Job Corps.

4. Support employers in establishing and sustaining RAPs: Provide detailed inputs, activities, outputs, and projected outcomes to provide support for critical evidence-based strategies that are strongly associated with grantee success including industry incentives, covering the cost of RI, and the provision of supportive services. Specifically, applicants will describe strategies for the following:

5. Promoting industry demand by providing support for establishing and sustaining RAPs. Applicants will identify opportunities to provide incentive funding to employers, joint or non-joint employer groups, and other industry organizations that support establishing and expanding quality RAPs and opportunities for apprentices. These efforts also include creating new national guidelines and/or local program standards for new RAPs with local, regional, or national employers.

6. Leverage resources to support covering the cost of RI. Develop and implement systems alignment efforts to leverage and braid federal and state funding to support covering the cost of the RI for Registered Apprentices.

7. Support apprentices in entering and successfully completing RAPs. Ensure the provision of critical supportive services and other related costs necessary to support apprentices successfully completing RAPs. Applicants may provide a wide range of supportive services to apprentices, including but not limited to housing, transportation, childcare, counseling, and other needs.

8. Use a data-driven decision approach to accelerate RAPs: Provide detailed inputs, activities, outputs, and projected outcomes to facilitate other data sharing, system change, and governance requirements to comply with the law and ensure a strong RA system. This includes unifying Information Technology (IT) systems across states to align with Registered Apprenticeship systems, RAPIDS, Workforce Integrated Performance System (WIPS), and other workforce systems. Applicants will also create or update state data collection systems to better track apprentice outcomes in the state and collect grant-specific data on the required program elements for tracking and reporting performance outcomes of enrolled apprentices.

9. Implement COVID mitigation strategies to upskill and encourage ease of access to RAPs: Provide detailed inputs, activities, outputs, and projected outcomes to co-enroll and leverage existing federal, state, local, and private-funded programs to advance RAPs within the state. These efforts should include developing strategies to address the challenges and barriers created due to the COVID-19 pandemic (e.g. moving 100% online, developing new curriculum, keeping people engaged when they were laid off, and adapting to immediate need of healthcare workers and first responders), developing flexible models and modalities to serve apprentices (e.g. transition RI to online delivery), and implementing programs that align with local labor market information resulting from the impact of COVID. This also includes using existing resources such as apprenticeship.gov and other workforce development tools to connect industry, educators, and career seekers.

10. Identify how the following cross-cutting principles are incorporated into the logic model elements: 1) equity, 2) job quality, 3) support for high-quality, scalable, and sustainable programs, 4) evidence-based approaches, and 5) new opportunities for innovation, engagement, and ease of access. Your Outputs should reflect these principles.

Category 2: Expansion of RAP Opportunities for Youth - Logic Model Elements:

1. Develop and launch industry-relevant RAPs to increase opportunities for serving youth: Provide detailed inputs, activities, outputs, and projected outcomes to develop RAPs standards across a plethora of industries to attract both high school and opportunity youth

in in-demand occupations. This includes coordinating with local, regional, and national employers and other industry organizations, and working within the education system to design RI that meets industry standards and satisfies the requirements of RAPs in 29 CFR Part 29. Additionally, applicants will propose how they will coordinate with employers to design programs that are flexible with learning objectives; offer participant assessments to determine skill levels, aptitudes, abilities, interests, and competencies of apprentices.

2. Develop and implement a youth-centered approach in deploying RAPs: Provide detailed inputs, activities, outputs, and projected outcomes to form regional, state, and national partnerships with industry and education stakeholders to expand RAP opportunities for youth, especially those who face employment and educational barriers, including high school students, opportunity youth, housing insecure youth, justice-involved youth, young parents, and youth from low-income disadvantaged backgrounds. This includes integrating RAPs in existing youth serving systems, policies and programs including Career and Technical education, dual enrollment and dual credit, and WIOA Youth programs. Applicant proposals should include a focus on conducting outreach to and providing equitable opportunities for young people who face employment and educational barriers, as identified above, to enroll in, persist, and successfully complete RAPs with improved employment and/or educational outcomes after program completion. All RAPs must provide for equal employment opportunity on the basis of race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability, in accordance with 29 CFR Part 30.

3. Partnership Building: Provide detailed inputs, activities, outputs, and projected outcomes with the goal of engaging new education and workforce stakeholders each year.

4. Invest in marketing and outreach to youth stakeholders related to Registered Apprenticeship: Provide detailed inputs, activities, outputs, and projected outcomes to raise awareness and promote the adoption of RAPs at the secondary educational level. This includes the development of informational materials to educate influencers (e.g., parents, teachers, school counselors, community-based organizations that operate youth programs) of the benefits of RAPs, and support the development of RI.

5. Serve high school and/or opportunity youth: Provide detailed activities and outcomes to ensure RAP programs are designed to increase opportunities for and support the needs of high school and/or opportunity youth.

6. Collaborate with state education systems to integrate RAP pathways serving youth: Provide detailed inputs, activities, outputs, and projected outcomes to collaborate with state and workforce systems through the development of policies to facilitate the dual-enrollment and transition from high school to RAPs. This also includes integrating RAPs with existing youth-serving systems, policies and programs, including CTE; promoting innovation, inclusion, and alignment with CTE programs, dual enrollment and dual credit, and appropriate WIOA Youth programs; creating the training infrastructure or network to deploy RAPs for youth; and developing or modifying training activities to meet the needs of youth apprentices.

7. Reduce associated costs for participation in RAPs serving youth: Provide detailed activities and outcomes to cover the cost of RI though grant funds and/or leveraged

resources, as well as OJL by reimbursing employers for those activities (negotiated reimbursement percentage may not exceed 50 percent of the participant's hourly wage). Similarly, applicants are allowed to cover the costs of supportive services which may include transportation, childcare, dependent care, housing, counseling, and other needs-related payments that are necessary to enable an individual to participate in education and training activities funded through this grant (funding for supportive services may not exceed 20 percent of the total grant).

8. Provide technical assistance to RAP stakeholders: Provide detailed inputs, activities, outputs, and projected outcomes to provide all grant recipient designated partners (e.g., education stakeholders, workforce boards, industry organizations, labor organizations, and employers) with technical assistance, advice, and support to help create Youth RAP standards.

9. Identify how the following cross-cutting principles are incorporated into the logic model elements: 1) equity, 2) job quality, 3) support for high-quality, sustainable programs, 4) evidence-based approaches, and 5) new opportunities for innovation, engagement, and ease of access. Your Outputs should reflect these principles.

