U.S. DEPARTMENT OF LABOR

Employment and Training Administration

Notice of Availability of Funds and Solicitation for Grant Applications for Green

Jobs Innovation Fund

AGENCY: Employment and Training Administration, Labor

ANNOUNCEMENT TYPE: Solicitation for Grant Applications (SGA)

Funding Opportunity Number: SGA/DFA PY-10-07

Catalog of Federal Domestic Assistance (CFDA) Number: 17.279

KEY DATES: The closing date for receipt of applications under this announcement is

[INSERT DATE 30 DAYS AFTER DATE OF PUBLICATION IN FEDERAL

REGISTER]. Applications must be received no later than 4:00 p.m. Eastern Time. A

pre-recorded webinar will be on-line (http://www.workforce3one.org) and accessible

for viewing on [insert date and time] Eastern Time, and will be available for viewing

anytime after that date. While a review of this webinar is encouraged it is not

mandatory that applicants view this recording.

ADDRESSES: Mailed applications must be addressed to the U.S. Department of Labor,

Employment and Training Administration, Division of Federal Assistance, Attention:

Donna Kelly, Grant Officer, Reference SGA/DFA PY 10-07, 200 Constitution Avenue,

NW, Room N4716, Washington, DC 20210. For complete application and submission

information, including online application instructions, please refer to Section IV.

SUMMARY: The U.S. Department of Labor (DOL or the Department), Employment and Training Administration (ETA) announces the availability of approximately $40 million in grant funds authorized by the Workforce Investment Act of 1998, Title I, Subtitle D, Section 171(d), Public Law 105-220 for the Green Jobs Innovation Fund (GJIF). The GJIF supports two of the Department's goals: to increase the number of individuals completing training programs who receive industry-recognized credentials and to increase the number of individuals completing training programs for employment in green jobs. DOL intends to fund approximately five to eight grants to national and statewide organizations with local affiliates with existing career training programs to provide technical and basic skills training that lead to green job opportunities in at least six communities per grant. Applicants are eligible under one of three categories: 1) national labor-management organizations with local affiliates; 2) national non-profit entities with local affiliates; or 3) statewide non-profit organizations or state Workforce Investment Act administering agencies with local affiliates. These funds are available to applicants who are willing to operate through local affiliates in at least six communities to serve as the central organization that brings together the appropriate partner organizations to ensure that participants receive comprehensive job training and support services that move participants into and along a green career pathway.

With these grants, the Department is emphasizing critical steps along green career pathways by: 1) forging linkages between Registered Apprenticeship and pre-

apprenticeship programs, and/or 2) integrating the delivery of technical and basic skills training through community-based partnerships. In addition, the Department is emphasizing coordinating with and leveraging the resources of other Federal, state and local agencies, as well as directing these limited resources toward evidence-based programs and activities.

SUPPLEMENTARY INFORMATION: This solicitation consists of nine (9) sections:

> **Section I provides a description of this funding opportunity.**
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> **Section II provides award information.**
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> **Section III provides eligibility information.**
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> **Section IV provides information on the application and submission process.**
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> **Section V describes the criteria against which applications will be reviewed and**
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> > **explains the proposal review process.**
>
> **Section VI describes award administration information.**
>
> **Section VII provides agency contacts.**
>
> **Section VIII provides additional resources of interest to applicants.**
>
> **Section IX provides other information.**

Section I. Funding Opportunity Description

A. Overview

President Barack Obama has called on the United States to have "the best educated, most competitive workforce in the world," once again leading the world in

the percentage of Americans with postsecondary degrees and/or industry-recognized certificates and credentials by 2020. The GJIF supports this vision as part of the Department's performance goal to increase the attainment of industry-recognized credentials by American workers.

The GJIF was authorized as a Pilot and Demonstration Project under Section 171 of the Workforce Investment Act (WIA) of 1998 to support competitive grant opportunities that help workers receive job training in green industry sectors and occupations and access green career pathways (see Section V.A.1.ii for a brief discussion of career pathways). Competitive grants funded through this GJIF solicitation are being made available to applicants with existing career training programs, programs that are already established and serving workers, but not necessarily funded by the Department of Labor. The applicant must provide a complete and clear explanation of the proposed education and training program, the proposed project work plan, and the capacity of the applicant to sustain the project.

The Recovery Act provided $500 million for a program of competitive grants to prepare workers for careers in energy efficiency and renewable energy sectors. With this funding, DOL awarded 189 grants across the country that support a number of green job activities including: job training and placement services; identifying and providing successful green career pathways for workers including those currently living in poverty; capacity building for organizations providing job training; collection, analysis, and dissemination of labor market information; and funds for State Workforce Investment Boards to develop sector strategies that align with the Governor's overall

workforce vision. The outcomes, best practices, and lessons learned by both the grantees and ETA to date have informed the development of this solicitation.

DOL has gathered additional information about successful workforce programs emerging in green sectors and occupations from the public workforce system, employers, community and technical colleges, federal agencies, foundations, and other key stakeholders. Three important themes emerged from these stakeholders including: 1) Registered Apprenticeship is a viable and important workforce strategy that results in job placement; 2) training solely to gain green skills is not always sufficient to ensure job placement, equally critical is upgrading basic skills, including literacy and math skills; and, 3) when existing workers move up and along a career pathway, new employment opportunities are created for additional workers to enter the pathway.

Career pathways are "not a separate program, but a framework for weaving together adult education, training and college programs…and connecting those services to employers' workforce needs" (Center for Law and Social Policy, May 2010). Therefore, the Department has a specific interest in applications that emphasize the integration of critical components along green career pathways by: 1) forging stronger linkages between Registered Apprenticeship and pre-apprenticeship programs, and 2) integrating the delivery of technical and basic skills training through community-based partnerships. These programs are discussed in detail in Sections I.B.1 and 2 of this SGA.

B. Green Jobs

The GJIF is designed to equip workers with the necessary knowledge, skills and abilities (KSAs) to succeed in green industry sectors and occupations. The Department

uses a broad framework for defining green jobs with the understanding that green-related KSAs are transferable across industry sectors. WIA, the Bureau of Labor Statistics, and O*NET provide a framework for defining green jobs.

First, WIA identifies the following seven energy efficiency and renewable energy industries in Section 171(e)(1)(B)(ii).

- The energy-efficient building, construction, and retrofit industries;

- The renewable electric power industry;

- The energy efficient and advanced drive train vehicle industry;

- The biofuels industry;

- The deconstruction and materials use industries;

- The energy efficiency assessment industry serving residential, commercial, or industrial sectors; and

- Manufacturers that produce sustainable products using environmentally sustainable processes and materials.

Second, the Bureau of Labor Statistics (BLS) conducted considerable research on energy efficiency and renewable energy occupations and further refined the definition of green jobs into two broad categories:

- Jobs in businesses that produce goods or provide services that benefit the environment or conserve natural resources; and

- Jobs in which workers' duties involve making their establishment's production processes more environmentally friendly or use fewer natural resources.

For more information on the BLS Green Jobs Definition, please visit:

http://www.bls.gov/green/#definition.

Lastly, the Department has funded O*NET research, which is published in the

February 2009 O*NET report, Greening of the World of Work: Implications for O*NET-

SOC and New and Emerging Occupations

(http://www.onetcenter.org/dl_files/Green.pdf). This study reflects three general

categories of occupations, based on different consequences of green economy activities

and technologies: (1) existing occupations expected to experience primarily an increase

in employment demand; (2) existing occupations with significant change to the work

and worker requirements; and (3) new and emerging green occupations. O*NET's list

of green occupational sectors is quite comprehensive and includes:

- Renewable Energy Generation (including power plant operators);

- Energy Efficiency (including electrical powerline installers and repairers);

- Energy Trading;

- Research, Design, and Consulting;

- Agriculture and Forestry;

- Recycling and Waste Reduction (including solid waste and wastewater

management, treatment, and reduction, and processing recycling materials);

- Transportation;

- Green Construction;

- Energy and Carbon Capture;

- Environment Protection (including Brownfield Remediation Specialists and

Site Managers);

- Manufacturing; and

- Governmental and Regulatory.

All of these reference points – WIA, BLS, and O*NET – provide a broad framework for defining green jobs. Applicants may use any or all of these definitions in identifying the green occupations in which they propose to provide training. Applicants may also propose their own definition of green jobs if they can support their definition with evidence.

C. Workforce Programs

The Department is committed to funding projects that integrate evidence-based activities into education and training programs (Please see Attachment B for examples of related research). This SGA will support projects that utilize at least one of the following evidence-based programs, described below in more detail: 1) forging linkages between Registered Apprenticeship and pre-apprenticeship programs, and/or 2) delivering integrated basic skills and occupational training through community-based organizations. Whether applicants use one or both of these programs, they must propose budgets commensurate with the proposed project design. ETA is interested in funding projects that build on existing programs (e.g., those programs that are already established and serving workers and that build on existing public, private and philanthropic funding streams) which move participants into and along a green career pathway. Lead applicants must serve as the central organization to develop or

coordinate the proposed project and convene any relevant partners, and must deliver services through local affiliates in at least six communities.

1. Forging Linkages Between Registered Apprenticeship and Pre-Apprenticeship Programs

Registered Apprenticeship is an effective "earn and learn" model with a long history of providing career ladders and pathways to the middle class particularly for the building and construction industry. ETA is interested in applications that bring together quality pre-apprenticeship programs with innovative Registered Apprenticeship programs as two critical components of a career pathway model that can expand employment opportunities for under-represented populations in green industry sectors (see Section III.D.1 for more information on participants eligible to receive training).

For purposes of this SGA, applicants must include both pre-apprenticeship and Registered Apprenticeship program models that meet the quality factors outlined in this section. At a minimum, pre-apprenticeship is defined as a program or set of services designed to expand opportunities for disadvantaged, low-skilled and/or under-represented populations to meet entry requirements for Registered Apprenticeship programs. Based on analysis of existing Registered Apprenticeship and pre-apprenticeship programs, additional stakeholder consultations, and other innovative Registered Apprenticeship initiatives, ETA may continue to develop and

refine its approach to quality elements for pre-apprenticeship programs and will work with grantees to implement these additional elements.

