

## APPENDIX A

### H-1B Visa Information

Visit the Department of Labor's Foreign Labor Certification Data Center Web site (<http://www.foreignlaborcert.doleta.gov/performancecdm>) for the latest database of occupations approved under H-1B petitions. Through this link you can access a public disclosure file that contains administrative data from employers' Labor Condition Applications (LCA) and the certification determinations processed by the Department's Office of Foreign Labor Certification (OFLC), Employment and Training Administration, between October 1, 2012 and September 30, 2013.

#### H-1B Specialty Occupations Labor Condition Program By Industry - FY 2013

NAICS	Industry Title	% of Total H-1B Visas
21	Mining, Quarrying, and Oil and Gas Extraction	0.36%
22	Utilities	0.28%
23	Construction	0.42%
31-33	Manufacturing	6.78%
	3344--Semiconductor and Other Electronic Component Manufacturing (451)	
48	Transportation	0.38%
51	Information	5.22%
	5112--Software Publishers (997)	
52	Finance and Insurance	3.29%
54	Professional, Scientific, and Technical Services	61.35%
	5415--Computer Systems Design and Related Services (19,623)	
	5416--Management, Scientific, and Technical Consulting Services (2,141)	
61	Educational Services	7.72%
62	Health Care and Social Assistance	4.37%
	All Other Industries	9.85%

#### H-1B Specialty Occupations Labor Condition Program Top Occupations Profile - FY 2013

<b>TECHNOLOGY OCCUPATIONS</b>	<b>77%</b>
Computer System Analyst	27%

Computer Programmers	16%
Computer Occupations, All Other	12%
Software Developers Applications	8%
Computer & Information Systems Managers	5%
Network & Computer Systems Admin	2%
Database Admin	1%
<i>Other "Tech" Occupations</i>	2%

<b>REMAINING OCCUPATIONS</b>		<b>23%</b>
Accountants and Auditors	Architectural and Engineering Managers	Biochemists and Biophysicists
Biological Scientists, All Other	Biological Technicians	Business Operations Specialists, All Other
Business Teachers, Postsecondary	Chemical Engineers	Chemists
Civil Engineers	Commercial and Industrial Designers	Economists
Electrical Engineers	Electronics Engineers, Except Computer	Elementary School Teachers, Except Special
Engineers, All Other	Family and General Practitioners	Financial Analysts
Financial Managers	Financial Specialists, All Other	General and Operations Managers
Graphic Designers	Health Diagnosing and Treating Practitioners	Health Specialties Teachers, Postsecondary
Healthcare Practitioners and Technical Workers	Human Resources, Training, and Labor Relations Specialists	Industrial Engineers
Internists, General	Lawyers	Logisticians
Management Analysts	Managers, All Other	Market Research Analysts and Marketing Specialists
Marketing Managers	Materials Engineers	Mechanical Engineers
Medical and Clinical Laboratory Technologists	Medical and Health Services Managers	Medical Scientists, Except Epidemiologists
Middle School Teachers, Except Special	Occupational Therapists	Pharmacists
Physical Therapists	Physicians and Surgeons	Physicists
Preschool Teachers, Except Special Education	Public Relations Specialists	Sales Engineers
Sales Managers	Secondary School Teachers, Except Special	Remaining Occupations (less than 1%)

## **APPENDIX B**

### **Elements and Strategies of Innovation to Support Registered Apprenticeship Expansion**

Through the American Apprenticeship job training program, the Department seeks to fund Registered Apprenticeship models that incorporate 21<sup>st</sup> century strategies which include the systems of an industry, state, or region that share a role in collectively developing a workforce, driven by one overarching unified goal: Creating public-private partnerships to broaden the use of American Apprenticeships in developing a highly skilled workforce able to meet industry needs while also offering U.S. workers access to training and career advancement to reach the middle class. A number of elements and strategies of innovation are noted below, divided into three key areas. These ideas can become building blocks of innovation woven into a comprehensive strategy to create an ecosystem of actors, strategies, and resources that support significant growth of American Apprenticeships opportunities. As stated in the FOA, the Grant Officer reserves the right to use the scope of innovations and level of expansion as part of the selection procedures. To the extent that there are a number of equally scored proposals, we would reserve the right to choose the ones that incorporate more elements of innovation. Applicants are encouraged to consider these and other ideas in the development of their overall grant proposal.