Category 3: Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships– Logic Model Elements:

1. Invest in marketing and outreach to promote diversity, equity, inclusion, and accessibility in RAPs: Provide detailed inputs, activities, outputs, and projected outcomes to raise awareness about the various types of Registered Apprenticeship pathways to underrepresented populations and underserved communities. This includes connecting with HBCUs, HSIs, MSIs, community-based organizations that serve underrepresented populations and underserved communities, and businesses to educate diverse stakeholders of the benefits and return on investment of RAPs in in-demand high growth sectors.

2. Provide funding to build talent pipelines/on ramps to RAPs: Provide detailed inputs, activities, outputs, and projected outcomes to connect with quality pre-apprenticeship programs, including WIOA Youth programs, to develop apprenticeship roadmaps that enroll pre-apprentices successfully into RAPs. This may include working with pre-apprenticeship programs to develop curricula to facilitate a smooth transition into RAPs, covering the costs of RI, OJL, and supportive services upon entry into RAPs, and providing incentive funding for employers to expand RAP opportunities for underrepresented populations and underserved communities.

3. Develop equitable Registered Apprenticeship pathways: Provide detailed inputs, activities, outputs, and projected outcomes to expand through pre-apprenticeship and equity partnerships and RAP opportunities for underrepresented populations and underserved communities.

4. Provide supportive services for pre-apprentices: Provide detailed inputs, activities, outputs, and projected outcomes to provide wrap-around/supportive services that enable individuals to participate and succeed in a pre-apprenticeship leading to enrollment in a RAP.

5. Encourage the use of stackable credentials: Provide detailed inputs, activities, outputs, and projected outcomes to support the use of stackable credentials in a pre-apprenticeship program leading to a RAP enrollment.
6. Provide clear pathways from pre-apprentice to RAP enrollment: Provide detailed inputs, activities, outputs, and projected outcomes to ensure pre-apprenticeship programs are connected to a RAP sponsor and will enroll pre-apprentices into RAPs. Establish clear pathways to a RAP through partnerships between employer and training providers, opportunities to earn interim credentials, and incremental steps in a clear education and training route that leads to more advanced career opportunities.
7. Identify how the following cross-cutting principles are incorporated into the logic model elements: 1) equity, 2) job quality, 3) support for high-quality, sustainable programs, 4) evidence-based approaches, and 5) new opportunities for innovation, engagement, and ease of access. Your Outputs should reflect these principles.

Category 4: Registered Apprenticeship Hubs – Logic Model Elements:

1. Serve as Registered Apprenticeship intermediaries to develop and launch RAPs. Provide detailed inputs, activities, outputs, and projected outcomes to support the needs of industry to facilitate the development and expansion of RAPs across a spectrum of sectors and occupations, including identifying how the grant will serve as large multi-employer sponsors or as an intermediary supporting the needs of targeted industry sectors on all aspects of RAP development and growth.
2. Provide incentive funding to support RAP employers. Provide detailed inputs, activities, outputs, and projected outcomes to provide incentive funding to new employers, joint labor management organizations, or industry associations to directly fund the development of RAPs or other program development needs. Applicants should also conduct due diligence in identifying opportunities to support employers from various geographic regions, including those in rural and low-income communities and those from underrepresented populations and underserved communities.
3. Connect with national, regional, state, and/or local employers and industry groups to expand apprenticeship. Provide detailed inputs, activities, outputs, and projected outcomes to develop partnerships with employers and industry groups (including labor) in the identified sector(s) and act as the sponsor or intermediary to facilitate the development of large-scale, multi-employer apprenticeship programs. Hubs are intended to serve as engines of growth that can promote expansion of RAP opportunities particularly in industries unfamiliar with Registered Apprenticeship.
4. Develop a network of partners to support the rapid development, scaling, and deployment of RAPs. Provide detailed inputs, activities, outputs, and projected outcomes to develop a broad network of partners including employers, industry associations, labor unions, Registered Apprenticeship intermediaries, and workforce, equity, and educational entities with a focus on supporting the broad needs of specific industry sectors to expand Registered Apprenticeship.
5. Develop technical assistance resources to launch RAPs in critical industries. Provide detailed inputs, activities, outputs, and projected outcomes to develop and use resources

to assist employers, including small businesses, minority-owned businesses in understanding the requirements of launching RAPs.

6. Promote and encourage employers to utilize pre-apprenticeship directly leading to a RAP. Provide detailed inputs, activities, outputs, and projected outcomes to develop comprehensive career pathways (and services) within the chosen industry focusing on curriculum development, coverage of instructor costs, development of agreements between sponsors and pre-apprenticeship providers, and other methods that will promote and encourage the utilization of pre-apprenticeships.
7. Coordinate and leverage efforts across ABA Registered Apprenticeship Hubs, to help expand and scale RAPs as part of a hub network. Provide detailed inputs, activities, outputs, and projected outcomes to coordinate, leverage and develop supports for cohesive efforts to grow the Registered Apprenticeship ecosystem.
8. Identify how the following cross-cutting principles are incorporated into the logic model elements: 1) equity, 2) job quality, 3) support for high-quality, sustainable programs, 4) evidence-based approaches, and 5) new opportunities for innovation, engagement, and ease of access. Your Outputs should reflect these principles.

c. Project Design (Up to 28 Points)

(1) Logic Model Elements

(i) Scoring under this criterion is based on how the proposed project design will be implemented. This includes how the applicants will ensure the project is designed to meet the key ABA grant program goals identified in Section I.C.2. (Up to 10 points)

- Propose methods that the project will use to address the stated outcomes and outputs in the Logic Model. Outline a plan of action/work plan that describes the scope and detail of how the project will accomplish the proposed work and include timelines for completion of work.
- Account for all functions or activities identified in the application. Cite factors that might accelerate or decelerate the work and state the reason for taking the proposed approach rather than other approaches. Identify any potential barriers and describe how the project will be able to overcome those barriers.
- Fully describe that the partnerships in place for the project are comprehensive and provide written commitments from those partners. As appropriate, the Department encourages applicants to partner with labor organizations (labor unions or joint-labor management partnerships).