Pre-apprenticeship programs funded through this SGA will be required to adhere to the following five quality elements that ETA has developed through consultation with a range of stakeholders. For the purposes of this SGA, these elements include:

- A documented existing partnership with at least one Registered Apprenticeship program sponsor;

- Training and curriculum, approved by a Registered Apprenticeship program sponsor, that will give participants the skills and competencies needed to enter the Registered Apprenticeship program;

- Formalized agreements with Registered Apprenticeship sponsors that enable individuals who have successfully completed the pre-apprenticeship program to directly enter into a Registered Apprenticeship program (including the opportunity for advanced credit for skills and competencies already acquired);

- A range of training services that prepare individuals for entry into a Registered Apprenticeship program or entry-level employment (e.g., specific career and industry awareness training, job readiness, and math skills); and

- Supportive services (see Section IV.F.8).for the duration of the pre-apprenticeship and a significant portion of the Registered Apprenticeship program.

For the purposes of this SGA, innovative Registered Apprenticeship programs are defined to include programs that incorporate at least **four** of the following six features:

- Development or use of new or modified apprenticeship program standards or guideline standards that use competency-based or hybrid training models;

- Use of interim credentials;

- Adoption and use of technology–based learning strategies;

- Partnerships with the public workforce system particularly related to the recruitment of eligible participants into Registered Apprenticeships.

- Partnerships with post-secondary education systems that allow apprentices to earn college credit during their apprenticeship;

- Partnerships with community-based organizations that have demonstrated experience in providing quality pre-apprenticeship programs; and,

2. Integrating the Delivery of Technical and Basic Skills Training Through Community-Based Partnerships

Community-based organizations are key providers of basic skills training, technical skills training, supportive services, and workforce development services in communities across the country. The current economic downturn has impacted individuals in communities throughout the United States and has left many workers seeking to transition into new industries and new careers. These individuals may lack basic literacy and job readiness skills and may face other barriers to employment, such

as the need for childcare or transportation. In order to succeed, these individuals need to acquire the basic skills that will provide the foundation for their employability, learn entry-level technical skills, and gain access to support systems that allow them to meet the needs of their families while they concentrate on gaining new skills and competencies. Community-based organizations are the key to bringing all of the necessary resources together within a local community to better serve their participants. Community-based organizations understand the importance of leveraging resources, engaging employers to better understand their workforce needs and secure employment for their participants, and providing comprehensive supportive services in a manner that is culturally and linguistically appropriate, and to the extent legally allowed, for the workers and training participants. ETA is interested in funding projects that build on existing community-based training programs and partnerships that are already established and serving workers through an integrated delivery of technical and basic skills training.

Community-based partnership programs funded through this SGA will be required to adhere to one critical quality element which is to integrate the delivery of technical and basic skills training, which is a required element for the program. The development of basic skills training in isolation is not encouraged, as existing training is readily available; therefore, the development of basic skills training with grant funds is only appropriate if existing basic skills training does not meet the needs of the eligible participants to be served.

For the purposes of this SGA, innovative community-based partnerships must incorporate at least **five** of the six following features into their program design:

- Development and/or delivery of new or improved curricula, including contextualized learning, distance learning, and customized training;

- Initial assessment of skill levels, aptitudes, abilities, competencies, and supportive service needs;

- Comprehensive case management services and retention strategies;

- Supportive services that will allow individuals to participate in grant activities;

- Job search and placement assistance, as well as career counseling; and,

- Outreach to prospective participants and businesses.

Section II. Award Information

A. Award Amount

DOL intends to award up to $40 million in grant funds to eligible applicants as described in Section III.A of the SGA. Individual grant awards will range from $5 million to $8 million, and DOL intends to fund approximately five to eight grants. ETA will consider any grant request exceeding $8 million or lower than $5 million as non-responsive, and such applicants will not be considered for funding. Organizations may either apply directly to this SGA or serve as a partner organization but they may not do both. Applicants that submit more than one application, either as the lead organization or as a partner, will be deemed non-responsive and none of their applications will be

considered for funding. It is ETA's intent that no organization will be funded more than once under this SGA. In the event additional funds become available, ETA reserves the right to use such funds to select additional grantees from applications submitted in response to this solicitation.

B. Period of Performance

The period of grant performance for these awards will be up to 36 months. This performance period includes all necessary implementation and start-up activities. Applicants should plan to fully expend grant funds during the period of performance while ensuring full transparency and accountability for all expenditures. DOL expects that the grant start date will be July 1, 2011, and start-up activities, such as hiring appropriate program staff, curriculum modification or development, and specialized equipment purchases, will begin immediately. The Department also expects that education and training activities will begin expeditiously, but no later than January 2012. We strongly encourage grantees to develop their project work plans and timelines accordingly.

Section III. Eligibility Information

A. Eligible Applicants

These funds are available to applicants with existing career training programs, including pre-apprenticeship and Registered Apprenticeship programs. DOL intends

to award large grants to national and statewide organizations with local affiliates in at least six communities per grant to ensure a broad variety of projects and broad geographic distribution across the country. For purposes of this SGA, a community will be defined using all or part of the applicant's existing service areas for each of the local affiliates participating in the training programs. It is anticipated that these service areas will represent a single geographic area such as a neighborhood, city, or county, and the six communities should not overlap.   Eligible applicants must apply under one of three categories and state the eligibility in the abstract: 1) national labor-management organizations with local affiliates; 2) national non-profit organizations with local affiliates; or 3) statewide non-profit organizations or state Workforce Investment Act administering agencies with local affiliates. Applicants from any of the three pools must propose training programs that operate in at least six locations. The Department strongly encourages applicants to stretch their reach and resources to serve as many sites and individuals as practical within the project design. Applicants under all three categories should note the partnership requirements in Section III.C.

1. National Labor-Management Organizations with Local Affiliates

A national labor-management organization, such as a non-profit training fund, training trust fund, or an education trust fund, with joint participation of employers and labor organizations on its executive board or comparable governing body, may apply under this category. This entity must have a formalized agreement between the employer(s) and labor organization(s) to operate a joint labor-management training

program(s) in multiple sites across the country through the State, local, or regional affiliates associated with the labor-management organization. The national labor-management organization is the lead applicant. However, if the national labor-management organization is not a separate legal entity, the labor organization is the eligible applicant. Applicants under this category must demonstrate that they have the capacity to work in a variety of communities in more than one state.

2. National Non-Profit Organizations with Local Affiliates

Eligible applicants under this category are national or multi-state non-profit organizations that deliver services through local affiliates, coalition members, or other established partners. Applicants under this category must demonstrate that they have the capacity to work in a variety of communities in more than one state.

3. Statewide Non-profit or State Workforce Investment Act Administering Agency with Local Affiliates

Eligible applicants under this category are statewide non-profit organizations or state Workforce Investment Act administering agencies that deliver services through local affiliates, coalition members, or other established partners. For the purposes of this SGA, the term "State" means each of the 50 States of the United States, the District of Columbia, and U.S. territories. Applicants under this category must demonstrate that they have the capacity to work in a variety of communities within one state.

B. Cost Sharing or Matching

Cost sharing or matching funds are not required as a condition for application, but leveraging other resources is strongly encouraged.

C. Other Eligibility Criteria

1. Required Partnerships

Applicants are required to partner with organizations in both partnership categories – employer(s) or industry organization(s) and invested partner(s). Through strong and diverse partnerships, projects can maximize participants' opportunities for training and employment in green industry sectors and occupations. Eligible applicants must include the following organizations in their application:

i. Required Employer(s) or Industry Organization(s)

Eligible applicants must involve at least one employer or industry organization in each of the proposed communities to be served. The employer or industry organization must be actively engaged in the project in one or more of the following ways: defining the program goals and activities, identifying necessary skills and competencies, providing resources to support education/training (such as equipment, instructors, funding, internships, or other work-based learning activities), providing assistance with program design, and, where appropriate, hiring qualified participants who complete grant-funded education and training programs based on real job projections (see Section V.A.1.i). While only one employer or industry organization is required in each community to be served, the Department strongly encourages

applicants to collaborate with multiple employers within the targeted industry sector(s), ensuring that program graduates will be prepared with the skills and credentials needed by green industry employers in the applicant's proposed communities and will have a greater chance of obtaining employment following program completion. ETA is particularly interested in applicants that partner with small businesses since they represent new opportunities for green employment.

    ii. Required Invested Partner(s)

    Applicants must include at least one active partner that contributes resources, products, models, and/or tools funded through other sources. These funding sources may include the private sector; public or private philanthropic sources; Federal, state, and local government programs (including Recovery Act initiatives); or other DOL investments such as Community-Based Job Training grants, Recovery Act grants, and other Workforce Investment Act funds. In addition, applicants may include recipients of funding from other Federal agencies that are contributing experience and/or resources – both existing and new – to the project, including Department of Energy, Environmental Protection Agency, Health and Human Services, Housing and Urban Development, Department of Education, Department of Commerce, and other Federal agencies (see Section V.A.2.i in the Evaluation Criteria).

2. Other Partnerships or Consultations

    In addition to the required partners, eligible applicants are strongly encouraged to partner or consult with the public workforce system (e.g., Local Workforce

Investment Boards, One-Stop Career Centers, or State agencies that administer the public workforce system) in developing their application and during grant implementation. Applicants may engage the system in one or more of the following ways: identifying, assessing, and referring candidates for training; connecting workers with employers; providing support services for qualified individuals, where appropriate; and, providing current green sector labor market information and data.

3. Grant Recipient Training

Grant recipients are required to participate in all ETA training activities related to orientation, financial management and reporting, performance reporting, product dissemination, and other technical assistance training during the life of the grant. These trainings may occur via conference calls, through virtual events such as webinars, and in-person meetings. Applicants should budget to attend two in-person training events in Washington, D.C. during the life of the grant.

