

U.S. DEPARTMENT OF LABOR
Employment and Training Administration
Notice of Availability of Funds and Solicitation for Grant Applications for Disability
Employment Initiative Grants
Announcement Type: Initial
Funding Opportunity Number: SGA/DFA PY 13-11
Catalog of Federal Domestic Assistance (CFDA) Number: 17.283

Key Dates: The closing date for receipt of applications under this announcement is **July 8, 2014**. Applications must be received no later than **4:00:00 p.m. Eastern Time**.

Addresses: Mailed applications must be addressed to the U.S. Department of Labor, Employment and Training Administration, Office of Grants Management, Attention: Sara Williams, Grant Officer, Reference SGA/DFA PY 13-11, 200 Constitution Avenue, NW, Room N4716, Washington, DC 20210. For complete application and submission information, including online application instructions, please refer to Section IV.

Executive Summary:

The Employment and Training Administration (ETA), in coordination with the Department's Office of Disability Employment Policy (ODEP), announces the availability of approximately \$15 million in grant funds authorized by Section 171 of the Workforce Investment Act of 1998 (WIA) for the Round V Disability Employment Initiative (DEI). We expect to fund approximately eight grants, ranging from \$1.5 million to \$2.5 million each. Applicants may apply for up to \$2.5 million.

I. Funding Opportunity Description

A. Program Purpose

This announcement solicits applications for Round V of the DEI. The purpose of this program is to provide funding to expand the capacity of American Job Centers (AJCs) to improve employment outcomes of individuals with disabilities (including those with significant disabilities) by increasing their participation in existing career pathways systems and programs that are already being successfully implemented in the public workforce system in partnership with community colleges and other education partners, human services, businesses, and other partners, and capitalizing on the flexibility that the career pathways model provides to use innovative service delivery strategies. Grantees will use their award to support job-driven approaches in existing career pathway systems and programs to equip individuals with disabilities with the skills, competencies, and credentials necessary to help them obtain in-demand jobs, increase earnings, and advance their careers.

To develop America's talent to meet the recruitment and retention needs for the 21st century workforce, individuals with disabilities must be included in the public workforce system's strategies to serve both of its customers - jobseekers and employers. Individuals with disabilities make up the largest minority population in America. According to the March 2014 Current Population Survey, there are approximately 15.4 million individuals in the United States

with disabilities, among the civilian non-institutional population aged 16 to 64.¹ Individuals with disabilities continue to be disproportionately unemployed, underemployed, and living in poverty. As of March 2014, the unemployment rate of individuals with disabilities was 14.5 percent, compared to 6.5 percent for individuals without disabilities. The labor force participation rate of individuals with disabilities was 19.5 percent compared to 68.7 percent for individuals without disabilities. Approximately 23.2 million individuals with disabilities aged 16 and over were not even in the labor force.²

Through this Solicitation for Grant Applications (SGA or solicitation), the U.S. Department of Labor (DOL or the Department) plans to support existing career pathways systems and programs in developing job-driven innovative, integrated, flexible, and universally-designed service delivery strategies that effectively increase the participation of individuals with disabilities. This SGA builds upon the DEI that the Department has funded since 2010. The career pathways approach complements strategies implemented under the DEI by focusing on:

- 1) developing partnerships and collaboration across multiple service delivery systems;
- 2) blending and braiding of funds to leverage resources;
- 3) providing flexible opportunities and access to training and employment of persons, including low-income youth and adults with disabilities and other multiple challenges to employment; and
- 4) creating systemic change.

The goals of the Round V DEI are to use the services of the AJCs, in partnerships with educational institutions, businesses, and other resources, to achieve the following individual, program, and system level goals:

- 1) Improve employment outcomes of youth and adults with disabilities and maximize their economic self-sufficiency through existing career pathways approaches implemented in the public workforce system;
- 2) Build on available core, intensive, and training services provided in the AJCs and existing successful career pathways programs to add flexible and innovative strategies that increase the participation of individuals with disabilities in these programs; and
- 3) Create systemic change by expanding the capacity of the public workforce system to increase the participation of individuals with disabilities in existing career pathways programs, including the necessary partnerships, policies, and practices to sustain this capacity, and replicate these strategies throughout the public workforce system.

The objectives of Round V of the DEI program are to:

- 1) Improve the employment outcomes of individuals with disabilities, including those with significant disabilities, who are unemployed, underemployed, or receiving Social

¹ Bureau of Labor Statistics, "Employment Situation" April 4, 2014.

² Ibid.

- Security disability benefits by refining and expanding services available through the AJCs to connect them to existing successful career pathways programs;
- 2) Provide more and diversified job-driven training opportunities for individuals with disabilities, including work-based training approaches such as on-the-job training, summer youth employment, Registered Apprenticeships, internships, and other paid work experience;
 - 3) Increase the number of individuals with disabilities who earn credentials, including high school diplomas, industry-recognized certificates, and two- and four-year degrees, that enable them to compete for employment along a career pathway in high-demand and emerging occupations;
 - 4) Facilitate academic and employment transitions, including among those who may have low literacy and skills proficiency or other challenges to employment;
 - 5) Incorporate flexible approaches to designing and providing training, supportive services, and innovative workplace strategies that fit the schedule, learning styles, and life circumstances of all participants, including individuals with disabilities;
 - 6) Test customized employment services strategies within the public workforce system to help jobseekers with significant disabilities participate in career pathways programs;
 - 7) Build effective community partnerships and collaborations across multiple service delivery systems that leverage public and private resources to improve services to individuals with disabilities;
 - 8) Promote more active engagement with the business sector to identify the skills and support workers with disabilities need and to better communicate these skills to the workforce system and its partners, education and training providers, job seekers, and state decision-makers;
 - 9) Promote and document the effective blending and braiding of resources and cost-sharing across systems to increase and improve services to individuals with disabilities;
 - 10) Create systemic change by establishing partnerships, processes, policies, and programs that better connect education, training, workforce, and supportive services to improve employment outcomes of individuals with disabilities in existing career pathways programs; and
 - 11) Strengthen the connection between the AJCs and Vocational Rehabilitation (VR) State Grants through co-location, joint training, and other partnership activities.

B. Career Pathways Strategies

Building career pathways systems has emerged as a promising strategy to help individuals of all skill levels, including those with disabilities, to complete the education and training they need to attain industry-recognized credentials and family-sustaining employment.³ The career pathways approach aligns the programs and objectives of education, training, health and human services, and the public workforce system to meet the training needs of students,

³ Recent studies ("The Tipping Research-Building Pathways to Success for Low-Skilled Adult Students: Lessons for Community College Policy and Practice from the Longitudinal Student Tracking Study,"; Washington State Board for Community and Technical College; "Turning into Labor Market: Findings from the Sectoral Employment Impact Study," Public/Private Venture) document that career pathways systems offer an effective approach to improving the skills, knowledge, and credential attainment of America's workers to meet the skill shortage of business.

jobseekers, and workers, and the skill requirements of business sectors in in-demand industries and occupations.

A career pathway is a series of articulated educational and training programs and services that enable adults and youth, often while they are working, to advance over time to successively higher levels of education and employment in a given industry or occupational sector. An Individual Learning Plan (ILP) is a road map along the participant's career pathway designed to prepare students to progress to the next level of education and employment. Career pathways target jobs in high-demand industries in the local economies. They are designed to create both an avenue of advancement for workers, jobseekers, and new labor market entrants, as well as a supply of qualified workers for local and regional businesses.

The United States Departments of Education, Health and Human Services, and Labor issued a joint letter in April 2012 supporting career pathways implementation.⁴ Consistent with the letter, the following definitions are used for the purposes of this SGA:

Career pathways are a series of connected education and training strategies and support services that enable individuals to secure industry relevant certifications and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.

Career pathways programs are a single training initiative that contains one or more of the following essential components:

- o Rigorous, sequential, connected, and efficient curricula that integrates basic education and occupational skills training;
- o Multiple entry and exit points;
- o Comprehensive support services, including career counseling, child care, and transportation;
- o Financial supports or flexibility to accommodate the demands of the labor market in order to allow individuals to meet their ongoing financial needs and obligations;
- o Specific focus on local workforce needs, aligned with the skill needs of targeted industry sectors important to local, regional, or state economies and reflective of the active engagement of businesses;
- o Curricula and instructional strategies appropriate for youth and adults that make work a central context for learning and work readiness skills; and
- o Offer credit for prior learning and other strategies that accelerate the educational and career advancement of the participant.

Career pathways system is a series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area, established through the alignment of secondary and

⁴ For more information, refer to Training and Employment Notice No. 36-11, http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=3536.

postsecondary education with workforce development systems and human services at the local, regional, or state level.

When building a successful career pathways system, applicants must consider the following six key elements⁵:

1. Build cross agency partnerships
2. Identify sector or industry and engage business
3. Design education and training programs
4. Identify funding needs and sources
5. Align policies and programs
6. Measure systems change and performance

C. Credential Attainment

One key component of career pathways programs is the attainment of industry-recognized credentials. Credentials attained through a career pathways program should be industry-recognized, portable, targeted to local area in-demand jobs, stackable, and lead to accreditation. According to Training and Employment Guidance Letter No. 15-10, credentials "within the context of workforce development generally, refers to an attestation of qualification or competence issued to an individual by a third party (such as an educational institution or an industry or occupational certifying organization) with the relevant authority or assumed competence to issue such a credential." There are many different types of credentials, including: educational diplomas; certificates and degrees; Registered Apprenticeships, certificates; occupational licenses; personnel certifications from industry and other professional associations; and other skill sets or competencies within one or more industries or occupations. A credential is considered "stackable" when it is a part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway to a different and potentially higher-paying job.⁶

D. Challenges that Limit the Participation of Individuals with Disabilities in Career Pathways Programs

Individuals with disabilities often do not have the opportunity to benefit from career pathways programs. The challenges identified below, which can be at the individual, program, or system levels, often limit the participation of individuals with disabilities in career pathways (CP) programs. Although many of these challenges are encountered at multiple levels, they have been placed in the category that reflects the group of stakeholders most directly affected in each case.