(2) Project Work Plan

(ii)Scoring under this criterion is based on the application identifying and including clear and complete project goals, milestones, key activities, and key partners of the proposed apprenticeship program as described in the narrative in the work plan attachment as outlined in Appendix F. Note: Attachments do not count against page limitation. (Up to 18 points)

- Narrative description that clearly identifies the overall project goals and milestones for developing and/or expanding apprenticeships, which will result from the apprenticeship project. The narrative description must demonstrate that milestones are feasible based on the project design. To that end, the work plan must clearly describe short-term, mid-term, and long-term milestones that capture the results of developing and/or expanding apprenticeships. The work plan must include all of the following:

  1. Project goals, which are the overarching achievements that will be pursued;

2. 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;

3. Key Activities, including timeframes for development and/or expansion of apprenticeship programs, deployment of apprenticeship programs, and/or enrollment in apprenticeship training; and key partner(s) identified for key activities.

d. Organizational, Administrative, and Fiscal Capacity (Up to 10 Points)

(i) Include 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 who will be providing any services or conducting any activities under the grant (where applicable). This must include a detailed organizational chart that identifies the lead applicant, Registered Apprenticeship partnership, and other proposed partners. The chart must describe the structure of the relationships of all partners involved in the project. The chart must also identify the proposed project's staffing plan to illustrate that partners have the capacity to support the lead applicant to carry out the proposed project. The organizational chart should be included as an attachment to the project narrative and does not count against the 20-page limit. (6 points)

(ii) The staffing plan must describe the qualifications and experience of all executive and administrative staff, as well as other personnel such as board members, advisors, and consultants, to fulfill the needs and requirements of the proposed project. Such qualifications and experience must demonstrate the ability to manage a strategic partnership, including fiscal and administrative management, outreach, and promotion. The staffing plan should be included as an attachment to the project narrative and does not count against the 20-page limit. (4 points).

e. Past Performance – Programmatic Capability (Up to 24 Points)

(1) Evidence of past RAP, Pre-Apprenticeship, and Partnership Development (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. Scoring will be based on how the applicant fully demonstrates the following:

(i) Full description of the lead applicant's prior experience and performance in the development of RAPs and/or pre-apprenticeship that lead to a RAP enrollment, especially for underrepresented populations and underserved communities in Registered Apprenticeships, or capacity to expand Registered Apprenticeships to local, state, regional or national scale. This

could include evidence of existing partnerships, prior experience in expanding RAPs, and the number of apprentices placed in prior programs; (4 points)

(ii) Demonstration that partners have experience in engaging industry and employers in the adoption of RAPs, or in the development of work-based learning programs; (4 points)

(iii) Demonstrated ability to integrate and work with existing workforce system and partners. (2 points)

(2) Past Performance Goals/Outcomes and Spending Rate and Tracking of Funds (Up to 14 points)

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

Applicants who have completed an ETA agreement (grant, contract, or cooperative agreement) but not a DOL Apprenticeship grant award are required to use the following:
Applicants that have completed an ETA agreement within the last five years of the closing date of this Announcement must submit past performance for their ETA agreement. The information below must be provided in a Past Performance Chart as an attachment to the Project Narrative.

Applicants that have only completed non-ETA assistance agreements (federal or non-federal grants and cooperative agreements but not federal contracts):
Applicants that have completed a federally and/or non-federally funded assistance agreement similar in size, scope, and relevance to the proposed project within the last five years of the closing date of this Announcement must provide the information below. The information must be provided in a Past Performance Chart as an attachment to the Project Narrative.

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

Performance Chart (Please see Appendix E for suggested templates)

The Past Performance Chart must include the following information:

- Grantor name and contact information
- Project information and overall objectives of the grant
- Population served
- Performance goals/outcomes and spending rate and tracking of funds
- The chart must detail significant performance goals and the outcomes of those goals in order to demonstrate if and how the applicant successfully completed and managed the agreement.

For non-ETA grants, the chart must be signed by the grantor or a letter must be provided from the grantor verifying the past performance data. This letter must be on grantor letterhead, signed, dated and contain contact information for the grantor. Failure to do so will result in zero points being awarded for this rating factor.

(i) Performance Goals/Outcomes (8 points)
Applicants should use the following to describe past performance, as applicable, based on quantifiable data including the tools and metrics used to track and display key performance measures identified below. Failure to address the performance measures will result in zero points being awarded for this rating factor. Applications will be reviewed based on the extent to which the following factors are clearly and articulately addressed:

Grant applicants applying for **grant categories 1, 2, and 3** should use the performance indicators most similar to:

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

• Applicants that achieve at least 85 percent of their performance outcomes, most similar to the above list and specified in their Past Performance Chart (see Appendix E for a suggested template), and also fully demonstrate their ability to track and validate their performance will receive 8 points.
• Applicants that achieve at least 70 percent, but less than 85 percent, of their performance outcomes, most similar to the above list and specified in their Past Performance Chart, and also fully demonstrate their ability to track and validate their performance will receive 6 points.
• Applicants that achieve less than 70 percent of their performance outcomes, most similar to the above list and specified in their Past Performance Chart, and also explain challenges in achieving their goals and the steps taken to address those challenges may receive 4 points.

Grant applicants applying for **grant category 4** should address the following:

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

• Program Performance Measure 1: Provide qualitative and/or quantitative data that demonstrates

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

(ii) Spending Rate and Tracking of Funds (6 points)
Applicants must submit, as part of the chart of past performance described above, the total grant amount and the grant funds spent. Please provide the amount spent on your completed grant described in the Past Performance and Spending Rate Chart. For 2016 SAE grantees, provide the amount of funds spent, shown on the ETA-9130 financial report ending 9/30/20.

Additionally, please include in your project narrative an explanation of the process utilized for tracking individual participant services separately by grant award described in the Past Performance and Spending Rate Chart, and how the applicant ensures funds are not comingled with other funding. Applicants should explain the systems they use and improvements they have implemented to the process of tracking different grant funding awarded to states to expand RAPs. Applicants will receive points for their spending rate and narrative, as demonstrated in the chart and project narrative.

- Applicants that expended at least 80 percent of the grant funds as specified above, and also fully demonstrates their ability to track individual participant grant services from each of their grants to ensure funds are not comingled will receive 6 points.
- Applicants that expended at least 65 percent, but less than 80 percent, of the grant funds as specified above, and also fully demonstrates their ability to track individual participant grant services from each of their grants to ensure funds are not comingled will receive 4 points.
- Applicants that expended less than 65 percent of the grant funds as specified above but can fully demonstrate their ability to track individual participant grant services from each of their grants to ensure funds are not comingled will receive 2 points.

f. Budget and Budget Narrative (Up to 8 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.
(i) The extent the proposed expenditures will address all project requirements, and whether key personnel have adequate time devoted to the project to achieve project results. (Up to 4 points)

(ii) The extent to which the budget narrative provides a description of costs associated with each line item on the SF-424A, and includes the cost-per-participant. It should also include a complete description of leveraged resources provided (as applicable) to support grant activities. (Up to 2 points)

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

(iv) Whether or not the totals on the SF-424A and the Budget Narrative align. (No points)

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. The abstract must include the following:

i. Lead applicant/organization name;
ii. Lead applicant entity type;
iii. Lead applicant city and state;
iv. Selected grant category for which applicant is applying for (category 1-4)
v. Identification of proposed program's primary focus if applying for the equity partnerships and/or pre-apprenticeship set-aside.
vi. Project title/name;
vii. Funding amount requested;
viii. Applicants must identify the geographic scope of the proposed project;
viii. Number of apprentices enrolled in RAPs during the life of the grant;
ix. Population(s) to be served (if applying in categories 1-3);
x. Organization name and entity type of required partner;
xi. Organization names and entity type of optional partners;
xii. Project purpose;
xiii. Subrecipient activities;
xiv. List of credential(s) to be awarded;
xv. Summary of program activities;
xvi. Public contact information.