4. Transparency

The Department is committed to conducting a transparent grant award process and publicizing information about program outcomes. Applicants are advised their application and information related to its review and evaluation (whether or not the application is successful) may be made publicly available, either fully or partially. In addition, information about grant progress and results may also be made publicly available.

5. Third-Party Review of Grant Deliverables

Successful applicants must identify independent, third-party subject matter experts to conduct reviews of the deliverables produced through the grant. Applicants must allot funds in their budget for the independent review of their deliverables by subject matter experts. Subject matter experts are individuals with demonstrated experience in developing and/or implementing similar deliverables. These experts could include applicants' peers, such as representatives from neighboring education and training providers. The applicant must provide ETA with the results of the review and the qualifications of the reviewer(s) at the time the deliverable is provided to ETA. ETA reserves the right to review the deliverable and the accompanying review at the time of submission and request changes and/or a new review to ensure that the deliverables and reviews are appropriate for broad dissemination through a variety of media, and the products are useful and error-free so that others may easily replicate or adopt existing products.

D. Eligible Participants

1. Participants Eligible to Receive Training

The intent of this SGA is to fund projects that provide education and training services to individuals to help them pursue or advance in full-time employment within the grant period of performance. Applicants must propose projects that primarily focus on providing services to workers in one or more of the following targeted categories:

unemployed workers, dislocated workers, and incumbent workers. Within these categories, grantees may serve a wide range of individuals, such as individuals receiving public assistance, high school dropouts, new entrants to the workforce, individuals with disabilities, veterans, Indians and Native Americans, and individuals with Limited English Proficiency. Eligible participants must be at least 16 years of age. If participants are 16-18 years of age, then they must be high school dropouts or out of school youth, as provided in 20 CFR 664.300 and 664.310. Currently enrolled high school students are not eligible participants under this SGA. Applicants who propose innovative Registered Apprenticeship programs must make every effort to recruit women and minorities, with the ultimate goal of increasing diversity. These three targeted categories of workers are defined as follows:

   i. Unemployed workers

   For the purposes of this SGA, ETA defines "unemployed worker" as an individual who is without a job and who wants and is available to work. This can include the long-term unemployed, i.e., individuals who have been unemployed for six months or more, and individuals who have dropped out of school and are seeking their first full-time job as a new entrant into the workforce.

   ii. Dislocated workers

   For the purposes of this SGA, ETA defines "dislocated worker" as an individual who has been terminated or laid-off or has received a notice of termination or lay-off from employment; or was self-employed but are now unemployed.

   iii. Incumbent workers

For the purposes of this SGA, ETA defines "incumbent worker" as an individual who is employed but needs training to secure full-time employment, advance in their career, or retain their current occupation. This includes low-wage and medium-wage workers who need to upgrade their skills to retain employment or advance in their careers, and workers who are underemployed or currently working part-time.

2. Veterans Priority for Participants

The Jobs for Veterans Act (Public Law 107-288) requires grantees to provide priority of service for 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 can be found 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

http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2816.

Section IV. Application and Submission Information

A. How to Obtain an Application Package

This SGA contains all of the information and links to forms needed to apply for grant funding.

B. Content and Form of Application Submission

Proposals submitted in response to this SGA must consist of three separate and distinct parts: (I) a cost proposal; (II) a technical proposal; and (III) attachments to the technical proposal. Applications that do not contain all of the three parts or that fail to adhere to the instructions in this section will be deemed non-responsive and will not be considered. It is the applicant's responsibility to ensure that the funding amount requested is consistent across all parts and sub-parts of the application.

Part I. The Cost Proposal. The Cost Proposal must include the following items:

- SF-424, "Application for Federal Assistance" (available at http://www07.grants.gov/agencies/forms_repository_information.jsp). 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 shall be considered the authorized representative of the applicant. All applicants for Federal grant and funding opportunities are required to have a Data Universal Numbering System (D-U-N-S®) number, and must

supply their D-U-N-S® Number on the SF-424.   The D-U-N-S® Number is a nine-digit

identification number that uniquely identifies business entities. If you do not have a D-

U-N-S® Number, you can get one for free through the D&B website:

http://fedgov.dnb.com/webform/displayHomePage.do.

- The SF-424A Budget Information Form (available at

http://www07.grants.gov/agencies/forms_repository_information.jsp). In preparing

the Budget Information Form, the applicant must provide a concise narrative

explanation to support the budget request, explained in detail below.

- Budget Narrative: The budget narrative must provide a description of

costs associated with each line item on the SF-424A. It should also include a description

of leveraged resources provided (as applicable) to support grant activities.

- Note that the entire Federal grant amount requested (not just one year)

must be included on the SF-424 and SF-424A and budget narrative.   No leveraged

resources should be shown on the SF-424 and SF-424A. The amount listed on the SF-

424, SF-424A and budget narrative must be the same. Please note, the funding amount

included on the SF-424 will be considered the official funding amount requested if any

inconsistencies are found. Applications that fail to provide an SF-424 including D-U-N-

S® Number, SF-424A, and a budget narrative will be considered non-responsive and

not reviewed.

- Regardless of the method of application submission, all applicants must

register with the Federal Central Contractor Registry (CCR) before submitting an

application.   Step-by-step instructions for registering with CCR can be found at

http://www.grants.gov/applicants/org_step2.jsp.   An awardee must maintain an

active CCR 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 CCR database after the initial registration, the applicant is required to review and

update on an annual basis from the date of initial registration or subsequent updates its

information in the CCR 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. Failure to register with

the CCR before application submission will result in your application being found non-

responsive and not being reviewed.

Part II. The Technical Proposal. The Technical Proposal must demonstrate the

applicant's capability to implement the grant project in accordance with the provisions

of this Solicitation. The guidelines for the content of the Technical Proposal are

provided in Section V of this SGA. The Technical Proposal is limited to 25 double-

spaced single-sided 8.5 x 11 inch pages with 12 point text font and 1 inch margins. <u>Any

materials beyond the specified page limit will not be read.</u> Applicants should number

the Technical Proposal beginning with page number 1. Applications that do not include

Part II, the Technical Proposal, will be considered non-responsive and not reviewed.

Part III. Attachments to the Technical Proposal. In addition to the Technical Proposal,

the applicant must submit the following attachments:

a) The applicant must provide an Abstract, not to exceed two pages, which will serve as a summary of the grant and will be shared publicly, and which includes the following sections: 1) the applicant's name and a clear designation of the eligibility category (identified in Section III.A) the applicant is applying under; 2) the applicant's city/state; 3) a list of at least six proposed communities to be served by the applicant; 4) the project name; 5) the funding level requested; 6) a brief description of the overall proposed project; 7) the targeted industry(ies) and/or occupations and related credentials; 8) the populations to be served; 9) the required employers and invested partner(s) and; 10) public contact information where grantee wants public inquires to be addressed (may be an email, website, or phone number).

b) Each applicant must submit one signed letter of commitment from each community that includes signatures from the employer(s)/industry organization(s) and the invested partners(s) as required in Section III.C.1 of the SGA . The letter must confirm the commitment of each required partner to fulfill their responsibilities during the life of the grant as outlined in the project work plan which is part of the technical proposal (see Section V.A.2.ii). The letters of commitment should not reiterate the activities and other details of the work plan. Each applicant must submit at least six commitment letters representing each community in the proposal.

c) For non-profit applicants, a copy of the most recent (not older than 18

months) IRS Form 990, Return of Organization Exempt from Income Tax

(without attachments or schedules).

Applications that do not include these required attachments will be considered non-responsive and will not be reviewed.

Only those attachments listed above as required attachments will be excluded from the page limit. The required attachments must be affixed as separate, clearly identified appendices to the application. Additional materials such as résumé or general letters of support or commitment will not be considered.

Applicants should not send documents separately to ETA, because documents received separately will be tracked through a different system and will not be attached to the application for review.   ETA will not accept general letters of support submitted by organizations or individuals that are not partners in the proposed project and that do not directly identify the specific commitment or roles of the project partners. Support letters of this nature will not be considered in the evaluation review process.

C. Submission Date, Times, Process and Addresses

The closing date for receipt of applications under this announcement is [insert date 30 days after date of publication in Federal Register]. Applications may be submitted electronically on http://www.grants.gov or in hard copy by mail or hand delivery (including overnight delivery).   Hard copy applications must be received at

the address below no later than 4:00 p.m. Eastern Time. Applications submitted on grants.gov must also be successfully submitted (as described below) no later than 4:00 p.m. Eastern Time. Applications sent by e-mail, telegram, or facsimile (FAX) will not be accepted.

Applicants submitting proposals in hard copy must submit an original signed application (including the SF-424) and one (1) ''copy-ready'' version free of bindings, staples or protruding tabs to ease in the reproduction of the proposal by DOL. Applicants submitting proposals in hard copy are also required to provide an identical electronic copy of the proposal on compact disc (CD). If discrepancies between the hard copy submission and CD copy are identified, the application on the CD will be considered the official applicant submission for evaluation purposes. Failure to provide identical applications in hard copy and CD format may have an impact on the overall evaluation.

If an application is physically submitted by both hard copy and through http://www.grants.gov a letter must accompany the hard copy application stating which application to review. If no letter accompanies the hard copy, we will review the copy submitted through http://www.grants.gov.

Applications that do not meet the conditions set forth in this notice will be considered non-responsive. No exceptions to the mailing and delivery requirements set forth in this notice will be granted. Further, documents submitted separately from the application, before or after the deadline, will not be accepted as part of the application.

Mailed applications must be addressed to the U.S. Department of Labor,

Employment and Training Administration, Division of Federal Assistance, Attention: Donna Kelly, Grant Officer, Reference SGA/DFA PY 10-07, 200 Constitution Avenue, NW, Room N4716, Washington, DC 20210. Applicants are advised that mail delivery in the Washington area may be delayed due to mail decontamination procedures. Hand-delivered proposals will be received at the above address. All overnight mail will be considered to be hand-delivered and must be received at the designated place by the specified closing date and time.