Individual Challenges

- The need for benefits information/coordination for individuals with disabilities

⁵ For more detailed information, refer to "Career Pathways Toolkit: Six Key Elements for Success," September, 2011, <https://learnwork.workforce3one.org/view/2001135442016073646/info>.

⁶ Refer to Training Employment Guidance Letter (TEGL) No. 15-10, http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2967.

- The lack of information about and funds for work place accommodations for individuals with disabilities.
- The lack of accessible transportation options.
- The need for individualized learning and planning tools, including ILPs within career pathways programs.
- The fact that some individuals with disabilities, especially non-visible disabilities, choose not to self-identify as an individual with a disability.

Program Challenges

- The need for Career Pathways programs to conduct outreach and recruitment of individuals with disabilities.
- The use of assessments by Career Pathway Programs that may inadvertently screen out individuals with disabilities from participation, and the need for integrated alternate assessment processes, if applicable.
- The lack of funds for and knowledge of assistive technology and other accommodations (e.g. small classroom sizes to facilitate one-on-one attention, voice-to-speech technologies, learning spaces with minimal distractions, hands-on-activities, or printed lecture notes).
- The need to revise curriculum (e.g., creating curricula that are contextualized to occupational pathways and individual learning styles, or seeding innovation of new delivery formats, such as dual enrollment of learning communities).
- The need for flexibly designed training, support services, and workplace strategies that fit the schedule and life circumstances of all participants, including individuals with disabilities.
- The lack of knowledge of necessary support services and models to facilitate meaningful participation by individuals with disabilities.
- The need to provide increased opportunities for on-the-job training, Registered Apprenticeships, and paid work experiences and to avoid setting requirements/policies for these programs that may inadvertently screen out individuals with disabilities.

System Challenges

- The lack of knowledge within Career Pathways systems concerning disability partners, including Vocational Rehabilitation, Mental Health, and Intellectual/ Developmental Disabilities (I/DD).
- The lack of connections between Career Pathways systems and programs that have a high representation of individuals with disabilities, such as veterans' programs.
- The lack of awareness within the business community concerning how to recruit individuals with disabilities and of the benefits and return on investment of hiring individuals with disabilities.
- The need to integrate systems changes in service delivery design and relevant programs serving individuals with disabilities (e.g. establishing policies and procedures, describing use of alternate assessments, or implementing flexibility in training models and service strategies).
- The need to align policies, practices, and leverage funding across systems to expand the capacity of the public workforce system and its partners to provide integrated career pathways programs.

- Establishing measurable goals that increase the participation of individuals with disabilities in career pathways systems and programs.
- Developing strong evaluation methods to determine successful outcomes which can be replicated/expanded to the state's larger workforce system after the project funding ends.

E. Serving Individuals with Disabilities through Career Pathways and Other Strategies

The Department's previous disability-related grant initiatives facilitated significant improvements in the delivery of services to individuals with disabilities through the public workforce system, including: increased accessibility of the AJCs; improved employment outcomes of individuals with disabilities; expanded capacity to serve individuals with disabilities; trained front-line and partner staff; use of alternate forms of assessment, such as discovery for individuals with significant disabilities; and increased partnerships and collaboration. The Department's career pathways systems initiatives promote a framework for weaving together adult education, training, and college programs and connecting those services to the business sector's workforce needs. The current grant builds on the previous success of the DEI and other DOL initiatives and seeks to align these investments with existing career pathways efforts to expand access to individuals with disabilities.⁷

This solicitation is intended to fund existing career pathway systems and programs, using the six key elements, to increase services to individuals with disabilities. This SGA does not support the creation of new career pathways systems and programs. The existing career pathway system and programs may be implemented by the state or by agencies within the state rather than by the Department.

Specifically, this solicitation will fund the following activities:

1. Using the Integrated Resource Team (IRT) approach to integrate resources and services, blend and braid funds, and leverage resources across multiple service delivery systems;
2. Participating in the Social Security Administration's (SSA) Ticket to Work Program to access training and employment resources;
3. Fostering partnerships and collaborations at the state and local levels;
4. Implementing the "Guideposts for Success"⁸;
5. Implementing customized employment;
6. Hiring/designating a dedicated staff person, at the local level, with workplace and disability experience and expertise (Disability Resource Coordinators or Disability Program Navigators);
7. Using Universal Design Principles;⁹ and
8. Aligning adult and youth career pathways programs with the use of ILPs.¹⁰

⁷ For additional information on the DEI visit: https://disability.workforce3one.org/page/tag/dei_project; for information on DOL's career pathways programs visit: <https://learnwork.workforce3one.org>.

⁸ For additional information visit: <http://www.ncwd-youth.info/topic/guideposts>.

⁹ For additional information visit: http://www.communityinclusion.org/article.php?article_id=268.

¹⁰ For additional information visit: http://lincs.ed.gov/publications/pdf/ImplicationsNTEP_AdultEd.pdf and <http://www.ncwd-youth.info/ilp/>.

Please note: The Department does not anticipate using a random assignment design for the evaluation of this round of DEI grants. For more information about the evaluation requirements, refer to Section VI.B.4. of the SGA.

F. Allowable Use of Grant Funds

Grantees may use grant funds to implement the grant requirements, and their budgets may include, but are not limited to, the following:

- a. Staff time to facilitate career pathways partnership building, such as formalizing partnerships through Memoranda of Understandings (MOUs), drafting policies and procedures, consulting with partners, and modifying a state's WIA state plan;
- b. Project staff (including subject matter experts or consultants, if reasonable and necessary to the design of the project) required to implement project design;
- c. Procurement of accommodations, including software upgrades and other assistive technology/equipment, to promote the participation of individuals with disabilities in career pathways programs;
- d. Curricula revisions;
- e. Staff time developing and implementing alternate assessment strategies, Individual Learning Plans, outreach and recruitment to individuals with disabilities, engagement with businesses, and customized employment strategies for adults with significant disabilities;
- f. Tuition and other training costs, including, financial capability training;
- g. Paid work experience, such as paid internships, Registered Apprenticeships, on-the-job training, and summer youth employment programs; and
- h. Necessary travel to conduct activities across the state or local workforce investment area(s), as well as the travel costs for the state project lead and local area disability resource coordinator(s) to attend one national conference in Washington, DC.

Grantees may also use DEI funds for other services and program activities for individuals participating, or wanting to access and participate, in career pathways programs (including, but not limited to, employment services, supportive services, case management, or other AJC intensive and training services). However, grantees must use WIA, Wagner-Peyser, VR, and other program resources to the greatest extent possible to fund training and employment activities and supportive services for participants.

G. Program Authority

This program is authorized by WIA Section 171.

II. Award Information

A. Award Type and Amount

Funding will be provided in the form of a grant. Approximately \$15 million is available to fund approximately eight (8) grants, ranging from \$1.5 million each to \$2.5 million each. Applicants may apply for a ceiling amount of \$2.5 million.

The Department intends to award at least one grant in each of three population focus areas: 1) projects that focus on adults (ages 18 and older) with disabilities; 2) projects that focus on

youth (ages 14-24) with disabilities; and 3) projects that focus on individuals (ages 14 and older) with significant disabilities. For purposes of this SGA, individuals with significant disabilities include jobseekers who have physical, sensory, mental, cognitive, intellectual, or developmental disabilities, receive Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) benefits, and require significant accommodations, supports, and customization of job responsibilities in order to obtain and maintain integrated employment¹¹ at or above minimum wage.

Awards made under this announcement are subject to the availability of Federal funds. In the event that 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 performance is 42 months, which includes 6 months for start-up, with an anticipated start date of October 1, 2014. This performance period includes all necessary implementation and start-up activities.

III. Eligibility Information

A. Eligible Applicants

The lead applicant must be the state workforce agency (SWA) that is eligible for funding under Title I of the WIA and for funding under the Wagner-Peyser Act. The SWA and its Local Workforce Investment Board(s) (LWIB), identified as a required partner for this project, must be involved in existing career pathways systems, programs, and partnerships.

B. Required Partnerships

For this SGA, the applicant must show substantial commitment and involvement from the following required partners, in the form of a non-form letter of commitment (see Section IV.B.4 Attachments to Project Narrative for more information about letters of commitment). The required partners are:

1. One or more local workforce investment board(s) (LWIB);
2. One or more community college(s), technical institution(s), or colleges/universities that will provide the education and training activities under the grant;
3. One or more businesses or industry partners (such as business membership associations or Chambers of Commerce) that will participate in defining the program strategies and goals; provide specific resources to support education and training; provide work-based learning opportunities; or implement innovative employment strategies, when appropriate;
4. One or more public state-level agency(ies) that serves individuals with disabilities (the Vocational Rehabilitation Agency and/or other disability-

¹¹ For purposes of this SGA, "integrated employment" is defined as jobs held by people with disabilities in typical workplace settings where the majority of persons employed are not persons with disabilities, where they earn at least minimum wage, and where they are paid directly by the employer. These individuals may be in jobs without dedicated support, in jobs in which they are supported to learn and perform tasks that are associated with a standard job description, or in jobs where tasks and conditions of work are customized to match the characteristics of the worker and the needs of the employer.

focused agency(ies)); and

5. For projects that target youth, one or more local education agency(ies) (LEA) to facilitate the development of secondary, post-secondary, and career training.