See Appendix D for the Suggested Abstract Format.

(2) A letter from the governor or chief elected official

This letter from the governor must be submitted as an attachment and clearly labeled as

"Governor's Letter." If the applicant does not submit the letter, the application will be considered incomplete and non-responsive, and it will not move forward through the merit review process. This Letter is only required for states as defined in III.A.

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

b. Requested Attachments

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

(1) Past Performance Documentation

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

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

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

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

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

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

C. SUBMISSION DATE, TIME, PROCESS AND ADDRESS

We must receive your application by 04/25/2022. 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://strategies.workforcegps.org/resources/2014/08/11/16/32/applying-for-eta-competitive-grants-a-web-based-toolkit-for-prospective-applicants-438?p=1.

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

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

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

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

Late Applications
We will consider only applications successfully submitted through Grants.gov no later than 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 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 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 200.414(f) for more information on use of the de minimis rate.)

Intellectual Property Rights

Pursuant to 2 CFR 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.

Use of Grant Funds for Participant Wages

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

On-the-Job Learning: Applies only to Category 1: State Apprenticeship System Building and Modernization; Category 2: Expansion of RAP Opportunities for Youth; and Category 3: Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships.

For the purposes of grants awarded under this FOA, funds may be used to subsidize the training and education costs for Registered Apprentices enrolled in programs and can include reimbursing employers for some of the extraordinary costs of OJL. For grants awarded under this FOA, the negotiated reimbursement percentage may be as high as 50 percent of the participant's hourly wage. However, DOL encourages grant recipients to negotiate lower rates or variable rates (such as starting at the maximum allowable reimbursement rate and reducing the subsidy over time), where possible, to ensure that the maximum number of Registered Apprentices will be served by the project. Finally, grant recipients must develop OJL contracts as discussed below. The contract process sets the ground rules for OJL with an employer and assists in making the determination if an employer is eligible to provide an OJL opportunity. The contract must include the federally required elements of an OJL agreement; however, states, counties, or municipalities may have additional OJL contract requirements. Contracts also outline the terms

and conditions that the employer and OJL provider agree to provide for an OJL experience. Contracts with an employer can be set up for a specific period of time but need not necessarily specify the individual trainees to whom they apply. This allows the employer to provide training to more than one trainee. If an employer only has one position or plans to limit the training experience to one employee, then a contract must also include the individual trainee's information. For these grants, contracts must provide that the employer is responsible for documenting skills gained by Registered Apprentices during the training period. It should also include a description of how the reimbursement level was determined. For guidance on federally required elements of an OJL, sample templates, and other resources, grant recipients may access ETA's online technical assistance related to an OJL contract on WorkforceGPS.org at the following web address: https://ion.workforcegps.org/resources/2017/12/01/11/19/On-the-Job-Training-Toolkit

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

Use of Funds for Supportive Services for Apprentices: Applies only to Category 1: State Apprenticeship System Building and Modernization; Category 2: Expansion of RAP Opportunities for Youth; and Category 3: Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships.

While applicants are encouraged to leverage supportive services through WIOA or other funding available, when funds are not otherwise available, grant recipients may use up to 20 percent of grant funds to provide supportive services (as outlined in Section IV.B.3.c.3.ii Project Design) to individuals who are participating in education and training activities provided through the grant. Under this FOA, supportive services for training apprentices include services such as transportation, childcare, dependent care, housing, counseling, and other needs-related payments that are necessary to enable an individual to participate in education and training activities funded through this grant. Grant recipients may provide supportive services in various ways, including, but not limited to, providing the supportive service itself (e.g., childcare); providing apprentices with a voucher for the service (e.g., public transportation cards or tokens); or providing a stipend directly to the apprentice. 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, grant recipients may use grant funds, up to the percentage specified above, to provide supportive services only to individuals who are participating in education and training activities provided through the grant, and only when: 1) they are unable to obtain such services through other programs, and 2) such services are necessary to enable individuals to participate in education and training activities under the grant. Grant recipients may establish limits on the provision of supportive services or provide their 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 apprentices. Grant recipients must ensure that their use of grant funds on supportive services is consistent with their organization's established written policy on the provision of supportive

services. Additionally, we encourage grant recipients to identify other sources of funding for supportive services, including through co-enrolling in WIOA.

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

Applicants may use up to 10 percent of grant funds to provide one-time "incentive" funds to new employers, joint labor management organizations, or industry associations (or other partners included in a multiemployer partnership) to directly fund new or expand existing RAPs in targeted industries in which they are serving.

Allowable uses of incentive funding to support RAP development, launch, and sustainability, include:
• Registration of RAPs with the Department;
• Costs related to design and start-up of RAPs;
• Classroom education or online training for apprentices;
• Extraordinary costs related to on-the-job learning (excluding wages). These extraordinary costs to the employer can be calculated based on an apprentice's wages, as well as based on a journey worker's time as mentor for an apprentice in OJL. Applies only to Category 1: State Apprenticeship System Building and Modernization; Category 2: Expansion of RAP Opportunities for Youth; and Category 3: Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships. Category 4: Registered Apprenticeship Hubs cannot use incentive payments for this purpose.
• Train-the-trainer costs or activities;
• Training supplies for apprentices (in consultation with the Department); and/or
• Curricula development.

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

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)	28 total
4. Organizational, Administrative, and Fiscal Capacity (See Section IV.B.3.d. Organizational, Administrative, and Fiscal Capacity)	10 total
5. Past Performance – Programmatic Capability (See Section IV.B.3.e. Past Performance – Programmatic Capability)	24 total
6. Budget and Budget Narrative (See Section IV.B.2. Project Budget)	8 total
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

Standard Rating	Definition	Standard for Calculating Points
Fails to Meet	The application does not respond to the rating factor or the application does respond to the rating factor but does not convincingly satisfy any of the stated specifications.	Zero Points

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

B. REVIEW AND SELECTION PROCESS

1. Merit Review and Selection Process

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

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

2. Is the organization or institution affiliated with any other organization: Yes No If yes, please provide details as to the nature of the company (for profit, nonprofit, LLC, etc) and if it provides services or products to the organization in relation to this grant.	3. Total Sales/Revenues in most recent accounting period. *(12 months)* $