Applications that are submitted through Grants.gov must be successfully submitted at http://www.grants.gov no later than 4:00 p.m. Eastern Time on the closing date and then subsequently validated by Grants.gov. The submission and validation process is described in more detail below. The process can be complicated and time-consuming. Applicants are strongly advised to initiate the process as soon as possible and to plan for time to resolve technical problems if necessary.

The Department strongly recommends that before the applicant begins to write the proposal, applicants should immediately initiate and complete the "Get Registered" registration steps at http://www.grants.gov/applicants/get_registered.jsp. Applicants should read through the registration process carefully before registering. These steps may take as much as four weeks to complete, and this time should be factored into plans for electronic submission in order to avoid unexpected delays that could result in the rejection of an application. The site also contains registration checklists to help you walk through the process. The Department strongly recommends that applicants download the "Organization Registration Checklist" at

http://www.grants.gov/assets/Organization_Steps_Complete_Registration.pdf and

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.

As described above, applicants must have a D–U–N–S® Number and must

register with the Federal Central Contractor Registry (CCR).

The next step in the registration process is creating a username and password

with Grants.gov to become an Authorized Organizational Representative (AOR). AORs

will need to know the D-U-N-S® Number of the organization for which they will be

submitting applications to complete this process. To read more detailed instructions for

creating a profile on Grants.gov visit:

http://www.grants.gov/applicants/org_step3.jsp.

After creating a profile on Grants.gov, the E-Biz point of Contact (E-Biz POC) - a

representative from your organization who is the contact listed for CCR – will receive

an email to grant the AOR permission to submit applications on behalf of their

organization. The E-Biz POC will then log in to Grants.gov and approve an applicant as

the AOR, thereby giving him or her permission to submit applications. To learn more

about AOR Authorization visit: http://www.grants.gov/applicants/org_step5.jsp, or

to track AOR status visit: http://www.grants.gov/applicants/org_step6.jsp.

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 POC approval, establishes an AOR. When you submit the

application through Grants.gov, the name of your AOR on file will be inserted into the signature line of the application. <u>Applicants must register the individual who is able to make legally binding commitments for the applicant organization as the AOR; this step is often missed and it is crucial for valid submissions.</u>

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. Within two business days of application submission, Grants.gov will send the applicant two email messages to provide the status of the application's progress through the system. The first email, sent almost immediately, 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. Only applications that have been successfully submitted by the deadline and subsequently successfully validated will be considered. It is the sole responsibility of the applicant 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, sufficient time should be allotted for submission (two business days) 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 sufficient time is not allotted and a rejection notice is received after the due date and time, the application will not be considered.

To ensure consideration, the components of the application must be saved as .doc, .xls or .pdf files. If submitted in any other format, the applicant bears the risk that compatibility or other issues will prevent us from considering the application. ETA will attempt to open the document but will not take any additional measures in the event of problems with opening. In such cases, the non-conforming application will not be considered for funding.

We strongly advise applicants to use the various tools and documents, including FAQs, which are available on the "Applicant Resources" page at http://www.grants.gov/applicants/resources.jsp.

ETA encourages new prospective applicants to view the online tutorial, "Grant Applications 101: A Plain English Guide to ETA Competitive Grants," available through Workforce3One at: http://www.workforce3one.org/page/grants_toolkit. This toolkit provides applicants with an interactive, self-paced overview of ETA's grant making and evaluation processes. The toolkit also includes a tutorial on the grant application process, an annotated sample SGA, and helpful resources and tips to help applicants develop their applications.

To receive updated information about critical issues, new tips for users and other time sensitive updates as information is available, applicants may subscribe to "Grants.gov Updates" at http://www.grants.gov/applicants/email_subscription_signup.jsp.

If applicants encounter a problem with Grants.gov and do not find an answer in any of the other resources, call 1-800-518-4726 to speak to a Customer Support

Representative or email "support@grants.gov". The Contact Center is open 24 hours a day, seven days a week. It is closed on federal holidays.

Late Applications: For applications submitted on Grants.gov, only applications that have been successfully submitted no later than 4:00 p.m. Eastern Time on the closing date and then successfully validated will be considered. Applicants take a significant risk by waiting to the last day to submit by Grants.gov.

Any hard copy application received after the exact date and time specified for receipt at the office designated in this notice will not be considered, unless it is received before awards are made, it was properly addressed, and it was: (a) sent by U.S. Postal Service mail, postmarked not later than the fifth calendar day before the date specified for receipt of applications (e.g., an application required to be received by the 20th of the month must be postmarked by the 15th of that month); or (b) sent by professional overnight delivery service to the addressee not later than one working day before the date specified for receipt of applications. ''Postmarked'' means a printed, stamped or otherwise placed impression (exclusive of a postage meter machine impression) that is readily identifiable, without further action, as having been supplied or affixed on the date of mailing by an employee of the U.S. Postal Service. Therefore, applicants should request the postal clerk to place a legible hand cancellation ''bull's eye'' postmark on both the receipt and the package. Failure to adhere to these instructions will be a basis for a determination that the application was not filed timely and will not be considered. Evidence of timely submission by a professional overnight delivery service must be demonstrated by equally reliable evidence created by the delivery service provider

indicating the time and place of receipt.

D. Intergovernmental Review

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

E. Allowable Activities

Allowable activities under this SGA are activities that support the implementation of the two programs 1) Forging Linkages between Registered Apprenticeship and Pre-apprenticeship, and 2) Integrating the Delivery of Technical and Basic Skills Training through Community-Based Partnerships as identified in Section I.C. Some of the activities lend themselves more easily to one strategy than the other and applicants should fully discuss their rationale for selecting activities as referenced in Section V.A.2 including:

- Development and/or delivery of new or improved curricula, including contextualized learning, distance learning, and customized training;

- Development and implementation of innovative Registered Apprenticeship and pre-apprenticeship programs;

- Paid or unpaid work experience, paid internships, and on-the-job training activities that lead to permanent employment (see Sections IV.F.6 and 7 for more information);

- Accrediting employer- and/or industry-recognized credentials;

- Program development activities such as using subject matter experts from industry, education, and other areas to assist in curriculum design including third party review of deliverables;

- Developing and implementing articulation agreements with universities and other educational partners, as well as high schools (career and technical);

- Leasing space that is used for education and training and related activities, altering facilities that are used for education and training and related activities;

- Initial assessment of skill levels, aptitudes, abilities, competencies, and supportive service needs;

- Comprehensive case management services and retention strategies;

- Supportive services that will allow individuals to participate in grant activities (see Section IV.F.8);

- Basic skills training, such as adult basic education, English as a Second Language (ESL), and job readiness training. ETA is interested in programs that integrate basic skills training with technical skills training. Development of basic skills training in isolation is not encouraged, as existing training is readily available. Development of basic skills training with grant funds is only appropriate if existing basic skills training does not meet the needs of the eligible participants to be served;

- Job search and placement assistance, as well as career counseling;

- Professional development and training for qualified instructors, if they are directly related to grant-funded training;

- Updating or replicating existing industry-recognized curriculum to support

direct education/training provided through the grant.

Grants funded under this SGA may produce tangible products and deliverables, such as updates to existing curriculum. Curriculum development, modification, or expansion are only appropriate if new curriculum is essential to support direct education/training activities provided through this grant and is necessary to support grant activities. The Department expects that applicants will ensure that newly developed curriculum meets employer skill requirements.

Activities that are not directly related to the development, expansion, or improvement of green career pathways or education/training activities are not allowable activities under this grant.

Applicants should refer to Section VI of the SGA for a list of relevant OMB Circulars related to cost principles, administrative and other requirements that apply to this Solicitation.

F. Funding Restrictions

All proposal costs must be necessary and reasonable and in accordance with Federal guidelines. Determinations of allowable costs will be made in accordance with the applicable Federal cost principles. Disallowed costs are those charges to a grant that the grantor agency or its representative determines not to be allowed in accordance with the applicable Federal cost principles or other conditions contained in the grant.

Applicants, whether successful or not, will not be entitled to reimbursement of pre-award costs.

1. Indirect Costs

As specified in OMB Circular Cost Principles, indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective. An indirect cost rate (ICR) is required when an organization operates under more than one grant or other activity, whether Federally-assisted or not. Organizations must use the ICR supplied by the Federal Cognizant Agency. If an organization requires a new ICR or has a pending ICR, the Grant Officer will award a temporary billing rate for 90 days until a provisional rate can be issued. This rate is based on the fact that an organization has not established an ICR agreement. Within this 90-day period, the organization must submit an acceptable indirect cost proposal to their Federal Cognizant Agency to obtain a provisional ICR.

2. Administrative Costs

Under this SGA, an entity that receives a grant to carry out a project or program may not use more than ten percent (10%) of the amount of the grant to pay administrative costs associated with the program or project. Administrative costs could be direct or indirect costs, and are defined at 20 CFR 667.220. Administrative costs do not need to be identified separately from program costs on the SF-424A Budget Information Form. However, they must be tracked through the grantee's accounting system. To claim any administrative costs that are also indirect costs, the applicant must obtain an Indirect Cost Rate Agreement from its Federal Cognizant agency, as

specified above.

3. Equipment Costs

As with all costs charged to the grant, the costs of equipment must meet the standards in the applicable Federal cost principles, including that the costs are reasonable and necessary to achieve grant outcomes. While grant funds may be used to purchase equipment that is used for training and education activities provided through the proposed project, applicants are strongly encouraged to use leveraged resources to support these costs to maximize the use of their grant funds for program specific activities.