C. Cost Sharing or Matching

Cost sharing or matching funds are **not** required for this program. However, the Department strongly encourages applicants to propose leveraged resources, which will affect the applicant's score in Section V.A. Leveraged resources can come from a wide variety of sources, including public (Federal, state, or local government) and non-profit sectors.

More information on leveraged resources may be found in Section IV.B.2. Cost sharing or match is not one of the application screening criteria.

D. Other Information

1. Application Screening Criteria

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

Application Requirement	Instructions	Complete?
The deadline submission requirements are met	Section IV.C	
Application does not exceed the ceiling amount of \$2.5 million	Section II.A	
Applicant has registered with SAM and maintains an active account	Section IV.B	
Signed SF-424, Application for Federal Assistance	Section IV.B	
Signed SF-424 includes a DUNS Number	Section IV.B	
SF-424A, Budget Information Form	Section IV.B	
Budget Narrative	Section IV.B	
Project Narrative	Section IV.B	
Applicant submits only one (1) application for each population focus area described in Section II.A.	Section III.D	
Abstract	Section IV.B	
Workplan and Implementation Schedule	Section IV.B	
Copy of the applicant's accessibility policy	Section IV.B	

Copy of the participating educational institutions' accessibility policies	Section IV.B	
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During the application review process, any applications that have not completed the above requirements will be deemed non-responsive and will not receive further review.

2. Number of Applications To Be Submitted

Multiple applications from an agency are allowed, but applicants may submit only one (1) application for each population focus area described in Section II.A.

3. Eligible Participants

a) These projects will serve individuals with disabilities. The Department will not define disability for this SGA, nor ask for documentation of the individual participant's disability.

b) 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.

IV. Application and Submission Information

A. How to Obtain an Application Package

This SGA, found at www.Grants.gov and http://www.doleta.gov/grants/find_grants.cfm, 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 four separate and distinct parts: (1) the SF-424 "Application for Federal Assistance;" (2) Project Budget; (3) Project Narrative; and (4) attachments to the Project Narrative. It is the applicant's responsibility to ensure that the funding amount requested is consistent across all parts and sub-parts of the application.

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

Applicants must complete the SF-424, “Application for Federal Assistance” (available at <http://apply07.grants.gov/apply/FormLinks?family=15>) (OMB Control No.4040-0040). 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. As stated in block 21 of the SF-424 form, signature of the authorized representative on the SF-424 certifies that the organization is in compliance with the Assurances and Certifications form SF-424B (available at <http://apply07.grants.gov/apply/FormLinks?family=15>). The SF-424B is not required to be submitted with the application.

In addition, the applicant’s signature in block 21 of the SF-424 form constitutes assurance by the applicant of the following in accordance with 29 CFR 37.20:

As a condition to the award of financial assistance from the Department of Labor under Title I of WIA, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws: Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I—financially assisted program or activity; Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities; The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs. The grant applicant also assures that it will comply with 29 CFR part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIA Title I-financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIA Title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

All applicants for Federal grant and funding opportunities are required to have a Data Universal Numbering System (DUNS) number, and must supply their DUNS Number on the SF-424. The DUNS Number is a nine-digit identification number that uniquely identifies business entities. If you do not have a DUNS Number, you can get one for free through the D&B website: <http://fedgov.dnb.com/webform/displayHomePage.do>. As authorized under 2 CFR 25, grant recipients authorized to make subawards must be aware of the following requirements related to DUNS Numbers:

1. Grantees must notify potential sub-grantees that no entity may receive a sub-award from you unless the entity has provided its DUNS number to you.
2. Grantees may not make a sub-award to an entity unless the entity has provided its DUNS number to you.

Applicants must register with the System for Award Management (SAM) before submitting an application. Instructions for registering with SAM can be found at <https://www.sam.gov/portal/public/SAM/#>. An awardee must maintain an active SAM registration with current information at all times during which it has an active Federal award or an application under consideration. To remain registered in the SAM database after the initial registration, the applicant is required to review and update the registration at least every 12 months from the date of initial registration or subsequently updates its information in the SAM database to ensure it is current, accurate and complete. For purposes of this paragraph, the applicant is the entity that meets the eligibility criteria and has the legal authority to apply and to receive the award.

2. Project Budget

Applicants must complete the SF-424A Budget Information Form (available at <http://apply07.grants.gov/apply/FormLinks?family=15>) (OMB Control No. 4040-006). 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.

Use the following guidance for preparing the budget narrative:

Personnel – List all staff positions by title. Give the annual salary of each person, the percentage of each person’s time devoted to the project, the amount of each person’s salary funded by the grant and the total personnel cost for the period of performance.

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

Travel – Specify the purpose, mileage, per diem, estimated number of in-state and out-of-state trips and other costs for each type of travel.

Equipment – Identify each item of equipment to be purchased which has an estimated acquisition cost of \$5,000 or more per unit and a useful lifetime of more than one year. List the quantity and unit cost per item. Items with a unit cost of less than \$5,000 are supplies.

Supplies – Supplies include all tangible personal property other than “equipment.” The detailed budget should identify categories of supplies (e.g. office supplies). List the quantity and unit cost per item.

Contractual – Identify each proposed contract and specify its purpose and estimated cost. If applicable, identify any sub-recipient agreements, including purpose and estimated costs.

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

Other – List each item in sufficient detail for DOL to determine whether the costs are reasonable or allowable. List any item, such as stipends or incentives, not covered elsewhere here.

Indirect Charges – If indirect charges are included in the budget, include the approved indirect cost rate with a copy of the Indirect Cost Rate Agreement, a description of the base used to calculate indirect costs and total cost of the base, and the total indirect charges requested. See Section IV.B.4. and Section IV.E.1. for more information.

Note that the entire Federal grant amount requested (not just one year) must be included on the SF-424, SF-424A, and budget narrative. No leveraged resources should be shown on the SF-424 and SF-424A. Leveraged resources should be described in the budget narrative. The requested Federal grant amount listed on the SF-424, SF-424A, and budget narrative must be the same. The funding amount included on the SF-424 will be considered the official funding amount requested if any inconsistencies are found.

3. Project Narrative

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

The Project Narrative is limited to 30 double-spaced single-sided 8.5 x 11 inch pages with 12 point text font and 1 inch margins. Any materials beyond the specified page limit will not be read or considered in the application review process. Applicants must number the Project Narrative beginning with page number 1.

The following instructions provide all of the information needed to complete the Project Narrative. Applicants should carefully read and consider each section, and include all required information in their Project Narrative. DOL will use the evaluation criteria identified in Section V.A. to evaluate your Project Narrative. Applicants should use the same section headers identified below for each section of their Project Narrative:

a. Statement of Need

Applicants must describe, in both quantitative and qualitative terms, the need for the grant award. Each applicant must also identify one of the three populations focus areas described in Section II.A, identifying and providing a justification for the needs of this population with respect to obtaining education, and training, participating in career pathways programs, and entering employment. Applicants must identify who will be served, including any additional special focus of the project on other populations who also have disabilities, such as veterans; homeless individuals; Temporary Assistance of

Needy Families (TANF) recipients; out-of-school youth; English as a Second Language (ESL) recipients; or ex-offenders.

Applicants must describe the existing challenges people with disabilities face in obtaining education/training, participating in career pathways programs, and entering employment opportunities (refer to Section I.B.). Applicants must incorporate relevant labor market information data, including demographic data and participant/beneficiary information for the population identified.

b. Goals and Objectives

Applicants must clearly identify the long-term goals and objectives of the project. The goals should broadly describe the overall purpose of the project. The objectives should identify the specific steps that applicants will use to reach the stated goals. The goals and objectives must be attainable within the period of performance and should be specific, measurable, and realistic.

Applicants must explain the relationship of the goals and objectives of the project to the identified needs and explain how they are consistent and support the overall goals of the DEI. Applicants must also provide evidence, based on local market information, that the targeted industries and occupations will yield opportunities for the program participants to obtain employment in good jobs or advance in their career goals.

c. Methodology and Workplan

Applicants must propose methods that will be used to address the stated needs, goals, and objectives. Applicants must include a methodology plan in the Project Narrative that includes all of the following required project components:

- i. Proposed strategic approach - Applicants must provide a clear and feasible plan describing its strategies for increasing the participation of, and outcomes for, individuals in the identified population focus area in existing career pathways system and programs, and explain how they will implement these strategies. These strategies must address the challenges described in the Statement of Need. Applicants must outline a workplan that describes the scope and detail of how the proposed work will be accomplished, and that accounts for all functions or activities identified in the application.

The strategic approach must also address the six key elements for career pathways: Building Cross Agency Partnerships, Identifying Industry Sectors and Engaging Business, Designing Education and Training Programs, Identifying Funding Needs and Sources, Aligning Policies and Programs, and Measuring Systems Change and Performance.

Applicants must also describe how they will include the following strategies:

- Using AJC core, intensive, and training services in conjunction with other available resources to increase the number of individuals with disabilities participating in existing career pathways programs;

- Using alternative assessments, individual learning and planning tools (e.g., ILPs), and other strategies (e.g., revising curricula) to integrate and accommodate, if necessary, individuals with disabilities in existing career pathways programs;
- Providing and expanding paid work experience, including mentoring, Registered Apprenticeships, and internship opportunities for individuals with disabilities; and
- Using intensive wraparound services and extensive support services (such as accommodations, transportation, case management, academic and career counseling, college adjustment and retention services, providing information on financial aid, or employment assistance/job retention assistance) to assist individuals with disabilities in completing their education and training, attaining industry-recognized credentials, and finding or advancing in employment providing economic self-sufficiency.

In addition, applicants must address the strategies below that are applicable to the population focus area that they chose.

