

Strengthening Community Colleges Training Grants Fourth Round (SCC4) FOA-ETA-23-15 Prospective Applicant Webcast Transcript

Slide 1: Title Slide

Greetings! And welcome to the pre-recorded webcast for Prospective Applicants for ETA's Funding Opportunity Announcement (or FOA) 23-15, this one is titled Strengthening Community Colleges Training Grants. This is the fourth round of these grants, and so we will refer to this round as SCC4. To keep things a bit lighter today, we'll often refer to "you" the potential applicants, and "we or us," the U.S. Department of Labor, or DOL.

Slide 2: Tips for Viewing this webcast

Let's start with some viewing tips. To help you follow along, we recommend that you have a copy of the FOA handy when viewing this Webcast. You may want to pause now and open up the FOA. We may draw your attention to certain pages but know that you will find relevant information throughout the FOA. Additionally, when applying for any ETA competitive grant, we recommend that you use our Web-Based Toolkit for Prospective Applicants at the link on this slide.

Slide 3: Today's Speakers

Today, you'll be hearing from me, Cheryl Martin – I'm the Program Manager for the Community College Investments Unit, and from Jenn Smith, Director of the Division of Strategic Investments, or DSI.

Slide 4: Today's Speakers

You'll also hear from Eugenie Agia, a Workforce Analyst in DSI, and Dawn Jackman Murphy, who is a Workforce Development Specialist in DSI. We are all from what is often called the DOL Program Office for this grant.

Slide 5: Today's Speakers

You'll also hear from Brinda Ruggles and Khanh Tran from our Office of Grants Management. Brinda is the Grant Officer for SCC4 and Khanh is the point of contact who will respond to your questions when you send them to the email address listed for this FOA on grants.gov.

Slide 6: Key SCC4 FOA Areas of Focus

Today we will focus on three key areas of the FOA:

1. Program Purpose, Project Design, and Expected Outcomes
2. Award Information, Eligibility, Partnerships, and importantly some Tips
3. The Application Submission Requirements

I'll turn it over to now to Jenn Smith... Jenn?

Slide 7: Program Purpose, Project Design, and Expected Outcomes

Thanks, Cheryl. Good morning or afternoon everyone. Thank you so much for joining us today. We are glad that you are making the time to view this important presentation, and we believe it will be helpful for you in preparing your response to this funding opportunity announcement.

In the next few slides, I will go over the program's purpose and project design. Everything we say today is only a summary or highlights of the Funding Opportunity Announcement, or FOA. The FOA contains important information, and we strongly encourage you to read it in its entirety.

Slide 8: Program Purpose

Like earlier rounds of Strengthening Community Colleges Training Grants, this fourth round, or SCC4, focuses on capacity building for community colleges. This grant program aims to build college capacity to meet the skill development needs of employers and equitably support students in obtaining good jobs in in-demand industries.

It will also assist grantees in enhancing sector-based career pathways programs by implementing strategies rooted in evidence and designed to build further evidence on their effectiveness in leading to positive employment outcomes. While many aspects of this SCC4 round are similar to earlier rounds, you will also find some new features, including, but not only the following:

While all of the previous programs focused on implementing sector-based career pathways programs, SCC4 has a new emphasis on helping students obtain jobs that pay family-sustaining wages and offer career development opportunities, as expressed in the Good Jobs Principles developed jointly by the Departments of Labor and Commerce. SCC4 aligns with the Biden-Harris Administration's vision to build community college capacity for equitable in-demand skills training through strategic partnerships between industry, education, and the workforce system. The FOA emphasizes identifying and addressing equity gaps that directly or indirectly impact labor market outcomes for specific locally underserved communities.

In designing projects, applicants will choose from among a set of Strategy Options that are primarily based on evidence from previous career pathways initiatives. And the Department

intends to conduct a national impact evaluation of the SCC4 grant program, to assess the impact of the grant program's strategies. We'll tell you more about each of those shortly. Next, I will discuss project design.

Slide 9: Project Design

To achieve SCC4 program goals, applicants will design workforce development strategies that incorporate the four core elements described in the FOA. Applicants must also plan for a required third-party evaluation. The core elements serve as essential components of successful approaches to achieving the SCC4 Program Grants objectives. Although presented in a sequential format, the core elements are interrelated and mutually reinforcing; by design, they may take multiple forms depending on the situation and context. Next we will discuss each of the four core elements, then highlight key features of the required result-driven project design, and the third-party evaluation.