4. Salary and Bonus Limitations

Under Public Law 109-234, none of the funds appropriated in Public Law 109-149 or prior Acts under the heading "Employment and Training Administration" that are available for expenditure on or after June 15, 2006, may be used by a recipient or sub-recipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II, except as provided for in section 101 of Public Law 109-149. Public Laws 111-8 and 111-117 contain the same limitation on funds appropriated under each of these Laws.   This limitation applies to grants funded under this SGA. The salary and bonus limitation does not apply to vendors providing goods and services as defined in OMB Circular A-133 (codified at 29 CFR Parts 96 and 99). See Training and Employment Guidance Letter number 5-06 for

further clarification: http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2262.

5. Intellectual Property Rights

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: (1) the copyright in all products developed under the grant, including a subgrant or contract under the grant or subgrant; and (2) any rights of copyright to which the grantee, subgrantee 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. Federal funds may not be used to pay any royalty or licensing fee associated with such copyrighted material, although they may be used to pay costs for obtaining a copy which are limited to the developer/seller costs of copying and shipping. If revenues are generated through selling products developed with grant funds, including intellectual property, these revenues are program income. Program income is added to the grant and must be expended for allowable grant activities.

If applicable, grantees must include the following language on all products developed in whole or in part with grant funds:
"This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of

Labor. The 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 solution is copyrighted by the institution that created it. Internal use by an

organization and/or personal use by an individual for non-commercial purposes is

permissible. All other uses require the prior authorization of the copyright owner."

6. Paid Work Experience and Paid Internships

Organizations that receive grants through this SGA may not use grant funds to

pay for the wages of participants except as specified in this subsection. Grantees may

use grant funds to pay wages to participants in only two specific activities: paid work

experience and paid internships. Under the WIA regulations, work experience is

defined as a planned, structured learning experience that takes place in a workplace for

a limited period of time. Internships are listed as an allowable activity in the WIA

regulations. Additional information on work experience and internships, both paid and

unpaid, is available under the WIA regulations under the Intensive Services section at

20 CFR 663.200(a) and (b). Under WIA, labor standards apply in any work experience

where an employee/employer relationship, as defined by the Fair Labor Standards Act

(FLSA), exists. For more information on the FLSA, applicants may visit

http://www.dol.gov/whd/.

A work experience or internship supports training, but is not a training activity

under WIA. Therefore, applicants should describe how the internship is connected to and supports the education and training activities included in the grant. Because there is no formal definition for internship programs in WIA, grantees have flexibility in the design and implementation of these programs; however the internship must meet the following parameters:

- Provide an individual with monitored or supervised work or service experience in his or her expected career field where the individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience. These learning goals can include: academic learning, career development, and skill development;

- Are part of structured programs where the grantee established the criteria for determining who will participate in these programs;

- Are for a set period of time that is generally limited in duration;

- Support the attainment of credentials in the individual's expected career field (where such credentials exist);

- Relate to training provided through the grant, and help participants prepare for the employment opportunities on which the grant focuses; and

- May or may not carry an offer of regular employment upon successful completion of the internship.

7. On-the-Job Training

For grants with ETA, On-the-Job Training (OJT) is a specific term defined at WIA

section 101(31). OJT is provided under a contract with an employer in the public,

private-nonprofit, or private sector.   Through the OJT contract, occupational training is

provided for the grant participant in exchange for the reimbursement to the employer

of up to 50 percent of the wage rate to compensate for the employer's extraordinary

costs of training the individual. The employer pays wages to the participant. The WIA

regulations specifically prohibit grant funds form being spent on payment of wages of

incumbent employees per section 667.264. For complete information on specific WIA

parameters for OJT, please refer to WIA regulations 20 CFR 663.700 – 663.710, as well as

20 CFR 663.730. Applicants should note that should their application be accepted, their

proposal will become their statement of work, and if they include the term "On-the-Job

Training" or OJT in their proposal and/or budget they will be required to follow the

parameters for OJT included in the WIA regulations. Applicants which propose OJT as

an activity will be required to provide OJT as required in the WIA regulations, except

that the grantee will perform the functions of the local WIB under 663.705(c).

8. Use of Funds for Supportive Services

Supportive services for adults and dislocated workers are defined at WIA

Sections 101(46) and 134(e)(2). They include services such as transportation, child care,

dependent care, and housing that are necessary to enable an individual to participate in

education and training activities funded through this grant. Further, under WIA

Section 134(e)(3), supportive services can include needs-related payments (NRPs) that

are necessary to enable individuals to participate in training activities funded through

this grant. Supportive services activities may include, but are not limited to, 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 participant. Applicants should note that where stipends for supportive services are provided, the stipend amount must be for costs of a specific supportive service (i.e. childcare), rather than simply based on an unidentified need.

For the purposes of this SGA, grantees may use up to ten percent (10%) of grant funds to provide supportive services only to individuals in either program who are participating in education and training activities provided through the grant 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. Grantees may establish limits on the provision of supportive services or provide their subrecipients with the authority to establish such limits, including a maximum amount of funding and maximum length of time for supportive services to be available to participants. Grantees 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 and relevant WIA regulations. Additionally, ETA encourages grantees to leverage other sources of funding for supportive services, including WIA Adult formula funds. WIA regulations 663.800, 663.805, 663.810, 663.825(a)(2) and 663.840 do not apply to these grants.

G. Other Submission Requirements

Withdrawal of Applications: Applications may be withdrawn by written notice to the Grant Officer at any time before an award is made.

Section V. Application Review Information

A. Evaluation Criteria

This section identifies and describes the criteria that will be used for each category to evaluate grant proposals. The evaluation criteria are described below:

Criterion	Points
1. Statement of Need	30
2. Overview of the Program, Project Work Plan, Project Management and Sustainability	50
3. Outcomes	20
TOTAL	100

1. Statement of Need (30 points)

In this section, applicants must: i) demonstrate the need for the proposed training program in at least six communities, and ii) describe the steps and gaps along the career pathway the training program addresses.

i.   Demonstrate Need for Proposed Training Program (20 points)

Applicants should use data from a wide variety of traditional resources (e.g., BLS reports and state labor market surveys) and non-traditional information sources

including consultation with industry associations, or tracking private sector and government infrastructure investments, building permits, job postings, and business hiring trends to demonstrate the need for the training program within the targeted communities. Applicants should partner with employer(s) that have a strong commitment to hiring training participants based on real job projections. Applicants must use the green jobs framework provided in Section I.A to define the green jobs in which they propose to provide training.   Applicants must fully describe the industries and occupations they are targeting and justify the focus on those particular industries and occupations. Applicants may use any or all of these definitions in identifying the green occupations in which they propose to provide training. Applicants may also propose their own definition of green jobs if they can support their definition with evidence.

Applicants must describe the training needs of the eligible participants in the communities they propose to serve in the project.

Applicants may already be a part of a regional innovation cluster which is a geographic concentration of firms, industries, and supporting organizations (including, but not limited to, Federal, state and local government, labor organizations, venture capitalists, private banks, workforce investment boards, community organizations, and community colleges and universities) in a region that does business with each other and have common needs for talent, technology, and infrastructure. By integrating employment and training programs into collaborative regional economic development

strategies and aligning with key economic development investments, programs can ensure that workers are being prepared for growth industries in the regional economy.

It is ultimately incumbent upon the applicant to define green jobs and skills within the context of their regional and local labor market and workforce.

Scoring under this criterion will be based on the extent to which applicants in each community proposed to be served demonstrate strong evidence and understanding of:

- The specific green industries and occupations targeted by the project, and logical explanation of how the targeted industry(ies) meet the requirements of this SGA;

- A clear understanding of the current and projected demand for employment, as demonstrated by relevant labor market information and job projection data (from DOL, State workforce agencies, employers, and other relevant sources);

- A clear understanding of the knowledge, competencies, and degrees/certificates required of workers in the targeted industries or occupations; and

- The needed credentials, skills and competencies participants in the programs can reasonably expect to attain.

- The industries and/or occupations in which the eligible participants are or were employed;

- The current level of skills and educational attainment of the eligible participants;

- The additional barriers that eligible participants may face and corresponding service needs; and,

- If applicable, applicants should describe the regional cluster they are working within and the sectors currently targeted. In addition, they should describe how this work enhances the understanding of the local community labor market and workforce.

ii. Steps and Gaps in Career Pathways (10 points)

Career pathways are clear sequences of coursework and credentials that help individuals, of varying skill levels, earn credentials valued by employers, enter rewarding careers in in-demand occupations, and advance to increasingly higher levels of education and employment. Career pathways help workers enter or advance within a specific sector or occupational field, regardless of their skills at the point of entry.

Scoring under this criterion will be based on the extent to which applicants:

- Clearly describe the specific education and training offerings that need to be enhanced within their green career pathways, including the occupational focus of the offerings, requirements to enter this type of education and training, the need for additional instructors and infrastructure, the need for specialized equipment, the credential that participants will receive if they successfully complete this education and training, and the standards on which the credential(s) is based;

- Clearly describe the assessments, participant services and tools (such as individual career planning tools) to support participants in completing the current education and training program and transitioning from one step of a career pathway to the next;

- Clearly describe the role of employers, and other appropriate organizations,

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in the development and implementation of the existing career pathway;

- The applicant must include a graphic display of the entire proposed career pathway. This documentation must depict the proposed career pathway and show multiple entry and exit points along the career pathway, and the points where credential attainment is expected, including gaps along the pathway. The graphic should be included within the body of the proposal and counts against the 25 page limit.

2. Overview of the Program, Project Work Plan, Project Management and Sustainability (50 points)

The applicant must provide a complete and clear explanation of its i) proposed program and activities; ii) project work plan; and, iii) project management and sustainability plans.

i. Overview of Proposed Program and Activities (25 points)

The Department is interested in funding projects in which other resources are invested and partnerships are forged to ensure that the work begins as quickly as possible and supports the continuation of a successful project (see Section III.C.1). For instance, Federal programs in education, employment, income support, and social services can be aligned and leveraged to support workers in green jobs training programs and as they move along career pathways.