#### **Innovations to Increase the Return on Investment in Apprenticeship**

- Develop flexible and/or accelerated learning approaches (including adapting time-based models of training to a competency-based evaluation).
- Focus on upskilling incumbent workers from low-skill or entry-level positions to mid-skill and more advanced positions, thereby helping to create new entry level positions for new apprentices.
- Develop data driven approaches for measuring return on investment.
- Reduce startup costs for new employers by building multi-employer platforms (e.g., for recruiting apprentices, developing joint curriculum or marketing, etc.).

#### **Innovations to Expand Access**

- Improve access to tuition assistance for both employers and workers to encourage the use of integrated education and training opportunities for under-represented populations
- Pilot greater use of pre-apprenticeship-to-apprenticeship pathway models that utilize DOL's definition for pre-apprenticeship.
- Develop programs and strategies that support direct entry opportunities into Registered Apprenticeship for low-skill workers, including those that embed remedial education into the course of the apprenticeship, rather than as a pre-apprenticeship requirement.

#### **Innovations to Create a Supportive Ecosystem**

- Use public policy, including tax credits, small business grants, utilization requirements or other mechanisms to incentivize and encourage employers to develop and establish Registered Apprenticeship programs.
- Increase state staffing, investment, and capacity to support the expansion of Registered Apprenticeship programs through additional staff positions, expansion of program offices, or increased state investments in the Registered Apprenticeship System
- Use Workforce Investment Act (WIA) and/or Workforce Innovation and Opportunity Act (WIOA) funds and other state workforce, adult education, and career and technical education dollars to support the integration of Registered Apprenticeship into State and Local Workforce Investment strategies to train workers.
- Create incentives for community colleges to support the development and provision of apprenticeship training by a) articulating apprenticeships to community college credit (visit the RACC website: <http://www.doleta.gov/oa/racc.cfm>), b) creating financial incentives through FTEs or other mechanisms for community colleges to support apprenticeship, or c) create capacity within the community college system to support employers in setting up or expanding apprenticeship programs

## APPENDIX C

### AMERICAN APPRENTICESHIP PROGRAMMATIC REQUIREMENTS

The programmatic requirements below are grant requirements that DOL has determined are necessary to programmatic success. Applicants agree to carry-out activities in their proposal and must agree that the partnership will meet these requirements throughout the period of the grant.

#### Partnership Agreements (for Publically-led consortia)

Partnerships must commit to the following:

- Work with the Workforce Investment System to incorporate Registered Apprenticeship in the WIA/WIOA state plans.
- Apply to the Registered Apprenticeship College Consortium.
- (As applicable) Partnerships in State Apprenticeship Agency (SAA) states must cooperate with the SAAs to register new programs proposed by the applicant. SAAs awarded a grant must a) show progress towards full implementation of regulations to ensure good standing with DOL; b) develop a plan for registering competency based apprenticeship programs; and c) provide USDOL with a complete data record of apprenticeship activity in the State.
- Align Registered Apprenticeship with post-secondary education through innovative partnerships that leverage high quality training and classroom-education opportunities.
- Undertake an inventory of existing apprenticeship programs to ensure funds don't replicate or harm established apprenticeship programs.

#### Employer and Registered Apprenticeship Program Sponsors

Grantees must ensure that the employers and program sponsors carry-out the following:

- Adopt Registered Apprenticeship in compliance with DOL policy and regulation.
- Provide proper support to ensure high completion rates of apprentices.
- Implement procedures requiring adequate supervision of participants..

- Implement procedures requiring safe and healthy working conditions.
- Provide data in accordance with requirements for data collection, reporting and evaluation.