Adults with disabilities (ages 18 and older)

- A career pathways training module resulting in credentials that have labor market value. This includes portable and stackable credentials that are a part of a sequence of credentials that can be accumulated over time to enhance an individual's qualifications to enable him/her to move along a career pathway or up a career ladder to a potentially higher-paying job. For these career pathways approaches there are clear "on and off" ramps so participants can "stop out" and restart according to the needs of adults with disabilities.
- Acceleration strategies, such as contextualized learning, compressed training, awarding credit for prior learning, dual enrollment (students are co-enrolled in adult education and post-secondary occupational training classes that are integrated), and hybrid learning approaches (online and classroom-based course designs) to facilitate participation by adults with disabilities.
- Increasing outreach and developing innovative programs to assist dislocated workers, disabled veterans, and long-term unemployed with disabilities.
- Cohort training of adult students with disabilities using learning communities and peer-support systems.
- Career bridge programs for adults with disabilities providing an alternative career pathway resulting in enrollment in one- and two-year industry-recognized certificate programs offered by community or four-year colleges.
- Use of career coaches/career specialists in the AJCs, businesses, and educational institutions, if applicable, to work with the Disability Resource Coordinators (DRC) and the IRTs to identify a road map outlining the education, training, and credentials that individuals must complete along with a projected timeline.

Youth with disabilities (ages 14-24)

- Strengthening "K-14" alignment (i.e. kindergarten through the first two years of college), and building a scalable work-based learning infrastructure.
- Increasing co-enrollment in secondary and post-secondary institutions and youth workforce programming to accelerate academic achievement to leverage individual training account funds.

- Implementing acceleration strategies, such as contextualized learning, compressed training, awarding credit for prior learning, dual enrollment (students are co-enrolled in adult education and post-secondary occupational training classes that are integrated), and hybrid learning approaches (online and classroom-based course designs) to facilitate participation by youth with disabilities.
- Promoting professional development for staff.
- Facilitating the successful transition from secondary education (such as high schools, alternative high schools, Youth Build programs, Job Corps programs, career academies, and secondary career technical education programs) to post-secondary education (e.g. occupational certificate programs offered by community colleges, Registered Apprenticeship programs, and associates and bachelor's degree programs).
- Incorporating an approach to career pathways programs for youth that implement strategies based upon and consistent with the "Guideposts for Success."

Individuals with Significant Disabilities (ages 14 and older)

- Applicants selecting this population focus must use a customized employment approach in their existing career pathways systems and programs. Applicants selecting this population must carefully review the requirements for the adult and youth populations, and consider including those which are applicable to this population in their applications.
- Providing training (if appropriate to the individual's career goal, as determined through individual or group discovery) designed to alleviate educational and other employment-related challenges and to expedite the attainment of industry-recognized credentials and employment in high-demand sectors.
- Documenting the skill and capacity of the individual to accomplish specific tasks associated with the job (including, but not limited to, portfolios that document skill capacity).
- Providing customized employment services designed to assist individuals with significant disabilities to complete career exploration. Such services must include providing: discovery and individualized career exploration, portfolio development and presentation, and negotiation of specific job tasks within a chosen industry sector. Services may also include such supportive services as job coaching, social support, financial literacy training, and financial capability counseling.
- Providing a clear and comprehensive description of how the applicant will implement career exploration designed to identify his/her strengths, abilities, and potential contributions to the business; facilitate portfolio development and negotiation in the industry areas of interest to the individual jobseeker; and promote the attainment of credentials and employment.
- Providing a convincing narrative of how it will design customized employment services to help individuals with significant disabilities through an individualized career pathway to achieve their employment goals through appropriate career exploration.
- Explaining how the applicant will work with businesses to incorporate negotiated career pathways (including customizing a job description to include job carving, task reassignment, job sharing, negotiating a new job description, job supports, hours or location of the job, using representational materials to showcase the job seeker, e.g., a pictorial portfolio, or specifics of supervision) and individualized career pathways for individuals with significant disabilities.

ii. Integrating Resources

Applicants must describe how they will integrate and leverage resources from different programs and systems to promote the participation of, and outcomes for, individuals with disabilities in career pathways programs by:

- Implementing the Integrated Resource Team (IRT) approach¹² within their existing career pathways system and programs for individuals with disabilities. Describe the composition of the IRT, including what agencies and service systems (both general workforce and disability-specific) will participate and how the IRT will coordinate services and leverage funding to meet the employment needs of an individual jobseeker with a disability. Describe the role of participants in IRTs and how participants will work with IRTs to identify services and resources that can benefit their education, training, or employment goals and enhance their participation in existing career pathways programs; and
- Integrating resources and services through the blending and braiding of funds and leveraging of resources to promote the participation of individuals with disabilities in their existing career pathways programs. For the purposes of this SGA, the term “blended funding” describes mechanisms that pool dollars from multiple sources and make them, in some ways, indistinguishable. “Braided funding” uses similar mechanisms, but the funding streams remain separate. Both mechanisms can provide greater efficiency and effectiveness by leveraging multiple resources to assist the individual customer in achieving his/her employment outcomes.

iii. Partnerships and Collaboration – State-level partnerships and collaboration efforts can greatly facilitate a state's ability to develop career pathways programs that are inclusive of individuals with disabilities and create systemic change. Applicants must describe their existing career pathways system partnerships, as well as partnerships with the required partners described in Section III.B. Applicants must describe how the required partners will support the expansion and adaptation of their existing career pathways system to result in increased participation of individuals with disabilities. Applicants must submit non-form letters of commitment from required partners identifying the roles and responsibilities of each partner and any leveraged resources which the partner has committed (Please see Section IV.B.4 for more information about letters of commitment. The Department will not count letters of commitment against the 30-page limit of the project narrative.).

Applicants must describe how they will align programs and funding sources, including WIA Title I Adult, Dislocated Worker, and Youth programs, WIA Title II (Adult Education and Family Literacy Act); Carl D. Perkins Vocational and Technical Education Act of 2006; TANF; Medicaid; Social Security; mental health; I/DD; transportation; housing; corrections/justice; aging; Registered Apprenticeship and pre-apprenticeship programs; education and training providers; economic development; financial development and asset development entities; community-based and faith-based organizations; and private entities (e.g., foundations).

¹² Additional information on IRTs can be found at:
<https://disability.workforce3one.org/view/4010927252305244299/info>.

Applicants must describe how they will foster partnerships and collaboration at the state and local levels, including the inclusion of additional partners, to promote the participation of individuals with disabilities in their existing career pathways system and programs.

Applicants must describe their strategies for working with the business sector to increase its awareness of the benefits of hiring individuals with disabilities, encourage them to provide paid work experience, and increase the opportunities for individuals with disabilities to participate in existing career pathways programs.

Applicants must identify partner resources and program dollars that it plans to use for the education and training of individuals with disabilities. Applicants must explain how their strategies for partnerships and collaboration will result in systemic change and promote sustainability and replication of successful career pathways programs developed during the grant period.

iv. Career Pathways Plan

Applicants must develop and implement a career pathways plan, or modify already existing state and local career pathways plan(s), explaining in detail how they will build on their career pathways systems and programs to increase the participation of individuals with disabilities. The plan is intended to:

- Assist states in developing/sustaining the state level infrastructure needed to implement a comprehensive, inclusive, and integrated career pathways system for individuals with disabilities that address the six key elements for career pathways;
- Help to promote coordination and leveraging of resources across multiple agencies and service delivery systems; and
- Promote sustainability and replication of successful strategies for increasing the participation of individuals with disabilities in existing career pathways programs implemented under the grant through sustained state-level management and coordination.

d. Outputs and Outcomes

Applicants must clearly identify the expected output(s) and outcome(s) of the project, the likelihood of their achievement, and the anticipated benefits to the identified participants or beneficiaries. Outcomes and outcomes should be quantifiable and measurable. Outputs are interim results of the project. Examples of outputs include the number of training sessions held or the number of service units provided. Outcomes are the measurable results of the project. Applicants must identify specific changes that will lead to increased participation of individuals with disabilities in existing career pathways systems through systemic change (such as state or organizational policies, partnerships, or agreements) and through changes in career pathways programs (such as modified curriculum, assistive technology, flexible scheduling, and alternative assessments).

Applicants must also include quantifiable measures for evaluating the success of the project, including, but not limited to:

- Number and percentage of participants who enter training in career pathways programs;
- Number and percentage of participants who complete training in career pathways programs;
- Number and percentage of participants who attain credentials and the types of credentials; and
- Outcomes on the Common Performance Measures (i.e. entered employment rate, employment retention rate, and average six months earnings).¹³

Applicants must also identify an achievable set of anticipated outcomes for serving individuals receiving Social Security disability benefits, including an increased:

- Number of SWAs and LWIBs becoming Employment Networks (ENs, further explained in section VI.4.d.);
- Number of Tickets assigned;
- Amount of Ticket revenue; and
- Number of Social Security disability beneficiaries participating in career pathways programs.

e. Organizational Profile

Applicants must provide information on their structure, staffing, and relevant experience, and describe how these factors contribute to their ability to implement the program requirements and meet program expectations.

Applicants must describe in detail their existing state-level career pathway systems framework and the existing local level efforts of the partner LWIB(s) in the applicant's existing career pathways programs. The applicant must:

- Describe the sequence of education and training offerings in identified industry(ies) or occupations(s);
- Identify multiple entry points that accommodate participants at differing skill levels including individuals with very low basic skills;
- Identify multiple exit points at successively higher levels of education and employment that are aligned with marketable, stackable credentials earned at these exit points;
- Identify how their existing career pathways programs (including describing existing state and local career pathways plans, if applicable) are currently serving individuals with disabilities; and
- For applications focusing on significant disabilities, providing a clear and convincing explanation of how its existing career pathways program will be modified to incorporate flexible approaches in order to provide an innovative and individualized career pathway approach for individuals with significant disabilities who require or desire such approach.