Applicants must provide an overview of the proposed training programs and present the strongest evidence available for their particular program design or strategy

and also discuss any existing evidence that is mixed or negative.

Scoring under this criterion will be based on the extent to which applicants:

- Clearly identify the program(s) to be implemented by the proposed applicant (which are identified in Section I.C of the SGA). Applicants must address the quality factors (i.e., discuss the five quality factors for pre-apprenticeship and the 5 out of 7 quality factors for Registered Apprenticeship; and discuss the one quality factor and the 4 out of 5 features for the integrated delivery of technical and basic skills training through community-based partnerships) for each program proposed (see those identified in Section I.B of the SGA);

- Clearly describe the applicant's existing career training program, including an overview of the project design, key accomplishments, and outcomes. Applicants must also discuss how GJIF grant funds will be used to develop and/or improve the career pathway(s) for the existing training program;

- Clearly describe how the project will use the resources of the Invested Partner(s) (see requirements in Section III.C.1.ii), which could be Federal agencies and other organizations already working in the energy efficiency and renewable energy areas, and provide support for the applicant's proposed program; and,

- Clearly indicate whether or not the project will replicate evidence-based programs or activities supported by research findings. Applicants proposing to replicate evidence-based programs or activities should cite evidence from prior research to support the fact that the proposed program or activity has had a positive impact on employment outcomes. Applicants must include evidence citations as footnotes in

response to this evaluation criterion along with Web links to the location of the cited study or report. If no strong or moderate evidence exists or an applicant is proposing a new program or activity, the applicant should present research findings or reasonable hypotheses that the program or activity would lead to improved education and employment outcomes, citing related research, theories, or logic models from education, training or other sectors. Applicants should cite existing state and local public policies which have proven or are expected to increase employment of a local and diverse workforce.

ii. Project Work Plan (20 points)

The applicant must present a comprehensive project work plan that begins immediately upon grant award. The plan should follow the format described in this section and align to the proposed program description provided in response to Section V.A.2.i of this SGA. Points will be awarded based on how well the program meets the needs described in Section V.A.1, not on the number of activities proposed. Applicants must present a work plan narrative and a comprehensive table (see Attachment A) that is included in the technical proposal (not in the attachments to the technical proposal) which outlines:

- Activities: The applicant must identify the specific activities that will be funded through the grant, including a specific description of how third-party reviews of grant deliverables will be implemented;

- Implementer(s): For each activity, applicants must include the name of the organization that will be responsible for implementing the program and any proposed partners or subcontractor(s), if known, who may assist the organization in implementing the program. For each program, applicants should clearly note the specific roles and responsibilities of each required partner in each local community which will be confirmed via signature in the letter of commitment (see Section IV.B.Part III.b);

- Costs: Applicants must provide and justify a budget dollar amount associated with the activity that aligns with the cost represented in the budget narrative, and a per participant cost estimate related to each activity as well as the overall program;

- Time: The applicant must include the anticipated start date and end date for each strategy to be funded, as well as projected completion dates for key strategy milestones (including signing of subcontracts and expeditious procurement of equipment) and project deliverables for each year of the proposed period of performance. Applicants must note any anticipated delays in credential attainment or job placement due to the timing of examinations or other factors, such as the timing of public or private job-creation investments; and

- Deliverables: The applicant must describe any specific project deliverables that will result from each funded strategy, such as the course materials, articulation agreements, and online learning modules. These project deliverables must be provided

to ETA and made available for distribution to and used by the public (see Section IV.F.5).

Scoring under this criterion will be based on the extent to which applicants: 1) present a coherent and comprehensive plan detailing the proposed implementation of activities and production of deliverables that demonstrate the applicant's complete understanding of all responsibilities and costs required to implement each phase of the project within the timeframe of the grant; 2) include feasible and reasonable timeframes for accomplishing all procurement and other necessary grant start-up activities immediately following the anticipated grant start date of July 1, 2011; and 3) explain how the costs in the proposed project work plan align with the proposed budget, specifically the budget narrative, and are justified as adequate, cost-effective, and reasonable for the resources requested.

iii. Project Management and Sustainability (5 points)

The applicant must provide an explanation of the applicant's capacity and plan to effectively manage and sustain the proposed investment. Scoring under this criterion will be based on:

- A description of all relevant leadership, program, administrative, and advisory positions, and an explanation of how the project will be implemented through a comprehensive management structure that allows for efficient and effective communication between all levels of the project and across partner organizations;

- A description of the applicant's procurement processes and procedures that demonstrates that the applicant is equipped to meet Federal, State (if applicable), and other relevant procurement requirements; and,

- A description of the applicant's sustainability strategy that includes adequate time throughout the life of the grant to conduct sustainability planning that involves the public workforce system, employers, and other partners, where appropriate, to help ensure that strategic partnerships and core education/training, placement, and retention activities are sustained after the grant ends. Applicants must build in specific meetings or activities and deliverables in the Project Work Plan that will focus on sustainability planning and the development of a written sustainability plan, which will be a required document submitted to ETA at the end of the grant.

3. Outcomes (20 points)

The applicant must demonstrate a results-oriented approach to managing and operating its project by providing projections outlined below. Applicants must present a comprehensive table (see Attachment C) that is included in the technical proposal (not the attachments to the technical proposal) that provides the performance and skills outcomes.

i. Projected Performance Outcomes (15 points)

The applicant must collect participant-level data on individuals who receive education/training and other services provided through the grant. This data should be

the basis for reporting against the outcomes listed below, and may be required for reporting on other employment-related outcomes in the future. An applicant must collect and report participant-level data from the following categories: demographic and socioeconomic characteristics; services provided; and, outcomes achieved.

Applicants should submit projections and include a breakdown of the type of eligible participants served (see Attachment C) for each of the following metrics below as well as information on their ability to collect participant and outcome data. Scoring under this criterion will be based on the applicant's description of its ability to collect participant and outcome data, and how reasonable the proposed outcomes are in relation to the proposed project and budget.

- Applicants must clearly explain what systems and processes are in place at the lead applicant level and with local affiliates to effectively collect participant-level data on these outcomes, as well as participants' demographic and socioeconomic characteristics and the services received;

- Total number of participants served;

- Total number of participants beginning education/training activities, including the number of participants beginning pre-apprenticeship and Registered Apprenticeship programs as well as community-based programs;

- Total number of participants completing education/training activities;

- Total number of participants who complete education/training activities who receive a degree, certificate, or other type of credential, including a description of the

type of degree, certificate, or other type of credential the participants will receive. The applicant should also include an explanation about the total number of credentials they estimate the average participant will receive. Please include evidence that these credentials will support job placement, the connection to green job occupations, and an explanation of any time delays between the receipt of different credentials.

- Total number of participants who complete education/training activities who enter unsubsidized employment and the number who retain that employment in the first and second quarters following initial placement. For incumbent workers, the projected outcomes must reflect whether the worker entered and retained a new position of employment that uses the competency or competencies they acquired through education/training activities, even if the new position is with the same employer.

ii. Process Measures (5 points)

Applicants will also be required to report on metrics that measure key aspects of service delivery. Applicants should provide projections for each of the following measures. Scoring under this criterion will be based on the appropriateness of the projections based on its proposed project:

- Total number of initial assessments, which may include assessments of basic or occupational skills;

- Total number of participants who receive supportive services;

- Total number of innovative partnerships with education/training providers (Secondary and Post-Secondary) and other key stakeholders;

- Total number of participants served by technology-based learning, such as online discussions or simulations;

- Total number of interim credentials issued to acknowledge the skills and competencies attained, for example by an apprentice or completer of a community-based program;

- Total number of new or modified standards (including Registered Apprenticeship) that use competency-based and/or hybrid (competency/time-based) models (if appropriate); and,

- Total number of agreements that allow for the transfer of credit between programs

B. Review and Selection Process

Applications for grants under this Solicitation will be accepted after the publication of this announcement and until the closing date. A technical review panel will carefully evaluate applications against the selection criteria. These criteria are based on the policy goals, priorities, and emphases set forth in this SGA. Up to 100 points may be awarded to an application, depending on the quality of the responses to the required information described in Section V.A. The ranked scores will serve as the primary basis for selection of applications for funding, in conjunction with other factors such as representation across the programs identified in Section I.B; representation

among applicant types, and geographic balance; the availability of funds; balance across green industries and occupations; and which proposals are most advantageous to the government. The panel results are advisory in nature and not binding on the Grant Officer. The Grant Officer may consider any information that comes to his/her attention. The government may elect to award the grant(s) with or without discussions with the applicant. Should a grant be awarded without discussions, the award will be based on the applicant's signature on the SF-424, including electronic signature via E-Authentication on http://www.grants.gov which constitutes a binding offer by the applicant.

Section VI. Award Administration Information

A. Award Notices

All award notifications will be posted on the ETA Homepage (http://www.doleta.gov). 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 proposal.

Selection of an organization as a grantee does not constitute approval of the grant application as submitted. Before the actual grant is awarded, ETA 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. DOL reserves the right

to not fund any application related to this SGA.