### Equity and Opportunity

The lead must commit to the following:

- Develop and implement methods to recruit and select participants to assure that a maximum number of eligible underrepresented individuals are able to participate in Registered Apprenticeship programs.
- To the extent that pre-apprenticeships and on-ramps to apprenticeship are part of the partnership's strategy to encourage participation from underrepresented groups, apply the definition and framework for quality pre-apprenticeship, as described in Training and Employment Notice (TEN) 13-12 *Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources*, [http://wdr.doleta.gov/directives/attach/TEN/TEN\\_13-12\\_Acc.pdf](http://wdr.doleta.gov/directives/attach/TEN/TEN_13-12_Acc.pdf). The TEN informs the public workforce system and stakeholders about the pre-apprenticeship program definition and quality framework, as well as promote tools and materials to improve the consistency and quality of pre-apprenticeship programs.

### Apprenticeship Documentation & Maintenance of Files and Privacy Information

The lead must commit to the following:

- Maintain documentation for registration of new programs.
- Maintain apprenticeship agreement forms.
- Maintain records of grievances and outcomes.

### Data Collection and Reporting

The lead must commit to the following:

- Collect and report all required data according to specified time schedules.
- Use the OMB-approved data collection and ensure it is accessible for reporting and evaluation purposes.
- Require sub-recipients to demonstrate data files necessary to ensure completeness of reporting.

### Program Evaluation and Technical Assistance

The lead must commit to the following:

- Assure full participation (by recipient and sub-recipient) in any evaluation initiated by the department.
- Participate fully (including attending in person meetings) in technical assistance services provided by the Department (or in collaboration with other partners) such as regular convenings of all grantees around common implementation issues.

**APPENDIX D**

**Suggested Project Work Plan Format**

Activity						
		Implementer(s)	Costs		Time	
Activity #1			Strategy Total: Equipment: Year 1: Year 2: Year 3:	\$ \$ \$ \$ \$	Start Date: End Date: Milestones:	
Deliverable #1			Strategy Total: Equipment: Year 1: Year 2: Year 3:	\$ \$ \$ \$ \$	Start Date: End Date: Milestones:	
Activity #2			Strategy Total: Equipment: Year 1: Year 2: Year 3:	\$ \$ \$ \$ \$	Start Date: End Date: Milestones:	
Deliverable #2			Strategy Total: Equipment: Year 1: Year 2: Year 3:	\$ \$ \$ \$ \$	Start Date: End Date: Milestones:	

**Please Note:**

- Applicants may replicate this chart in order to submit information on all activities and deliverables proposed during the period of performance.
- Applicants should provide the name of the institution engaged in each activity or producing each deliverable, including any partner organizations, if applicable.



## APPENDIX E: Suggested Performance Table

List Project Goals			
List Major Milestones and Target Timeframes (short-term, intermediate-term, and long-term)			
<b>Capacity Building &amp; Employer Metrics</b>			
1		Year 1: Year 2: Year 3: Year 4: Year 5:	Total:
2		Year 1: Year 2: Year 3: Year 4: Year 5:	Total:
3			
<b>Employment and Training Metrics</b>			
4			
5			
6			

**Please Note:**

- Applicants should provide targets in raw numbers.
- Applicants should provide targets for each year of the grant and for the total grant period. The figure provided for the total should equal the sum of the projections for each year.

## **APPENDIX F: Suggested Abstract Format**

### **Project Abstract**

You must submit an up to two-page abstract summarizing the proposed project, including, but not limited to, the scope of the project and proposed outcomes. The proposed project must include the following:

- I. Lead Applicant Name:
- II. Lead Applicant City/State:
- III. Primary Partnership Entities:
  - a. Private Sector Entity (see A.1.a)
  - b. Public Sector Entity (see A.1.b)
- IV. Additional Key Partner(s):
- V. Areas Served by Grant (by city, county, and state):
- VI. Total Funding Level Requested:
- VII. Project Name:
- VIII. Summary of Program Activities:
- IX. Total Number of Participants to be Served:
- X. Populations to be Served:
- XI. Targeted Industry(s)/Occupations:
- XII. Public Contact Information: Name, Title, Entity, phone, email