The applicant must also describe the overall effectiveness of its existing career pathways system by providing qualitative and quantitative outcomes and outputs. For example, applicants must demonstrate the effectiveness of their programs by including data that

¹³ For information on the common performance measures visit:
http://www.doleta.gov/performance/guidance/tools_commonmeasures.cfm.

compares performance measures, such as those listed below, prior to and after implementation of their career pathways programs.

- Return on investment and cost effectiveness analysis; .
- Improvements to performance around Common Measures;
- Increase in the number of individuals with family-supporting jobs that result in economic self-sufficiency;
- Increase in the size of the qualified labor pool; Increase in employment outcomes, including wages, benefits, retention, and advancement;
- Increase in credential attainment rates; Increase in the effectiveness of collaboration among partners; Achievement of sustained funding by institutional systems' partners; and
- Identification of its systemic change outcomes, such as policy changes, program alignments, procedures, and effective practices.

Applicants must describe the overall organizational capacity of the agency by demonstrating the state's capacity to administer the DEI project, including its fiscal and oversight capacity, its capacity to fully complete start-up activities in the allotted six months, its capacity to submit quarterly fiscal and program reporting in a complete and timely fashion, and its ability to make participant data available to the Department.

Applicants must discuss their capability to sustain project activities after Federal financial assistance has ended. Applicants must explain how they will develop specific strategies for sustaining their successful approaches to promoting the inclusion of individuals with disabilities in existing career pathways programs and enhance the education and employment outcomes of individuals with disabilities beyond the end of the DEI grant. Applicants must also explain how they will replicate or expand the effective practices implemented by the project throughout the public workforce system.

4. Attachments to the Project Narrative

In addition to the Project Narrative, the applicant must submit attachments. All attachments must be clearly labeled as Attachments. Only those attachments listed below will be excluded from the page limit. Additional materials such as resumés or general letters of support must not be included. Applicants must submit their application in one package because documents received separately will be tracked separately and will not be attached to the application for review. Save all files with descriptive file names of 50 characters or less and be sure to only use standard characters in file names: A-Z, a-z, 0-9, and underscore (_). File names may not include special characters (e.g. &, -, *, %, /, #), periods (.), blank spaces or accent marks, and must be unique (i.e., no other attachment may have the same file name). An underscore (example: my_Attached_File.pdf) may be used to separate a file name.

Attachments

a. **Abstract:** All applicants must submit an up to two-page abstract summarizing the proposed project, including, but not limited to, the scope of the project and proposed outcomes. The abstract must include the applicant's name, project title, population focus area (described in Section II.A), a description of the geographic area to be served, and the

funding level requested. The abstract is limited to two-page double-spaced single sided 8.5x11 inch pages with 12 point text font and 1 inch margins. If using grants.gov for submission, this document must be attached under the Mandatory Other Attachment section and labeled “Abstract.”

b. **Project/Performance Site Location(s) Form:** All applicants must submit a Project/Performance Site Location(s) (OMB Control No. 4040-0010 Form available at <http://apply07.grants.gov/apply/FormLinks?family=15>). If using grants.gov for submission, this form must be attached under the required forms section. Please note that this is a standard form used for many programs and has a check box for applying as an individual. Disregard this box on the form as individuals are not eligible to apply for this solicitation.

c. **Indirect Cost Rate Agreement:** If the applicant is requesting indirect charges, attach the most recent Indirect Cost Rate Agreement approved by the applicant’s cognizant Federal agency. (For more information, see Section IV.B.2. and Section IV.E.1.).

d. **Workplan and Implementation Schedule:** Applicants must include a workplan and implementation schedule, including staff responsibilities, expected milestones, and outcomes. (A sample workplan is attached to the SGA).

e. **Accessibility Policy:** Applicants must attach a copy of their policy that explains how they provide customers with disabilities with meaningful and effective physical, programmatic, and communications access to the AJC services delivery system and all WIA-funded services.

f. **Education Institutions' Accessibility Policies:** Applicants must attach copies of the policies of each community college, college, and training program that is participating as a partner in the project and that receives Federal funds explaining how customers with disabilities are provided with meaningful and effective physical, programmatic, and communications access.

g. **Letters of Commitment:** Applicants must submit copies of non-form letters of commitment for all required partners (See Sections III.B. and IV.B.3. for more information). These letters must indicate the key partners' knowledge and experience about the proposed project activities and understanding of their areas of responsibility and ability to impact the success of the project. Note that letters of support are not the same as letters of commitment, and applicants should not include general letters of support.

C. Submission Date, Times, Process and Addresses

The closing date for receipt of applications under this announcement is **July 8, 2014**. Applications must be submitted either electronically on <http://www.grants.gov> or in hard copy by mail or in hard copy by hand delivery (**including overnight delivery**). Hard copy applications must be received at the address below no later than 4:00:00 p.m. Eastern Time on the closing date. Applications submitted on grants.gov must also be successfully submitted (as described below) no later than 4:00:00 p.m. Eastern Time on the closing date. Applicants are cautioned that applications should be submitted before the deadline

to ensure that the risk of late receipt of the application is minimized. Applications sent by e-mail, telegram, or facsimile (FAX) will not be accepted.

Applicants submitting proposals in hard copy by mail or overnight delivery 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 include in the hard copy submission 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 hardcopy 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>.

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, Office of Grants Management, Attention: Sara Williams, Grant Officer, Reference SGA/DFA PY13-11, 200 Constitution Avenue, NW, Room N4716, Washington, DC 20210. Applicants are advised that mail delivery in the Washington DC area may be delayed due to mail decontamination procedures. Hand-delivered proposals will be received at the above address. All overnight delivery submissions 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 4:00:00 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 applicants begin to write the proposal, they 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 timely 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 applicants walk through

the process. The Department strongly recommends that applicants download the “Organization Registration Checklist” at <http://www.grants.gov/documents/19/18243/OrganizationRegChecklist.pdf/fc7e7c18-2497-4b08-8d9b-bfac399947a3> 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 earlier in Section IV.B.1., applicants must have a DUNS Number and must register with the System for Award Management (SAM).

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 DUNS 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/web/grants/applicants/organization-registration/step-3-username-password.html>.

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 SAM – 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 individual as the AOR, thereby giving him or her permission to submit applications.

To learn more about AOR Authorization visit: <http://www.grants.gov/web/grants/applicants/organization-registration/step-4-aor-authorization.html> or to track AOR status visit: <http://www.grants.gov/web/grants/applicants/organization-registration/step-5-track-aor-status.html>.

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 an application is submitted through Grants.gov, the name of the AOR on file will be inserted into the signature line of the application. 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.

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. Grants.gov will reject applications if the applicant’s registration in SAM is expired. Only

applications that have been successfully submitted by the deadline and 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, .docx, .xls, .xlsx, .rtf or .pdf files. If submitted in any other format, the applicant bears the risk that compatibility or other issues will prevent DOL from considering the application. DOL 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/web/grants/applicants/applicant-resources.html>.

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.

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/web/grants/manage-subscriptions.html>.

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 or 606-545-5035 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 through 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. Funding Restrictions

All proposed project costs must be necessary and reasonable and in accordance with Federal guidelines. Determinations of allowable costs will be made in accordance with the 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 Office of Management and Budget (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. (See Section IV.B.4. for more information on ICR Agreement submission requirements.)

2. Administrative Costs

Under this SGA, an entity that receives a grant to carry out a project or program may not use more than 15 percent 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. Salary and Bonus Limitations

None of the grant funds may be used by a recipient or subrecipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. This limitation does not apply to vendors providing goods and services as defined in OMB Circular A-133 (codified at 29 CFR Parts 96 and 99). See Public Laws 112-74 (Division F, Title I, section 105), 112-10 (Division B, Title I) and 111-117 (Division D, Title I, section 107), and Training and Employment Guidance Letter number 5-06 for further clarification:

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

4. 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: i) the copyright in all products developed under the grant, including a subgrant or contract under the grant or subgrant; and ii) 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. The grantee may not use Federal funds to pay any royalty or license fee for use of a copyrighted work, or the cost of acquiring by purchase a copyright in a work, where the Department has a license or rights of free use in such work. If revenues are generated through selling products developed with grant funds, including intellectual property, these revenues are program income. Program income is added to the grant and must be expended for allowable grant activities.

If applicable, the following needs to be on all products developed in whole or in part with grant funds:

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

5. Use of Sheltered Workshops

Organizations that receive grants through this SGA may not use grant funds to contract out with "sheltered workshops" or "work centers". "Sheltered workshop" and its replacement term, "work center," are used by the Wage and Hour Division of the U.S. Department of

Labor to refer to entities that are authorized to employ workers with disabilities at sub-minimum wages. The term has generally been used to describe facilities that employ people with disabilities exclusively or primarily in non-integrated settings.

F. 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.

V. Application Review Information

A. Criteria

Procedures for assessing the technical merit of applications have been instituted to provide for an objective review of applications and to assist the applicant in understanding the standards against which each application will be judged. The evaluation criteria are based on the information required in the application as described in Section IV.B. The evaluation criteria are described below.

Criterion	Points
1. Statement of Need (See Section IV.B.3.a. for corresponding application requirements.)	5
2. Goals and Objectives (See Section IV.B.3.b. for corresponding application requirements.)	5
3. Methodology and Workplan (See Section IV.B.3.c. for corresponding application requirements.)	40
4. Outputs and Outcomes (See Section IV.B.3.d. for corresponding application requirements.)	15
5. Organizational Profile (See Section IV.B.3.e. for corresponding application requirements.)	30
6. Project Budget (See Section IV.B.2. for corresponding application requirements.)	5
TOTAL	100

1. Statement of Need (5 points)

The extent to which the applicant demonstrates a comprehensive understanding of the problem and the contributing factors to the problem by (5 points):

- Providing a clear and compelling justification of the need for a DEI project to serve the population focus area identified, including clear, qualitative evidence of the needs of this population identified with respect to obtaining education and training, participating in career

- pathways programs and entering employment;
- Providing a clear and compelling justification for any additional special focus of the project on other populations who also have disabilities, such as veterans; homeless individuals; TANF recipients; out-of-school youth; ESL recipients; or ex-offenders; and
- Providing relevant labor market information data, demographic data, and participant/beneficiary information for the population focus area that illustrates a compelling need for services.