	SECTION C: ACCOUNTING SYSTEM	

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

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

2. Which of the following best describes the accounting system:	State administered	Internally Developed	Web-based	
3. Does the accounting system identify the receipt and expenditure of program funds separately for each contract/grant?			Yes	No / Not Sure
4. Does the accounting system provide for the recording of expenditures for each grant/contract by the component project and budget cost categories shown in the approved budget?			Yes	No / Not Sure
5. Are time distribution records maintained for an employee when his/her effort can be specifically identified to a particular cost objective?			Yes	No / Not Sure
6. If the organization proposes an overhead rate, does the accounting system provide for the segregation of direct and indirect expenses?			Yes	No / Not Sure
7. Does the organization have an approved indirect cost rate or cost allocation plan? If so, who approved it (Federal Cognizant Agency or a Pass-through Entity)? What are the effective dates?			Yes	No / Not Sure
8. Does the accounting/financial system include budgetary controls to preclude incurring obligations in excess of: a. Total funds available for a grant? b. Total funds available for a budget cost category (e.g. Personnel, Travel, etc)?			Yes Yes	No / Not Sure No / Not Sure
9. Does the organization or institution have an internal control structure that would provide reasonable assurance that the grant funds, assets, and systems are safeguarded?			Yes	No / Not Sure

SECTION D: FINANCIAL STABILITY

1. Is there any legal matter or an ongoing financial concern that may impact the organization's ability to manage and administer the 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 *(indicate section and item numbers if a continuation)*

VI. AWARD ADMINISTRATION INFORMATION

A. AWARD NOTICES

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

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

B. ADMINISTRATIVE AND NATIONAL POLICY REQUIREMENTS

1. Administrative Program Requirements

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

i. Non-Profit Organizations, Educational Institutions, For-profit entities and State, Local, and Indian Tribal Governments–2 CFR Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) and 2 CFR Part 2900 (DOL's Supplement to 2 CFR Part 200)
ii. All entities must comply with 29 CFR Part 93 (New Restrictions on Lobbying), 29 CFR Part 94 (Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)), 2 CFR Part 180 (OMB Guidance to Agencies on Government-wide Debarment and Suspension (Non-procurement)), and, where applicable, 2 CFR Part 200 (Audit Requirements).
iii. 29 CFR Part 2, subpart D—Equal Treatment in Department of Labor Programs for Religious Organizations; Protection of Religious Liberty of Department of Labor Social Service Providers and Beneficiaries.
iv. 29 CFR Part 31—Nondiscrimination in Federally Assisted Programs of the Department of Labor—Effectuation of Title VI of the Civil Rights Act of 1964.
v. 29 CFR Part 32—Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance.
vi. 29 CFR Part 35—Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance from the Department of Labor.
vii. 29 CFR Part 36—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance.
viii. 29 CFR Part 38 – Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Innovation and Opportunity Act.
ix. 29 CFR Parts 29 and 30—Labor Standards for the Registration of Apprenticeship Programs, and Equal Employment Opportunity in Apprenticeship and Training, as applicable.
x. The Department of Labor will follow the procedures outlined in the Department's Freedom of Information Act (FOIA) regulations (29 CFR Part 70). If DOL receives a FOIA request for your application, the procedures in DOL's FOIA regulations for responding to requests for commercial/business information submitted to the government will be followed, as well as all FOIA exemptions and procedures. See generally 5 U.S.C. § 552; 29 CFR Part 70.
xi. Standard Grant Terms and Conditions of Award—see the following link: https://www.dol.gov/agencies/eta/grants/resources.

2. Other Legal Requirements

a. Religious Activities

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

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

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

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

d. Safeguarding Data Including Personally Identifiable Information (PII)

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

By submitting 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 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 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 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 45 days after the end of each calendar-year quarter. On the final Financial Status Report, you must include any subaward amounts so we can calculate final indirect costs, if applicable. You must use DOL's Online Electronic Reporting System and information and instructions will be provided to 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 within 45 days after the end of 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.

For grants awarded under Category 1: State Apprenticeship System Building and Modernization; Category 2: Expansion of RAP Opportunities for Youth; and Category 3: Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships.

Grantees are required to submit a Quarterly Progress Report containing updates on the implementation and progress specified in the grant's Statement of Work and the status of grant program outcomes for all participants that receive grant-funded services. As described above, these grants will align with WIOA performance reporting requirements. DOL will provide grantees with access to the online reporting system, WIPS, along with formal guidance and technical assistance for data collection and reporting.

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

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 within 45 days after the end of 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 Denise Roach, Grants Management Specialist, Office of Grants Management, at roach.denise@dol.gov. Applicants should e-mail all technical questions to roach.denise@dol.gov and must specifically reference FOA-ETA-22-06, 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).

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 tutorial, "Grant Applications 101: A Plain English Guide to ETA Competitive Grants," available through WorkforceGPS at https://strategies.workforcegps.org/resources/2014/08/11/16/32/applying-for-eta-competitive-

grants-a-web-based-toolkit-for-prospective-applicants-438?p=1.

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

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

D. 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, 2022.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 20 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

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

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

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

Signed 02/23/2022 in Washington, D.C. by:
Brinda Ruggles
Grant Officer, Employment and Training Administration

ENDNOTES

1. White House Fact Sheet: Biden Administration to Take Steps to Bolster Registered Apprenticeship, https://www.whitehouse.gov/briefing-room/statements-releases/2021/02/17/fact-sheet-biden-administration-to-take-steps-to-bolster-registered-apprenticeships/
2. FACT SHEET: The Biden-Harris Administration Trucking Action Plan to Strengthen America's Trucking Workforce https://www.whitehouse.gov/briefing-room/statements-releases/2021/12/16/fact-sheet-the-biden-%E2%81%A0harris-administration-trucking-action-plan-to-strengthen-americas-trucking-workforce/
3. E.O. 14035 Federal Register :: Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce
4. E.O. 13985 Federal Register :: Advancing Racial Equity and Support for Underserved Communities Through the Federal Government
5. E.O. 14041 Federal Register :: White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity Through Historically Black Colleges and Universities
6. E.O. 14045 Federal Register :: White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics
7. UNDERSTANDING THE 7% DISABILITY UTILIZATION GOAL https://www.doleta.gov/oa/eeo/pdf/EEO-FactSheet.pdf
8. See U.S. Department of Education, Connecting Secondary Career and Technical Education and Registered Apprenticeship, A Profile of Six State Systems, https://s3.amazonaws.com/PCRN/reports/Connecting_Secondary_CTE_and_Registered_Apprenticeship.pdf
9. 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
10. 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
11. Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce https://www.federalregister.gov/documents/2021/06/30/2021-14127/diversity-equity-inclusion-and-accessibility-in-the-federal-workforce
12. Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce https://www.federalregister.gov/documents/2021/06/30/2021-14127/diversity-equity-inclusion-and-accessibility-in-the-federal-workforce

13. Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce https://www.federalregister.gov/documents/2021/06/30/2021-14127/diversity-equity-inclusion-and-accessibility-in-the-federal-workforce

APPENDIX A Key Definitions

Key Definitions

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

Accessibility – For the purposes of this FOA, the term "accessibility" means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them. Accessibility includes the provision of accommodations and modifications to ensure equal access to employment and participation in activities for people with disabilities, the reduction or elimination of physical and attitudinal barriers to equitable opportunities, a commitment to ensuring that people with disabilities can independently access every outward-facing and internal activity or electronic space, and the pursuit of best practices such as universal design.[10]

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

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

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

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

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

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

Diversity – For the purposes of this FOA, the term "diversity" means the practice of including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures, and beliefs of the American people, including underserved communities.[11]

Equity – For the purposes, 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.[8]

Equity Partnership – National and regional partnerships consisting of Community-based Organizations (CBOs), Labor-Management Organizations, apprenticeship sponsors, workforce, industry and education organizations to work with DOL, and DOL-approved State Apprenticeship Agencies (SAAs), to increase Diversity, Equity, Inclusion, and Accessibility (DEIA) efforts in Registered Apprenticeship, in which certain populations and communities have traditionally been underrepresented and underserved.

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

Incentive Payment – A payment to an employer to cover the cost of training a registered apprentice.

Inclusion – For the purposes of this FOA, the term "inclusion" means the recognition, appreciation, and use of the talents and skills of employees of all backgrounds.[12]

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

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

Minority Serving Institution (MSI) or **Minority Serving Institutions' Organization or Association**: MSIs are defined as HBCUs, HSIs, Tribal Colleges, and Institutions with a primary focus on serving persons with disabilities.

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

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

New Industry – Nontraditional to Registered Apprenticeship.

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

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

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

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

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

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

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

Pre-Apprenticeship – A pre-apprenticeship program is defined as a set of strategies designed to prepare individuals for entry into a RAP:

- o Designed in Collaboration with RAP Sponsors;
- o Meaningful Hands-on Training that Does Not Displace Paid Employees;
- o Facilitated Entry and/or Articulation;
- o Sustainability through Partnerships; and
- o Access to Appropriate Supportive Services.

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

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

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

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

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

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

Sector – A large, general part of the economy.

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

State – The term "state" means "any of the 50 states of the United States, District of Columbia, or any Territory or possession of the United States." For the purposes of this FOA, territories or possessions of the United States are defined as: Puerto Rico, U.S. Virgin Islands, Guam, the Commonwealth of the Northern Mariana Islands, and American Samoa. Only state agencies may submit an application for this category, and only one application may be submitted by a state in response to this category.

Supply Chain Industry – Supply chain industries and occupations consist of taking natural or raw material and creating them into the final consumer product. Supply chain industries and occupations include logistics, warehouse, manufacturing, manufacturing of semi-conductors, and transportation.

Supportive Services – Supportive services for participants, who have already received a grant-funded service either through OA or WIOA-funded program, may include services such as, but not limited to transportation, childcare, dependent care, housing, counseling and other needs-related payments that are necessary to enable an individual to participate in education and training activities funded through this grant. Supportive services activities may include: the provision of the actual supportive service (i.e., childcare); providing participants with a voucher for the service (i.e., public transportation cards or tokens); or providing a stipend directly to the apprentice. Funding for supportive services may not exceed 20 percent of the funding level (please refer to Section IV.E Use of Funds for Supportive Services for Apprentices).

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

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

Underserved Communities – Populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life, as exemplified by the list in the preceding definition of "equity."[9] For the purposes of this FOA, this term refers to veterans, formerly incarcerated individuals, and youth. Within this population of youth, applicants may serve a wide range of individuals, such as high school and opportunity youth, youth who are employed or unemployed, justice-involved youth, youth from underrepresented populations (i.e., people of color, women, people with disabilities), and other youth with barriers to employment including foster youth, parenting youth, and housing insecure youth.

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

Youth Apprenticeship – For the purposes of this FOA, a youth apprenticeship is a Registered Apprenticeship Program that focuses on high school or opportunity (out-of-school) youth (16-24 years old at the time of enrollment), who otherwise meet all eligibility requirements to participate in a RAP.

APPENDIX B Resources To Help Employers with Workplace Inclusion

Resources To Help Employers with Workplace Inclusion

- Case Studies for Advancing Opportunities for Women Through Apprenticeship. https://www.dol.gov/agencies/wb/topics/apprenticeships/case-studies
- COVID-19 Frequently Asked Questions USDOL Coronavirus Resources for COVID-19 resources across DOL including OSHA, WHD, UI, and more Apprenticeship-specific COVID guidance for grants and contracts is now on DOL's COVID under "All Apprenticeship Grants"
- EARN's Mental Health Toolkit is a gateway to background, tools, and resources that can help employers learn more about mental health issues and cultivate a welcoming and supportive work environment for employees who may be facing mental health issues. It also presents an easy-to-follow framework for fostering a mental health-friendly workplace, all built around the "4 A's": Awareness, Accommodations, Assistance, and Access. https://askearn.org/mentalhealth/
- Finding Candidates with Disabilities can help employers, both public and private, ensure their recruitment and hiring processes are disability inclusive.
- Inclusion@Work: A Framework for Building a Disability-Inclusive Organization and Overview Video
- Apprenticeship Inclusion Models (AIM) Policy and Practice Brief Series:

- Connecting Ticket to Work and Apprenticeships This brief presents a detailed overview of the Ticket to Work (TTW) program and examines registered apprenticeship programs as an option for helping people with disabilities to access sustainable gainful employment through the TTW program. The brief offers considerations and recommendations.
- Emerging Lessons for Inclusive Apprenticeship Programs: Managing Through the COVID-19 Crisis and Beyond During a crisis, such as the COVID-19 pandemic and resulting economic recession, apprenticeship programs can face disruptions. This brief identifies several key factors that representatives of inclusive apprenticeship and pre-apprenticeship programs identified as critical and that established a foundation for program resilience. These include: (1) diversity of funding, programs, and partners; (2) responsiveness to changing labor market demands; (3) participant support services; and (4) contingency planning.
- Funding Inclusive Apprenticeships: Strategies for Braiding, Blending, and Aligning Resources In this brief, project directors and stakeholders of inclusive apprenticeship programs share several common strategies for funding their programs including: (1) identifying resources for recruitment outreach and supportive services, which are necessary for programs to ensure they are inclusive; (2) leveraging monetary and in-kind support from employers and other sources to cover the costs of each component; (3) implementing collaborative funding approaches to braid, blend, and align resources and services to meet the unique needs of participants and the particular context of the program; and (4) incorporating specific strategies that support collaborative funding approaches.
- Strengthening Supports for People with Disabilities in Pre-Apprenticeships Through Policy, Design, and Practice Pre-apprenticeship (PA) programs are focused on preparing participants for entry into Registered Apprenticeship programs. The brief outlines several recommended strategies for making PA programs accessible for people with disabilities. These suggested strategies help make PA programs more inclusive, foster Universal Design, and enhance accessibility for youth and adults with disabilities. In turn, supporting accessibility for apprenticeships enables employers to access a broader pool of talent and job seekers with disabilities to attain needed occupational skills training, employment and financial security.
- Using Universal Design for Learning in Apprenticeship Universal Design for Learning (UDL) offers a way for organizations to improve their programs and services while addressing accessibility concerns and increasing the pool of qualified candidates. UDL guidelines may be applied to recruitment, assessment, workplace training, and related instruction efforts that make up apprenticeship programs, as well as to general approaches to offering supportive services. This brief identifies a number of practices tested in education and work-based learning programs that would benefit apprenticeship and pre-apprenticeship programs.