B. Administrative and National Policy Requirements

1. Administrative Program Requirements

All grantees will be subject to all applicable Federal laws, regulations, and the applicable OMB Circulars. The grant(s) awarded under this SGA will be subject to the following administrative standards and provisions:

i. Non-profit Organizations – OMB Circular A–122 (Cost Principles), relocated to 2 CFR Part 230, and 29 CFR Part 95 (Administrative Requirements)

ii. Educational Institutions – OMB Circular A–21 (Cost Principles), relocated to 2 CFR Part 220, and 29 CFR Part 95 (Administrative Requirements).

iii. State, Local and Indian Tribal Governments – OMB Circular A–87 (Cost Principles), relocated to 2 CFR Part 225, and 29 CFR Part 97 (Administrative Requirements).

iv. Profit Making Commercial Firms – Federal Acquisition Regulation (FAR) – 48 CFR part 31 (Cost Principles), and 29 CFR Part 95 (Administrative Requirements).

v. All Grant Recipients must comply with the applicable provisions of The Workforce Investment Act of 1998, Public Law No. 105-220, 112 Stat. 936 (codified as amended at 29 U.S.C. 2801 et seq.) and the applicable provisions of the regulations at 20 CFR 660 et seq. Note that 20 CFR part 667 (General Fiscal and Administrative Rules) includes unsuccessful applicant appeal information.

vi. All entities must comply with 29 CFR Part 93 (New Restrictions on

Lobbying), 29 CFR Part 94 (Government wide Requirements for Drug-Free Workplace (Financial Assistance)), 29 CFR 95.13 and Part 98 (Government wide Debarment and Suspension, and drug-free workplace requirements), and, where applicable, 29 CFR Part 96 (Audit Requirements for Grants, Contracts, and Other Agreements) and 29 CFR Part 99 (Audits of States, Local Governments and Non-profit Organizations).

vii. 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.

viii. 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.

ix. 29 CFR Part 32—Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance.

x. 29 CFR Part 35— Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance from the Department of Labor.

xi. 29 CFR Part 36—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance.

xii. 29 CFR Part 37 – Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act of 1998.

xiii. 29 CFR Parts 29 and 30—Labor Standards for the Registration of Apprenticeship Programs, and Equal Employment Opportunity in Apprenticeship and Training, as applicable.

2. Other Legal Requirements:

i. Religious Activities

The Department notes that the Religious Freedom Restoration Act (RFRA), 42 U.S.C. Section 2000bb, applies to all Federal law and its implementation. If your 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 Title I of the Workforce Investment Act and maintain that hiring practice even though Section 188 of the Workforce Investment Act contains a general ban on religious discrimination in employment. If you are awarded a grant, you will be provided with information on how to request such an exemption.

ii. 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 OMB Circular A-122).

iii. Transparency Act Requirements

Applicants must ensure that it has 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 section 6202 of Pub. Law 110-252) (Transparency Act), as follows:

- All applicants, except for those excepted from the Transparency Act under sub-paragraphs 1, 2, and 3 below, must ensure that they have the necessary processes and systems in place to comply with the subaward and executive total compensation reporting requirements of the Transparency Act, should they receive funding.

- Upon award, applicants 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 the following website:
http://edocket.access.gpo.gov/2010/pdf/2010-22705.pdf.

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

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

(2) Federal awards to entities that had a gross income, from all sources, of less than $300,000 in the entities' previous tax year; and

(3) Federal awards, if the required reporting would disclose classified information.

3. Other Administrative Standards and Provisions

Except as specifically provided in this SGA, DOL/ETA's acceptance of a proposal 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 Circulars

require that an entity's procurement procedures must ensure that all procurement transactions are conducted, as much as practical, to provide open and free competition. If a proposal identifies a specific entity to provide services, the DOL's award does not provide the justification or basis to sole source the procurement, i.e., avoid competition, unless the activity is regarded as the primary work of an official partner to the application.

4. Special Program Requirements

    i. Evaluation

The Department is interested in determining if the activities supported through this grant program impact workers' future labor force outcomes and may require the cooperation of the grantee in an evaluation of overall performance of ETA grants as a condition of award. The Department is committed to evaluating program results to assess whether programs meet this goal and which models are most effective, providing a basis for future program improvements and funding decisions. By accepting grant funds, grantees must agree to participate in such an evaluation should they be selected to participate. The Department intends to select some portion of grantees to participate in a rigorous evaluation, and these grantees would be required to use a lottery in enrolling project participants. Grantees must be prepared to share individual records on participants, employers, funding, and outcomes, and to provide access to program operating personnel and participants, as specified by the evaluator(s) under the direction of ETA, including after the expiration date of the grant. The Department will make available publicly the results of the program evaluation and supporting aggregate

data.

Such an evaluation is separate and apart from the grantees' responsibility to conduct their own ongoing review and evaluation of the actions taken to improve and expand the program that is being implemented.

C. Reporting

Grantees must agree to meet DOL reporting requirements. Quarterly financial reports, quarterly progress reports, and MIS data must be submitted by the grantee electronically. The grantee is required to provide the reports and documents listed below:

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. Grantees must use DOL's Online Electronic Reporting System and information and instructions will be provided to grantees.

2. Quarterly Performance Reports

The grantee must submit a quarterly progress report within 45 days after the end of each calendar year quarter. Grantees will be required to submit updated aggregate level MIS data within 45 days after the end of each quarter based on a DOL template

that will require quarterly and program-to-date information on participant demographics at the time of enrollment, participant services provided and both interim and long-term participant performance outcomes. Grantees will be required to report on post-placement outcomes for all participants, as well as on post-placement follow-up and tracking activities for all participants. The last quarterly progress report that grantees submit will serve as the grant's Final Performance Report. This report should provide both quarterly and cumulative information on the grant activities. It must summarize project activities, employment outcomes and other deliverables, and related results of the project, and should thoroughly document the training or labor market information approaches used by the grantee. DOL will provide grantees with formal guidance about the data and other information that is required to be collected and reported on either a regular basis or special request basis, and may require that grantees implement specific strategies provide detail on those strategies. Grantees must agree to meet DOL reporting requirements.

3. <u>Management Information System (MIS) Reports.</u>

Organizations will be required to submit updated aggregate level MIS data within 45 days after the end of each quarter based on a DOL template that will require quarterly, year-to-date, and program-to-date information on participant demographics at time of enrollment, participant services provided, and interim and long-term participant outcomes listed in the SGA. This reporting will require post-placement follow-up and tracking of participants.

4. Record Retention

Applicants must be prepared to follow Federal guidelines on record retention, which require grantees to maintain all records pertaining to grant activities for a period of not less than three years from the time of final grant close-out.

Section VII. Agency Contacts

For further information about this SGA, please contact Kia Mason, Grants Management Specialist, Division of Federal Assistance, at (202) 693-2606. Applicants should e-mail all technical questions to mason.kia@dol.gov and must specifically reference SGA/DFA PY 10-07, and along with question(s), include a contact name, fax and phone number. This announcement is being made available on the ETA Web site at http://www.doleta.gov/grants and at http://www.grants.gov.

Section VIII. Additional Resources of Interest to Applicants

A. Web-Based Resources

1. U.S. Department of Labor Web-Based Resources

DOL maintains a number of web-based resources that may be of assistance to applicants. For example, the Career One-Stop portal (http://www.careeronestop.org), which provides national and state career information on occupations; the Occupational Information Network (O*NET) Online (http://online.onetcenter.org) which provides

occupational competency profiles; America's Service Locator

(http://www.servicelocator.org), which provides a directory of our nation's One-Stop

Career Centers; the Bureau of Labor Statistics (http://www.bls.gov/), which provides

databases, tools, publications, and raw economic data; and the Job Accommodation

Network (http://askjan.org/) which provides information on workplace

accommodations. In addition, applicants may also access Training and Employment

Notice No. 10-09, "Toolkit and White Paper on Improving Transition Outcomes of

Youth with Disabilities through Apprenticeship"

(http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2805)

i. Sustainability Toolkit

ETA supports the planning and investment of program activities beyond federal

investment and encourages applicants to view the Office of Workforce Investment

(OWI) designed Sustainability toolkit. The online toolkit includes case studies, a

planning guide as well as tips and best practices. For more detailed information and to

download the toolkit please visit

http://doleta.gov/business/sustainability_toolkit.cfm.

ii. Communities of Practice

The Green Jobs Community of Practice (CoP) serves as a platform for workforce

professionals and green job thought leaders to discuss and share promising practices, to

create partnerships for Green Job Workforce Solutions, and leverage Recovery Act

investments. The Green Jobs CoP serves as an interactive platform for providing

technical assistance through webinars, discussion boards, blogs and other online

resources to workforce professionals, particularly those at the State and Workforce

Investment Board levels as well as green jobs grantees. For further information on the

Green Jobs CoP, please see https://greenjobs.workforce3one.org/page/home.

The Apprenticeship Community of Practice web site provides a wealth of

information about innovations in Registered Apprenticeship, successful partnerships

among workforce, education, and Apprenticeship partners, and pre-apprenticeship.

ETA encourages applicants to register on Workforce3one.org and take the 30-minute

on-line tutorial "Registered Apprenticeship 101." To learn more about pre-

apprenticeship, use the website's search function to locate a report entitled

"Construction Pre-apprenticeship Programs: Results of a National Survey,"   This

information can be found by accessing:

http://21stcenturyapprenticeship.workforce3one.org. Additional information about

the Office of Apprenticeship can be accessed at: http://www.doleta.gov/oa/

iii. Community-Based Job Training Grants

The Community-based Job Training programs

(http://www.doleta.gov/business/Community-BasedJobTrainingGrants.cfm) are

aimed at improving the capacity of community colleges to train workers to develop the

skills required to succeed in high growth/high demand industries.

iv. High Growth Job Training Initiative Grants

The High Growth Job Training Initiative

(http://www.doleta.gov/BRG/JobTrainInitiative/) targets worker training and career

development resources toward helping workers gain the skills they need to build

successful careers in these and other growing industries. This initiative is a strategic effort to prepare workers to take advantage of new and increasing job opportunities in high growth, high demand and economically vital sectors of the American economy. Fields like health care, information technology, and advanced manufacturing have jobs and solid career paths left untaken due to a lack of people qualified to fill them.

v. On-the-job Training (OJT) Toolkit

On-the-job training (OJT) is an ETA supported training strategy that provides the workforce system a way to receive employment and training simultaneously. ETA encourages applicants to review the On-the-job Training (OJT) toolkit for guidance on how to implement or strengthen their existing OJT programs. The toolkit includes customizable OJT templates and forms, including outreach materials, contracts, and monitoring documents. The OJT toolkit is available to download via Workforce3One at: https://ojttoolkit.workforce3one.org/.