2. Goals and Objectives (5 points)

The extent to which the applicant demonstrates the strength of its proposed goals and objectives by (5 points):

- Explaining the relationship of the goals and objectives of the project to the identified need and the extent to which they are consistent with and support the overall goals of the DEI;
- Describing goals and objectives that are specific, realistic, measurable, and attainable within the period of performance; and
- Providing strong evidence, based on local market information, that the targeted industries and occupations will yield opportunities for the program participants to obtain employment in good jobs or advance in their career goals.

3. Methodology and Workplan (40 points)

a) Proposed strategic approach

The extent to which the applicant provides a coherent and feasible methodology and workplan by (22 points):

- Providing a clear and feasible plan to increase the number of, and improve the outcomes for, individuals with disabilities participating in career pathways programs incorporating the six key elements for career pathways;
- Demonstrating how the applicant's overall strategic approach addresses the challenges described in the Statement of Need; Providing a clear, comprehensive, and feasible plan to use alternative assessments, individual learning and planning tools (e.g. ILPs), and other strategies (e.g., revised curricula) to integrate and accommodate, if necessary, individuals with disabilities in its career pathways programs;
- Providing a clear and feasible plan of how the applicant will use AJC core, intensive, and training services in conjunction with other available resources;
- Demonstrating a clear and convincing strategy for providing and expanding paid work experience, including mentoring, Registered Apprenticeships, and internship opportunities for individuals with disabilities; and
- Explaining how the applicant will use intensive wraparound services and extensive support services to assist individuals with disabilities in completing their education and training, attaining industry-recognized credentials, and finding or advancing in employment providing economic self-sufficiency.

In addition, we will evaluate applicants on the basis of the criteria below that are applicable to the population focus area that they chose.

For applicants proposing to serve adults with disabilities – We will award points for applicants proposing to serve adults with disabilities based on the extent to which the applicant provides a coherent and feasible approach by:

- Describing a career pathways training module resulting in credentials that have labor market value that includes portable and stackable credentials;
- Providing a compelling argument for how the applicant's acceleration strategies, such as contextualized learning, compressed training, awarding credit for prior learning, dual enrollment, and hybrid learning approaches, will facilitate participation by adults with disabilities;
- Providing a clear and comprehensive plan of how the applicant will increase outreach and develop innovative programs to assist dislocated workers, disabled veterans, and the long-term unemployed with disabilities;
- Demonstrating a clear understanding of how the applicant will use cohort training of adult students with disabilities using learning communities and peer-support systems;
- Demonstrating how the applicant will implement career bridge programs to facilitate participation of adults with disabilities; and
- Explaining clearly and fully how the career coaches/career specialists in the AJCs or community colleges/colleges, if applicable, will work with the DRCs and the IRTs to provide a road map outlining the education, training, and credentials s/he must complete and a projected timeline.

For applicants proposing to serve youth with disabilities – We will award points for applicants proposing to serve youth with disabilities based on the extent to which the applicant provides a coherent and feasible approach by:

- Providing a compelling argument for the strategy by which the applicant will strengthen K-14 alignment and build scalable work-based learning infrastructure;
- Explaining how the applicant will increase co-enrollment in secondary and post-secondary institutions and youth workforce programming to leverage individual training account funding;
- Demonstrating how it will implement innovative approaches to facilitate the successful transition from secondary education, such as high schools, alternative high schools, Job Corps programs, YouthBuild program, career academies, and secondary career technical education programs to post-secondary education (e.g. occupational certificate programs offered by community colleges, Registered Apprenticeship programs, and associates and bachelor's degree programs);
- Promoting professional development for staff;
- Providing a compelling argument for how the applicant's acceleration strategies, such as contextualized learning, compressed training, awarding credit for prior learning, dual enrollment, and hybrid learning approaches, will facilitate participation by youth with disabilities; and

- Demonstrating how it will incorporate an inclusive and integrated approach to service delivery in its existing career pathways programs that implements strategies based upon and consistent with the "Guideposts for Success."

For applicants proposing to serve individuals with significant disabilities (via a customized employment approach). We will award points for applicants proposing to serve individuals with significant disabilities will be awarded based on the extent to which the applicant provides a coherent and feasible approach by:

- Describing how training will be provided (if appropriate to the individual's career goal, as determined through individual or group discovery) to alleviate educational and other employment-related challenges and to expedite the attainment of industry-recognized credentials and employment in high-demand sectors;
- Documenting the skill and capacity of the individual to accomplish specific tasks associated with the job (including, but not limited to, portfolios that document skill capacity);
- Explaining how customized employment services will be designed to assist individuals with significant disabilities to complete career exploration. Such services must include providing: discovery and individualized career exploration, portfolio development and presentation, and negotiation of specific job tasks within a chosen industry sector. Services may also include such supportive services as job coaching, personal, social support, financial literacy training, and financial capability counseling;
- Providing a clear and comprehensive description of how the applicant will implement career exploration designed to identify his/her strengths, abilities, and potential contributions to the business; facilitate portfolio development and negotiation in the industry areas of interest to the individual jobseeker; and promote the attainment of credentials and employment;
- Providing a convincing narrative of how it will design customized employment services to help individuals with significant disabilities through an individualized career pathway to achieve their employment goals through appropriate career exploration; and
- Demonstrating how the applicant will work with businesses to incorporate negotiated (including customizing a job description to include job carving, task reassignment, job sharing, negotiating a new job description, job supports, hours or location of the job, using representational materials to showcase the job seeker, such as a pictorial portfolio, or specifics of supervision) and individualized career pathways for individuals with significant disabilities.

b) Integrating Resources

The extent to which the applicant provides a clear and convincing narrative for integrating resources in its project by (5 points):

- Demonstrating a clear understanding of the Integrated Resource Team approach and how the approach will be incorporated in the applicant's existing career pathways programs; and

- Demonstrating a clear and convincing strategy to braid and blend funds and leverage resources to support access for individuals with disabilities to facilitate their participation in their existing career pathways system and programs.

c) Partnerships and Collaboration

The extent to which the applicant provides a coherent and feasible approach by (10 points):

- Describing how the required partners will support the expansion and adaptation of the existing career pathways system which will result in increased participation of individuals with disabilities;
- Demonstrating, in the form of substantive, non-form letters of commitment, that required partnerships (identified in Section III.B.) are already in place, each partner understands its roles and responsibilities, and partners fully understand and support the proposal. (Note: NOTE: Applicants who fail to submit letters of commitment from required partners can earn only a maximum of 8 points for this criterion);
- Describing how the applicant will foster partnerships and collaboration at the state and local levels, including aligning programs and funding sources, to promote the participation of individuals with disabilities in career pathways programs;
- Demonstrating the applicant's business partnerships that will result in increased participation and better outcomes of individuals with disabilities in career pathways programs;
- Identifying partner resources and program dollars that the applicant plans to use for the education and training of individuals with disabilities;
- Describing if and how the applicant will partner with the Vocational Rehabilitation program on its Career Pathways approach; and
- Providing a compelling argument that the applicant's strategy for partnerships and collaboration will result in sustainable systemic change and promote sustainability and replication of successful career pathways programs developed during the grant period.

d) Career Pathways Plan

The extent to which the applicant provides a convincing narrative for the development and implementation of career pathway plans, that lead to increased participation of individuals with disabilities (3 points).

4. Outputs and Outcomes

The extent to which the anticipated outputs and outcomes are reasonable and achievable by (15 points):

- Identifying a reasonable set of anticipated outcomes indicating systemic change, such as state or organizational policies, partnerships, agreements, or processes which will lead to the sustained meaningful participation of individuals with disabilities in the career pathways system;
- Identifying a reasonable set of anticipated changes to career pathways programs, such as modified curriculum, assistive technology, flexible scheduling, or alternative assessments, which will result in the greater participation of individuals with disabilities in career pathways programs; and

- Identifying a reasonable set of projections for each of the outcomes for participants with disabilities listed in Section IV.B.3.d.

5. Organizational Profile (30 points)

The extent to which the applicant provides a clear and thorough narrative documenting its structure, staffing and relevant experience and expertise, and clearly explains how these factors contribute to its ability to implement the program requirements and meet program expectations (5 points).

The extent to which the applicant documents an already existing successful career pathways system and programs by (15 points):

- Providing a clear and convincing narrative describing its current career pathways system and programs in detail to include:
 - Identifying a well-articulated sequence of education and training offerings in identified industry(ies) or occupations(s)
 - Identifying multiple entry points that accommodate participants at differing skill levels (including adults and out-of-school youth with very low basic skills)
 - Identifying multiple exit points at successively higher levels of education and employment that are aligned with marketable and stackable credentials
- Providing a description of the outcomes of its existing career pathways activities, such as sustained funding for career pathways programs; increasing the number of individuals with family-supporting jobs; increasing the size of the qualified labor pool; improvements to employment outcomes, such as Common Measures, credential attainment, wages, benefits, retention, and advancement; and increased effectiveness of collaboration among partners.
- For applications focusing on individuals with significant disabilities, providing a clear and convincing explanation of how its existing career pathways program will be modified to incorporate flexible approaches in order to provide an innovative and individualized career pathway approach for individuals with significant disabilities who require or desire such approach.