APPENDIX C Suggested Logic Model Template

SUGGESTED LOGIC MODEL TEMPLATE

As indicated in the scoring criteria, the applicant must submit a logic model that addresses the minimum activities, outputs, and outcomes. Applicant must also identify the intended resources to be used in accomplishing the minimum goals outlined for the designated ABA Grant Category. Each cell below has examples of types of information applicants can include in their

Logic Model.

Needs Statement	
Program Goals	[ABA Grant Category and Program Goals] *The cells below include examples of what applicants may include in their own Logic Models. Applicants are encouraged to include elements not listed below that are necessary and relevant to their program goals and community(ies) they plan on serving.*

Desired Outcomes		
Short-Term Goals	Medium-Term Goals	Long-Term Goals
• Increased number of apprenticeship programs	• Increased number of job seekers participating in apprenticeship • Increased diversity and equity in registered apprentice ship • Increased awareness and utilization of registered apprenticeship as a career option for youths	• Increased number of registered apprenticeship programs in non-traditional industries • Increased innovations that enable apprenticeship expansion • Increased number of people who have the skills and knowledge necessary to participate in apprenticeships • Enhanced capacity for the national apprenticeship system • High quality Registered Apprenticeship Programs

Inputs	**Activities**	**Outputs**

• [XX] employer partners • Federal/state/local grant program or contract • Industry subject matter experts	• Recruit and enroll [XX] number of apprentices into apprenticeship programs • Provide supportive services to current or potential apprentices that remove obstacles to their participation • Support diversity and inclusion by promoting apprenticeship within underrepresented populations and underserved communities • Conduct [XX] number of outreach to the general public to promote awareness and understanding of apprenticeship • Conduct business engagement outreach to promote the value of apprenticeship to employers • Support efforts to expand apprenticeships to new industries • Support the development of legal, administrative, or policy improvements that promote apprenticeship	- Number of high-quality RAPs - State capacity to increase number of apprenticeship programs - Number of partnerships with education and post-secondary education and training institutions - Number of states who enter an MOU - Number of states who have improved their data sharing with DOL - Decrease in time it takes to create or change and approve a RAP

	• Develop new tools or strategies for expanding apprenticeship • Enhance the quality, availability, and utilization of data related to apprenticeship • Promote RAP opportunities for youth through outreach and awareness campaigns • Build partnerships with educators and employers that promote apprenticeship • Build a pipeline to apprenticeship through career services and pre-apprenticeship • Build capacity of states to better promote and manage apprenticeship • Create partnerships or connections between stakeholders in the workforce development system	

APPENDIX D Suggested Abstract Template

SUGGESTED ABSTRACT TEMPLATE

Abstract

Lead Applicant / Organization Name:
Lead applicant entity type:
Lead Applicant City and State:
Select Grant Category: _____ State Apprenticeship System Building and Modernization: up to $4 million _____Expansion of RAP Opportunities for Youth : up to $5 million _____ Ensuring Equitable RAP Pathways Through Pre-apprenticeship Leading to RAP Enrollment and Equity Partnerships: up to $3 million _____ Registered Apprenticeship Hubs: up to $4 million for local, up to $6 million for regional and up to $8 million for national.
If applying for the Set-Aside, please select the primary focus: _____ Equity partnerships and pre-apprenticeship activities, or _____ Equity partnerships only, or

_____ Pre-apprenticeship activities only

If applying for the set-aside, please ensure your Project Narrative clearly addresses guidelines described in Section II.A. Award Type and Amount.

Project Title:

Funding Amount Requested:

Applicants Geographic Scope of Proposed Project:

Number of apprentices enrolled in RAPs during the life of the grant:

Population(s) to be served:

Required Partners: (Organization name and entity type)

Insert name(s)	*Insert type of organization*
[add additional lines as needed]	

Optional Partners: (Organization names and entity type)

Insert name(s)	*Insert type of organization*
[add additional lines as needed]	

Project Purpose:

Subrecipient Activities:

List of Credentials(s) to be awarded:

SUMMARY OF PROGRAM ACTIVITIES:
Public Contact Information: Name: Title: Address: Phone Number: Email Address:

APPENDIX E Suggested Chart of Past Performance Template With Examples

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

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

Name of Previous Grantor Organization:
Grantor Contact - Name, Title, Organization, E-mail Address, and Telephone Number:
Project Title and Grant Number:
Funding Amount:

Project Period of Performance (Start and End Date):				
Number of Participants Enrolled:				
Type of Population Served:				
Brief Description of Grant Project and Population Served:				
Performance Goals (Grant Categories 1-3)				
Metric	**Total Number of Participants (Denominator of the Metric)**	**Total Number of Participants Successfully Achieved this Metric (Numerator of this Metric)**	**Numerator of this Metric (number who achieved this metric) /Denominator for Metric**	**Percentage Rate of Actual Achievement**
Example: Unsubsidized Employment Placement	*60*	*40*	*40/60*	*67 %*
1. [Name of Metric *(i.e. Employment/Education Placement)]*				
2. [Name of Metric *(i.e. Credential/Degree Attainment)]*				
3. [Name of Metric *(i.e. Retention in Education or Employment)]*				
4. [Name of Metric *(i.e. Earnings. Please specify RAP.)]*	*(Starting Wage)*	*(Wage at Exit)*	*[(Wage at exit) – (Starting wage)]/(Starting wage)*	*[(Wage at exit) – (Starting wage)]/(Starting wage)*100=*
Performance Goals (Grant Category 4)				

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

Spending Rate Analysis

Grant Funds Received:	**Grant Funds Spent (2016 SAE as of 9/30/20. All others, the completed grant)**	**Total Spent / Total Grant Funds**	**Percentage Rate of Spending:**
Example: $1,000,000	*$800,000*	*$800,000/ $1,000,000*	***80%***