2. Links to Other Federal Green Programs

ETA encourages and supports the partnering of other Federal green initiatives. Information regarding several Federal green initiatives that currently support the GJIF goals can be found at:

i. The U.S. Department of Housing and Urban Development (HUD):

The Choice Neighborhoods initiative (http://www.hud.gov/offices/pih/programs/ph/cn/) aims to collaborate with other federal investments that can assist in revitalizing low income communities by linking

housing improvements with the expansion of accessible social services. Choice

Neighborhoods will build upon and complement the Hope VI program's primary goal

to improve public housing

(http://www.hud.gov/offices/pih/programs/ph/hope6/index.cfm).

In addition, HUD's promotion of energy efficiency will be incorporated into

various upcoming investments. For more information on HUDs Energy Efficiency and

Creating Green Jobs investments visit

http://portal.hud.gov/portal/page/portal/HUD/recovery/about

ii. The U.S. Environmental Protection Agency (EPA):

The Brownfields initiative (http://www.epa.gov/brownfields/) provides funds

to communities with contaminated commercial properties to help assess and allocate

resources for adequate clean up and subsequent reinvestment. Training workers for

proper waste removal and other higher paying environmental jobs is just one of the

successful outcomes and potential partnership opportunities.

iii. The U.S. Department of Agriculture (USDA) Job Corps Civilian Conservation

Centers:

Forest Service Job Corps Civilian Conservation Centers focus on providing green

jobs training to underserved youth through a new green curriculum. For a list of some

of the occupations Job Corps will be training youth for please visit

http://recruiting.jobcorps.gov/en/benefits/careers.aspx

iv. National Institute of Environmental Health Sciences (NIEHS) – National

Institutes of Health (NIH):

The National Institute of Environmental Health Sciences (NIEHS) Recovery Act Hazardous Material and Green Job Training initiative (http://www.niehs.nih.gov/recovery/critical/workertraining.cfm) aims to train targeted (underserved) populations in emerging green job sectors such as green construction occupations and the removal of hazardous waste materials.

v. The U.S. Department of Energy (DOE):

The U.S. Department of Energy supports education and workforce development strategies that enhance energy efficiency and renewable energy efforts. To learn more about programs, initiatives, research and technologies that support green jobs, please visit www1.eere.energy.gov/education/.

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 http://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.

Career Clusters and Industry Competency Models both identify foundational and technical competencies, but their efforts are not duplicative. The Career Clusters link to specific career pathways in sixteen career cluster areas and place greater emphasis on elements needed for curriculum performance objectives; measurement criteria; scope and sequence of courses in a program of study; and development of assessments. Information about the sixteen career cluster areas can be found by accessing: www.careerclusters.org.

Section IX. Other Information

OMB Information Collection No. 1225-0086

OMB Information Collection No 1225-0086, Expires November 30, 2012.

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, DC 20210. Comments may also be emailed to DOL_PRA_PUBLIC@dol.gov. PLEASE DO NOT

RETURN THE COMPLETED APPLICATION TO THIS ADDRESS. SEND IT TO THE SPONSORING AGENCY AS SPECIFIED IN THIS SOLICITATION.

This information is being collected for the purpose of awarding a grant. The information collected through this "Solicitation for Grant Applications" will be used by the Department of Labor to ensure that grants are awarded to the applicant best suited to perform the functions of the grant. Submission of this information is required in order for the applicant to be considered for award of this grant.

Signed XXXXX, in Washington, D.C. by:

XXXXX

Grant Officer, Employment and Training Administration

Attachment A: Sample Project Work Plan

Project Work Plan							
Program		**Implementer(s)**	**Costs**		**Time**		**Deliverables**
Activities 1.1:			Strategy Total:	$	Start Date:		
			Equipment:	$	End Date:		
			Year 1:	$	Milestones:		
			Year 2:	$			
			Year 3:	$			
Activities 1.2:			Strategy Total:	$	Start Date:		
			Equipment:	$	End Date:		
			Year 1:	$	Milestones:		
			Year 2:	$			
			Year 3:	$			

Attachment B: Annotated Bibliography

Conway, Maureen, Gerber, Allison, and Helmer, Matt. "Construction Pre-Apprenticeship Programs: Interviews with Field Leaders." The Aspen Institute. August 2010

This publication shares research from interviews with leaders from 25 promising and innovative pre-apprenticeship programs from across the country. The interviews revealed factors that impact how programs are designed and how they might better be utilized as part of a broader workforce development strategy for the construction sector. The publication reviews program leaders' perspectives on factors influencing the design of their programs, opportunities and challenges associated with financing the work, the merits of incorporating green elements into curricula, and other issues. WSI also makes several recommendations designed to promote workforce development policies that better support and assist these programs as they seek to develop a strong pipeline of employees for the construction industry. Funded by the Annie E. Casey Foundation, the report is part of a project investigating how pre-apprenticeship programs are used to train low-income and disadvantaged adults for careers in construction.

Hollenbeck, Kevin and Wei-Jang Huang. "Net Impact and Benefit-Cost Estimates of the Workforce Development System in Washington State." W.E. Upjohn Institute for Employment Research. September 2006.

This study estimates the net impacts and private and social benefits and costs of 11 workforce development programs administered in Washington State. Six of the programs serve job-ready adults: Workforce Investment Act (WIA) Title I-B Adult programs, WIA Title I-B Dislocated Worker programs, Community and Technical College Job Preparatory Training, Community and Technical College Worker Retraining, Private Career Schools, and Apprenticeships. The net impact analyses were conducted using a non-experimental methodology. A variety of estimation techniques was used to calculate net impacts including block matching, comparison of means, regression-adjusted comparison of means, and difference-indifference comparison of means. We estimated short-term net impacts that examined outcomes for individuals who exited from the education or training programs (or from the Labor Exchange) in the fiscal year 2003/2004 and longer-term impacts for individuals who exited in the fiscal year 2001/2002.

Holzer, Harry J., "Encouraging Job Advancement Among Low-Wage Workers: A New Approach." The Brookings Institution, Policy Brief, Welfare Reform & Beyond #30, pages 4-5, May 2004.

This policy brief presents new evidence on the determinants of earnings advances for low earners. The results are based on a new source of longitudinal data for very large populations of workers and their employers. This brief also considers what these results imply for a refined job advancement strategy for welfare recipients and other low earners. The evidence strongly suggests that an effective job advancement strategy would stress the placement of low earners into jobs with higher-wage employers and would integrate targeted training with private sector advancement opportunities. Policymakers should consider designing programs to encourage the creation of higher-wage jobs. Private labor market intermediaries—including for-profit temporary help (or "temp") agencies as well as other non-profits—could play important roles in these efforts.

Lerman, Robert; Eyster, Lauren; and Chambers, Kate. "The Benefits and Challenges of Registered Apprenticeship: The Sponsors' Perspective." The Urban Institute Center on Labor, Human Services, and Population. March 2009.

The Urban Institute, contracted (Contract Number DOLJ61A20358) by ETA, conducted a survey to learn more about what sponsors value, dislike, or would like to see changed about registered apprenticeship. The survey of sponsors was conducted in 2007 with a random stratified sample drawn from 90 percent of eligible sponsors nationally. Sponsors were asked about characteristics of their program and about their views on the value, benefits, and drawbacks of registered apprenticeship, its integration with the workforce investment systems, apprentice completion and reasons for non-completion, and suggestions for possible improvement. As a part of the survey, the Urban Institute cited Robert Cook's 1989 paper, Analysis of Apprenticeship Training from the National Longitudinal Study of the Class of 1972.

Maguire, Sheila, Joshua Freely, Carol Clymer, Maureen Conway and Deena Schwartz. "Tuning In to Local Labor Markets: Findings From the Sectoral Employment Impact Study." Private/Public Ventures. July 2010.

This study found that participants in sector-focused education and training programs were more likely to work, earned significantly higher wages, and were more likely to work in jobs with benefits than control group members. The study also found that successful sector-focused programs require strong organizational capacity and adaptability among the involved workforce organizations; strong links to local employers that result in an understanding of the targeted occupations and connections to jobs; job readiness and basic skills training linked to occupational training; recruitment screening and intake processes that result in a good match between the applicant, the program, and the target occupation; and individualized supportive services to encourage training completion and success in the workplace.

Center for Law And Social Policy, "Funding Career Pathways and Bridge Programs" **May 2010**

> Ideally, career pathways are not a separate program, but a framework for weaving together adult education, training, and college programs that are currently separated into silos and connecting those services to employers' workforce needs.

Attachment C: Sample Performance Outcomes Table

Projected Performance Outcomes

Measure	Performance Outcomes	Additional Information	
Total Number of Participants Served			
Total Number of Participants Beginning Education/Training Activities		Subtotal for Participants Placed in pre-apprenticeship and Registered Apprenticeship Programs	
		Subtotal for Participants Placed in Community-Based Programs	
Total Number of Participants Completing Education/Training Activities			
Total Number of Participants Who Complete Education/Training Activities that Receive a Degree, Certificate, or Other Credential		Total Number of Credentials Each Participant is Expected to Receive	
Total Number of Participants Who Complete Education/Training Activities who Enter Unsubsidized Employment		Subtotal for each type of eligible population served (e.g. unemployed, dislocated, and incumbent workers)	
Total Number of Participants Who Retain Unsubsidized Employment in the First and Second Quarters Following Initial Placement		Subtotal for each type of eligible population served (e.g. unemployed, dislocated, and incumbent workers)	

Process Measures

Measure	Skills and Process Outcomes	Additional Information	
Total Number of Initial Assessments			
Total Number of Participants who Receive Supportive Services			
Total Number of Innovative Partnerships			
Total Number of Participants Served by Technology-Based Learning			
Total Number of Interim Credentials Issued		Subtotal for Apprenticeship Programs	
		Subtotal for Participants Placed in Community-Based Programs	
Total Number of New or Modified Standards			
Total Number of Agreements that allow for Transfer of Credit between Programs			

Billing Code: 4510-FN-P