The extent to which the applicant documents the overall organizational capability of its agency (5 points):

- Demonstrating clearly and convincingly the agency's capacity to administer the DEI project, including fiscal and oversight capability; its capacity to fully complete start-up activities in the allotted six months; its capacity to submit quarterly fiscal and program reporting in a complete and timely fashion; and its ability to make participant data available to the Department.

The extent to which the applicant provides a compelling argument for its capability to sustain project activities after Federal financial assistance ends by (5 points):

- Identifying and justifying specific strategies for sustaining its successful approaches to promote the inclusion of individuals with disabilities in existing career pathways programs and enhance the employment outcomes of individuals with disabilities beyond the end of the DEI grant; and
- Demonstrating how the applicant will replicate or expand the effective practices implemented by the project throughout the public workforce system in the state.

6. Project Budget (5 points)

Reviewers will score this criterion based on the extent to which the proposed budget and budget narrative are justifiable, adequate, and reasonable for the proposed scope of work.

B. Review and Selection Process

Applications for grants under this Solicitation will be accepted after the publication of this announcement and until the specified time on 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 applicant, depending on the quality of the responses to the required information described in Section V.A. The ranked scores (which may include the mathematical normalization of review panels) will serve as the primary basis for selection of applications for funding, in conjunction with other factors such as population focus area representation, geographic balance, the availability of funds; 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.

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 was 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:

- a. Non-Profit Organizations – 29 CFR Part 95 (Administrative Requirements) and OMB Circular A-122 (Cost Principles) (See http://www.whitehouse.gov/omb/grants_circulars).
- b. Educational Institutions – 29 CFR Part 95 (Administrative Requirements) and OMB Circular A-21 (Cost Principles) (See http://www.whitehouse.gov/omb/grants_circulars).
- c. State, Local and Indian Tribal Governments – 29 CFR Part 97 (Administrative Requirements) and OMB Circular A-87 (Cost Principles) (See http://www.whitehouse.gov/omb/grants_circulars).
- d. Profit Making Commercial Firms – Federal Acquisition Regulation (FAR) – 48 CFR part 31 (Cost Principles), and 29 CFR Part 95 (Administrative Requirements).
- e. 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.
- f. All entities must comply with 29 CFR Part 93 (New Restrictions on Lobbying), 29 CFR Part 94 (Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)), 29 CFR 95.13 and Part 98 (Governmentwide 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).
- g. 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.
- h. 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.
- i. 29 CFR Part 32—Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance.
- j. 29 CFR Part 35— Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance from the Department of Labor.
- k. 29 CFR Part 36—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance.
- l. 29 CFR Part 37 – Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act of 1998.
- m. 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:

a. 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 an applicant organization is a faith-based organization that makes hiring decisions on the basis of religious belief, it may be entitled to receive Federal financial assistance under 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 a faith-based organization is awarded a grant, the organization will be provided with information on how to request such an exemption.

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

In accordance with Section 18 of the Lobbying Disclosure Act of 1995 (Public Law 104-65) (2 U.S.C. 1611), non-profit entities incorporated under Internal Revenue Service Code Section 501(c) (4) that engage in lobbying activities are not eligible to receive Federal funds and grants. No activity, including awareness-raising and advocacy activities, may include fundraising for, or lobbying of, U.S. Federal, State or Local Governments (see OMB Circular A-122).

c. Transparency Act Requirements

Applicants must ensure that they have the necessary processes and systems in place to comply with the reporting requirements of the Federal Funding Accountability and Transparency Act of 2006 (Pub. Law 109-282, as amended by section 6202 of Pub. Law 110-252) (Transparency Act), as follows:

All applicants, except for those excepted from the Transparency Act under subparagraphs 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:

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);

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

d. Safeguarding Data Including Personally Identifiable Information (PII)

Applicants submitting proposals in response to this SGA must recognize that confidentiality of PII and other sensitive data is of paramount importance to the Department of Labor and must be observed except where disclosure is allowed by the

prior written approval of the Grant Officer or by court order. By submitting a proposal, Grantees are assuring that all data exchanges conducted through or during the course of performance of this grant will be conducted in a manner consistent with applicable Federal law and TEGE NO. 39-11 (issued June 28, 2012). All such activity conducted by ETA and/or Grantee/s will be performed in a manner consistent with applicable state and Federal laws.

By submitting a grant proposal, the applicant agrees to take all necessary steps to protect such confidentiality by complying with the following provisions that are applicable in governing their handling of confidential information:

To ensure that such PII is not transmitted to unauthorized users, all PII and other sensitive data transmitted via e-mail or stored, such as on CDs, DVDs, or thumb drives, must be encrypted using a Federal Information Processing Standards (FIPS) 140-2 compliant and National Institute of Standards and Technology (NIST) validated cryptographic module. Grantees must not e-mail unencrypted sensitive PII to any entity, including ETA or contractors.

1. Grantees must take the steps necessary to ensure the privacy of all PII obtained from participants and/or other individuals and to protect such information from unauthorized disclosure. Grantees must maintain such PII in accordance with the ETA standards for information security described in this TEGE and any updates to such standards provided to the grantee by ETA. Grantees who wish to obtain more information on data security should contact their Federal Project Officer.
2. Grantees shall ensure that any PII used during the performance of their grant has been obtained in conformity with applicable Federal and state laws governing the confidentiality of information.
3. Grantees further acknowledge that all PII data obtained through their ETA grant shall be stored in an area that is physically safe from access by unauthorized persons at all times and the data will be processed using grantee issued equipment, managed information technology (IT) services, and designated locations approved by ETA. Accessing, processing, and storing of ETA grant PII data on personally owned equipment, at off-site locations e.g., employee's home, and non-grantee managed IT services, e.g., Yahoo mail, is strictly prohibited unless approved by ETA.
4. Grantee employees and other personnel who will have access to sensitive/confidential/proprietary/private data must be advised of the confidential nature of the information, the safeguards required to protect the information, and that there are civil and criminal sanctions for noncompliance with such safeguards that are contained in Federal and state laws.
5. Grantees must have their policies and procedures in place under which grantee employees and other personnel, before being granted access to PII, acknowledge their understanding of the confidential nature of the data and the safeguards with which they must comply in their handling of such data as well as the fact that they may be liable to civil and criminal sanctions for improper disclosure.
6. Grantees must not extract information from data supplied by ETA for any purpose not stated in the grant agreement.

7. Access to any PII created by the ETA grant must be restricted to only those employees of the grant recipient who need it in their official capacity to perform duties in connection with the scope of work in the grant agreement.
8. All PII data must be processed in a manner that will protect the confidentiality of the records/documents and is designed to prevent unauthorized persons from retrieving such records by computer, remote terminal or any other means. Data may be downloaded to, or maintained on, mobile or portable devices only if the data are encrypted using NIST validated software products based on FIPS 140-2 encryption. In addition, wage data may only be accessed from secure locations.
9. PII data obtained by the grantee through a request from ETA must not be disclosed to anyone but the individual requestor except as permitted by the Grant Officer.
10. Grantees must permit ETA to make onsite inspections during regular business hours for the purpose of conducting audits and/or conducting other investigations to assure that the grantee is complying with the confidentiality requirements described above. In accordance with this responsibility, grantees must make records applicable to this Agreement available to authorized persons for the purpose of inspection, review, and/or audit.
11. Grantees must retain data received from ETA only for the period of time required to use it for assessment and other purposes, or to satisfy applicable Federal records retention requirements, if any. Thereafter, the grantee agrees that all data will be destroyed, including the degaussing of magnetic tape files and deletion of electronic data.

e. 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.

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.

4. Special Program Requirements

a. Evaluation

While the Department does not anticipate utilizing random assignment in the evaluation design evaluation for this round of DEI, successful grantees will be required to participate in an evaluation conducted by an independent DOL contractor. By accepting grant funds, the grantee agrees to fully participate in the evaluation. DOL will communicate the details of the evaluation plan after award; however, applicants should be aware that, by accepting fund, they agree to participating in the evaluation and related data collection as

specified by the Department. The data collection for the evaluation may include such elements as, but not limited to, the following: individual participant outcomes (e.g. credential attainment or employment outcomes); disability data (e.g. disability type); systemic change indicators (e.g. in areas of capacity, coordination, or sustainability); the amount of resources leveraged through AJC partner programs and others; the number of Tickets assigned and revenue generated; services received (including numbers of individuals who received core, intensive, and training services); the number of individuals with significant disabilities receiving customized employment services; and the identification of effective practices. Applicants must indicate their ability to transmit personally identifiable data to their third-party evaluators, such as name, Social Security Number, and date of birth for participants using a secure data system.

b. Technical Assistance

To support grantees, DOL will provide mandated technical assistance to the grants through a Federally-funded contractor.

c. Performance Goals

The grantee outcomes are identified in the project's Statement of Work and its workplan. DOL will monitor progress against these two documents. Please note that applicants will be held to outcomes provided and failure to meet those outcomes may result in technical assistance or other intervention by ETA, and may also have a significant impact on decisions regarding future grants with ETA.

d. Employment Network (EN)