Cost Per Positive Outcome (Provide calculation):
Example:
Total funding / the number of individuals who successfully complete training
$1,000,000 total grant funding / 500 individuals who successfully complete training =
$2,000 / individual who successfully complete training =

Grantor Signature (named above) **Date Signed**

_____ _____

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

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

Name of Previous RAP or Work-based Learning Project:				
External Partner Reference Contact - Name, Title, Organization, E-mail Address, and Telephone Number:				
Funding Amount Dedicated to Project:				
Project Period of Performance (Start and End Date):				
Number of Individuals placed into a Registered Apprenticeship or Work-based Learning Program:				
Type of Population Served:				
Brief Description of Project and Population Served:				
Performance Goals (Grant Categories 1-3)				
Metric	**Performance Goal (Denominator)**	**Performance Outcome (Numerator)**	**Performance Outcome/ Performance Goal**	**Percentage Rate of Actual Achievement**
Example: Unsubsidized Employment Placement	*60*	*40*	*40/60*	*67 %*
1. [Name of Metric *(i.e. Employment/Education Placement)]*				
2. [Name of Metric *(i.e. Credential/Degree Attainment)]*				
3. [Name of Metric *(i.e. Retention in Education or Employment)]*				
4. [Name of Metric *(i.e. Earnings. Please specify RAP.)]*	*(Starting Wage)*	*(Wage at Exit)*	*[(Wage at exit) – (Starting wage)]/(Starting wage)*	*[(Wage at exit) – (Starting wage)]/(Starting wage)*100=*

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

Spending Rate Analysis			
Funds Received:	**Funds Spent**	**Total Spent / Total Funds**	**Percentage Rate of Spending:**
Example: $1,000,000	*$800,000*	*$800,000/ $1,000,000*	***80%***
Cost Per Positive Outcome (Provide calculation): Example: *Total funding / the number of individuals who successfully complete training* $1,000,000 total grant funding / 500 individuals who successfully complete training = $2,000 / individual who successfully complete training =			

Authorized Signatory **Date Signed**

_____ _____

APPENDIX F Suggested Project Work Plan Template

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

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

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

• **S**pecific: Specifically and qualitatively describe the output (e.g., partnerships with American Job Centers and Jobs Corps Centers).
• **M**easureable: Where possible, quantitatively describe the output in the "measure" column below (e.g., 10 new partnerships with minority serving institutions).
• **A**chievable: Check that based on the award amount requested, resources available to be leveraged, and capacity of your organization and partners, you can realistically expect to achieve the output within the scope written in the work plan.
• **R**elevant: Check that achieving the output logically leads to and supports achieving the outcome with which it is associated.
• **T**ime-bound: Include a timeframe for completing the output (e.g., "month 6" or "year 1").

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

APPENDIX G Suggested Apprenticeship Building America Performance Outcomes and Outputs Table

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

ABA PERFORMANCE MEASURES FOR STATE, YOUTH AND PRE-APPRENTICESHIP GRANT APPLICANTS		
A	**Participant Outcomes**	**Targets** (cumulative 4-year total)
1	**Total participants served (cumulative 4-year total)** The total number of individuals who have been determined eligible for the program and who receive a direct grant-funded service. Eligible individuals are at least 16 years of age and not already enrolled in a RAP at the time of initial grant service.	
2	**Total participants who enroll in Registered Apprenticeship Programs (cumulative 4-year total)** The total number of participants who start in a RAP. *The number of total participants enrolled in RAPs cannot exceed total participants served.*	
3	**Total number of participants who complete a RAP.** Verification requires a certificate of completion issued by the US Dept of Labor or a State Apprenticeship Agency.	
4	**Total number of participants who enroll in a pre-apprenticeship served by ABA grant funding (as applicable)** *The number of total participants enrolled in a pre-apprenticeship cannot exceed total participants served.*	
5	**Total number of participants who complete a pre-apprenticeship served by ABA grant funding (as applicable)** *The number of total participants completing a pre-apprenticeship cannot exceed the total number of participants who enroll in a pre-apprenticeship.*	
B	**Program Outputs**	**Targets** (cumulative 4-year total)
1	**Total RAPs created as a result of ABA grant funding.**	
2	**Total RAPs expanded as a result of ABA grant funding**	

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

ABA PERFORMANCE MEASURES FOR REGISTERED APPRENTICESHIP HUBS		
	Program Outputs	**Targets** (cumulative 4-year total)
1	**Total number of RAPs developed**	

2	**Total number of RAPs expanded**	
3	**Total number of pre-apprenticeships developed (as applicable)**	
4	**Total number of pre-apprenticeships expanded (as applicable)**	
5	**Total number of stakeholder's engaged**	
6	**Total number of employers receiving incentive funding, including total amount of funds to be awarded in incentive funding**	
7	**Total number of technical assistance resources created**	
8	**Total number of new sponsors**	
9	**Total number of individuals enrolled in a RAP that was developed using ABA grant funds**	
10	**Total number of individuals enrolled in a pre-apprenticeship that was developed using ABA grant funds**	

APPENDIX H Registered Apprenticeship Key Evaluations

Registered Apprenticeship Key Evaluations

DOL recently published several reports resulting from evaluations of the H-1B funded American Apprenticeship Initiative (AAI) grant program (awarded 2015), State Accelerator and Expansion Grants (awarded 2016), and the National Industry and Equity Intermediary contracts (awarded 2016). We have shared these with the ACA members and also encourage you to review and share broadly.

- American Apprenticeship Initiative (AAI): This report presents implementation study findings of the AAI grantees, including describing: the characteristics of the AAI grantees and their experiences with designing and operating their apprenticeship training programs, including in occupations that do not traditionally use apprenticeship for training; how grantees register programs, engage employers, and recruit apprentices to participate in their programs; the delivery of related technical instruction and on-the-job learning for the AAI grantees' respective programs; pre-apprenticeship programs offered by AAI grantees; and support services available to AAI apprentices and pre-apprentices.
- Evaluation of the State Accelerator and Expansion Grants (SAEG)grants and the National Industry and Equity Partner contracts: This evaluation study examined implementation efforts, including program operations, outreach, and strategies to expand and diversify the performance results for the ApprenticeshipUSA State Accelerator and Expansion Program Funding grants (awarded 2016 and 2018) and the National Industry and Equity Partner contracts (awarded 2016). The reports are:
- Assessment of National Industry Intermediaries' and National Equity Partners' Efforts to Expand Apprenticeship Opportunities
- State Experiences Expanding Registered Apprenticeship: Findings from a Federal Grant Program
- Registered Apprenticeship: A Descriptive Study of States' Systems and Growth