An EN that is approved by the Social Security Administration (SSA) to serve individuals under its Ticket to Work (TTW) Program. By accepting grant funds, the grantee agrees that the state workforce agency, or at least one of the LWIBs selected to participate in this project, must be an EN or that they will apply for EN status to the SSA within 60 days after receiving DEI funds. DEI projects must remain active ENs, according to established SSA performance standards, which are monitored by its Operations Support Manager (OSM). The Department expects DEI projects to comply with OSM and additional Technical Assistance guidance through the life of the DEI grant. Once a SWA or LWIB becomes an active EN (i.e. accepts and assigns Tickets), the TTW Program resources can be used to facilitate the participation in career pathways programs by individuals with disabilities. This will also increase the number of individuals receiving Social Security disability benefits that can be served by career pathways programs. Once approved eligible by SSA, an EN can accept a Ticket from any individual who qualifies for the TTW Program. All individuals on SSI or SSDI between the ages of 18 and 64 qualify for the TTW Program. The individual has complete choice regarding which EN s/he assigns her/his Ticket to, and the EN has complete choice regarding which Tickets to accept. When an individual becomes employed at specified earning levels, the EN receives a series of payments from SSA linked to that individual's employment outcomes. Information on SSA's procedures for requesting EN status is available at: <https://yourtickettowork.com/web/ttw/home>;

e. Key Staff

By accepting grant funds, grantees commit to hiring or designating an individual at the state level, who is a full-time DEI state project lead. The DEI state project lead will be responsible for, but not limited to, the following:

- i. Identifying and coordinating with the state workforce agency and the identified LWIB(s) to ensure that issues and challenges are addressed and that common goals are achieved (the reference to LWIBs throughout this SGA is not meant to eliminate states with single state workforce areas from the DEI);
- ii. Representing the state in administrative communications with the designated ETA Federal Project Officer (FPO), Grant Officer, and National Program Office.
- iii. Establishing and coordinating partnerships/linkages with other state-level agencies/institutions/partners that may be critical to the success of this grant in making modifications to existing AJC and career pathways system programs to include individuals with disabilities in activities that are often most effectively engaged at the state level;
- iv. Coordinating implementation of TTW administrative activities, such as access to WIA and W-P individual records and coordination with the SSA or its representatives (e.g. MAXIMUS); and
- v. Facilitating implementation of additional data collection and process evaluation requirements, as the Department may require, for evaluation purposes.

Also, each LWIB that participates in the DEI grant must commit to hiring a new, or designating an existing, full-time staff person(s) as the DRCs to implement the strategic approach of the applicant's proposal. The person(s) must have disability-related and workforce knowledge skills, experience (including experience with the employment of individuals with disabilities and the public workforce system's challenges in effectively serving them), and abilities that can be applied to implementing the project design at the local level. In addition, the DRC must be knowledgeable about career pathways systems and programs. The Department also encourages LWIBs to hire individuals with disabilities for this position. The DRC position, among other responsibilities, will:

- i. Assist in identifying and leveraging disability-related resources and partners to support collaborative on career pathway efforts;
- ii. Advise on how to effectively promote the participation of individuals with disabilities in career pathways systems and programs;
- iii. Coordinate with career pathway program's direct service delivery staff, including career coaches;
- iv. Assist with LWIB, AJC staff, community college, business, and other partner training (e.g. on such topics as the Ticket as a potential resource for training funds, accommodations, assistive technology, discovery process, or assessments);
- v. Assist with the recruitment of individuals with disabilities to participate in career pathways programs and connected to the AJC services;
- vi. Help expand the workforce development system to serve as ENs under the TTW Program;
- vii. Help Ticket Holders to participate in career pathways programs;

- viii. Help ensure that jobseekers with disabilities access all the different programs and services they need, including core, intensive, and training services offered through the AJCs to participate in existing career pathways programs; and
- ix. Facilitate an Integrated Resource Team approach to leverage resources for individuals with disabilities to fully participate in existing career pathway programs and achieve their employment goals.

f. Accessibility

By accepting grant funds, grantees commit that **all** the participating LWIBs and AJCs comply with physical, programmatic, and communications accessibility requirements established in non-discrimination regulations in 29 CFR part 37, which implements Section 188 of the WIA. In addition, all participating community colleges, colleges, and post-secondary training programs receiving Federal funds must comply with the non-discrimination provisions, pursuant to Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008 (P.L. 110-325).

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. The report must include a quarterly narrative report that details all grant activities that occurred during the quarter, as well as quarterly performance reports with participant data. In order to submit these quarterly reports, the grantee will be expected to track participant-level data on all individuals who are provided grant funded services and enrolled in education/training and other services provided through the grant. The last quarterly progress report that grantees submit will serve as the grant's Final Performance Report. This report must 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 must 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.

VII. Agency Contacts

For further information about this SGA, please contact Cam Nguyen, Grants Management Specialist, Office of Grants Management. Applicants should e-mail all technical questions Nguyen.Cam@dol.gov and must specifically reference SGA/DFA PY 13-11, 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>.

VIII. Other Information

A. Transparency

DOL is committed to conducting a transparent grant award process and publicizing information about program outcomes. Posting grant applications on public websites is a means of promoting and sharing innovative ideas. For all applications in this grant competition, we will publish the Abstracts required by Section IV.B.4., and selected information from the SF-424 for all applications on the Department's public website or similar publicly accessible location. Additionally, we will publish a version of the Project Narrative required by Section IV.B.3. for all those applications that are awarded grants, on the Department's website or a similar location. No other attachments to the application will be published. The Project Narratives and Abstracts will not be published until after the grants are announced. In addition, information about grant progress and results may also be made publicly available.

DOL recognizes that grant applications sometimes contain information that an applicant may consider proprietary or business confidential information, or may contain personally identifiable information (PII). Proprietary or business confidential information is information that is not usually disclosed outside your organization and disclosing this information is likely to cause you substantial competitive harm.

PII is any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name, or biometric records, and any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.¹⁴

Abstracts will be published in the form originally submitted, without any redactions. Applicants should not include any proprietary or confidential business information or PII in this summary. In the event that an applicant submits proprietary or confidential business information or PII, DOL is not liable for the posting of this information contained in the Abstract. The submission of the grant application constitutes a waiver of the applicant's objection to the posting of any proprietary or confidential business information contained in the Abstract. Additionally, the applicant is responsible for obtaining all authorizations from relevant parties for publishing all PII contained within the Abstract. In the event the Abstract contains proprietary or confidential business information or PII, the applicant is presumed to have obtained all necessary authorizations to provide this information and may be liable for any improper release of this information.

¹⁴ OMB Memorandum 07-16 and 06-19. GAO Report 08-536, *Privacy: Alternatives Exist for Enhancing Protection of Personally Identifiable Information*, May 2008, <http://www.gao.gov/new.items/d08536.pdf>.

By submission of this grant application, the applicant agrees to indemnify and hold harmless the United States, the U.S. Department of Labor, its officers, employees, and agents against any liability or for any loss or damages arising from this application. By such submission of this grant application, the applicant further acknowledges having the authority to execute this release of liability.

In order to ensure that proprietary or confidential business information or PII is properly protected from disclosure when DOL posts the winning Project Narratives, applicants whose Project Narratives will be posted will be asked to submit a second redacted version of their Project Narrative, with any proprietary, confidential commercial/business, and PII redacted. All non-public information about the applicant's and consortium members' staff (if applicable) should be removed as well.

The Department will contact the applicants whose Project Narratives will be published by letter or email, and provide further directions about how and when to submit the redacted version of the Project Narrative.

Submission of a redacted version of the Project Narrative will constitute permission by the applicant for DOL to make the redacted version publicly available. We will also assume that by submitting the redacted version of the Project Narrative, the applicant has obtained the agreement to the applicant's decision about what material to redact of all persons and entities whose proprietary, confidential business information, or PII is contained in the Project Narrative. If an applicant fails to provide a redacted version of the Project Narrative within 45 days of DOL's request, DOL will publish the original Project Narrative in full, after redacting only PII. (Note that the original, unredacted version of the Project Narrative will remain part of the complete application package, including an applicant's proprietary and confidential business information and any PII.)

Applicants are encouraged to maximize the grant application information that will be publicly disclosed, and to exercise restraint and redact only information that clearly is proprietary, confidential commercial/business information, or PII. The redaction of entire pages or sections of the Project Narrative is not appropriate, and will not be allowed, unless the entire portion merits such protection. Should a dispute arise about whether redactions are appropriate, DOL will follow the procedures outlined in the Department's Freedom of Information Act (FOIA) regulations (29 CFR Part 70).

Redacted information in grant applications will be protected by DOL from public disclosure in accordance with Federal law, including the Trade Secrets Act (18 U.S.C. § 1905), FOIA, and the Privacy Act (5 U.S.C. § 552a). If DOL receives a FOIA request for your application, the procedures in DOL's FOIA regulations for responding to requests for commercial/business information submitted to the government will be followed, as well as all FOIA exemptions and procedures. See 29 CFR § 70.26. Consequently, it is possible that application of FOIA rules may result in release of information in response to a FOIA request that an applicant redacted in its "redacted copy."

B. Web-Based Resources

1. A pre-recorded Prospective Applicant Webinar is available on-line at www.workforce3one.org and available for viewing after May 23, 2014. While a review of this webinar is encouraged, it is not mandatory.
2. DOL maintains a number of web-based resources that may be of assistance to applicants. For example, the Disability and Employment Web site on Workforce3One, <https://disability.workforce3one.org>, provides disability and employment resources for the workforce development system, including promising practices to promote positive employment outcomes of individuals with disabilities and DEI successful strategies and promising practices. It also has archived materials from the past seven years of the Disability Program Navigator (DPN) initiative training and technical assistance.
3. Applicants may find helpful information on disability and employment issues at ODEP's Web site: <http://www.dol.gov/odep>.
4. ETA encourages 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.

IX. OMB Information Collection

Except as otherwise noted, the OMB Information Collection Number is 1225-0086, Expires January 31, 2016.

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 applicants 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 a grant.

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

Sara Williams
Grant Officer, Employment and Training Administration

Attachment: Sample Work Plan Template

STATE: _____

The work plan must be completed for the 42-month period of performance. The workplan must be completed for each objective included in the project. The size of the workplan template boxes can be expanded, as needed, to accommodate space for information.

Grantee Objective:				
ACTIVITY	MILESTONE	OUTCOME	TIMEFRAME	RESPONSIBILITY