Slide 10: Core Element 1: Sector-Based Career Pathways Programs

The first Core Element involves Sector-Based Career Pathways Programs. Under this Announcement, applicants must implement a sector strategy that supports one or more career pathways programs, as described in Section I.A.1, Core Element 1, pages 4-7 and in the Project Narrative on page 43-44. A key aim of a sector-based approach is to ensure that workers are placed and succeed in good jobs that meet employers' needs. Both sector strategies and career pathways programs are recognized as effective in supporting positive employment outcomes for community college students, as highlighted in the studies cited in Appendix A.

In developing a project design for a sector-based career pathways program, your team will need to ask yourselves:

- Given our local context and labor market demand, which sector in our local area should we prioritize to best support the enhancement of a career pathways approach?
- And which career pathways program(s), aligned with the identified sector initiative, offer the best opportunity to train people for good jobs that have strong local demand and strong potential to address equity gaps in employment outcomes?

Slide 11: Core Element 2: Good Jobs, Equitable Employment Outcomes, and Student Voice

The second Core Element addresses Good Jobs, Equitable Employment Outcomes, and Student Voice. This element has four key areas of focus. The first is good jobs, which are at the center of the Biden/Harris Administration's workforce priorities – and at the heart of this FOA. Applicants for this FOA must specifically focus on training for occupations that pay family-sustaining wages and provide skills and career advancement, as expressed in the seventh and eighth Good Jobs

Principles. See Section I.A. Program Purpose, pages 7-8 and the Project Narrative on pages 46-47.

Applicants will find tools to identify occupations that pay or lead to family-supporting wages in Section I.F. Target Occupations, page 18. Second, applicants for this FOA will advance equity by identifying and addressing equity gaps that directly or indirectly impact labor market outcomes for local underserved communities. The definition of equity in the FOA is taken from Executive Order 14091, Further Advancing Racial Equity and Support for Underserved Communities Through the Federal Government. In the context of this FOA, an “equity gap” refers to significant and persistent inequity or disparity in the employment opportunities offered to individuals who belong to one or more underserved communities. See Section I.A., pages 8-9, and the Project Narrative on pages 37-38, as well as Appendix B for more information and resources on equity gap analysis and addressing issues of equity.

Third, applicants must incorporate student feedback loops throughout the grant to support quality career pathways development that meets the needs of students. See Section I.A., page 9 and the Project Narrative on pages 45-46.

Fourth, successful applicants must institute a data review and analysis process at least annually, with the assistance of the grantee-contracted developmental evaluator, to determine whether the jobs that participants are being trained for and enter into pay family-sustaining wages and offer skills and career advancement; and to determine whether successful applicants are reducing their targeted equity gaps. See Section I.A., pages 9-10 and the Project Narrative on pages 46-47.

In sum, when you’re developing a project design for this FOA, you’ll want to ask yourselves:

- Which occupations pay family-sustaining wages in the local community and lead to career progression?
- What are the critical equity gaps for underserved populations locally that impact employment in those occupations, as well as the education that supports employment opportunities?
- Why do those gaps exist?
- What practices, policies, rules, and processes are needed to increase our capacity to support good jobs and equitable employment for our underserved communities?

Slide 12: Core Element 3: Strategy Options

The third Core Element involves Strategy Options. To guide applicants in proposing project designs that aim to achieve positive employment outcomes, DOL has identified Strategy Options (see Table 1 on pages 10-12) which evidence shows may influence career pathways program impact. The options also include some that DOL would like to test.

These Strategy Options fall within three high-level groupings: Employer Engagement, Comprehensive Supports, and Academic and Training Offerings. For the purposes of this FOA, the Department is emphasizing Employer Engagement and Comprehensive Supports. As discussed in Table 1 of Section I.A.3., applicants must select at least one strategy within each of Groups A, B, and C to undertake using grant funds. We encourage applicants to select additional strategies from Groups A and B to further the potential impact of the enhanced career pathways program(s), which they may undertake using grant funds and/or leveraged resources. Applicants may select one or more of the additional optional enhancements listed in Group C, but the Department expects that grantees will use leveraged resources to cover the costs for the last four, where feasible.

So for this core element, applicants will need to ask themselves:

- Which Strategy Options will enable us to achieve positive employment outcomes in good jobs and close or reduce identified equity gaps for local underserved communities?

Slide 13: Core Element 4: Sustainable Systems Change

The 4th Core Element is Sustainable Systems Change. The key aim of this element is to ensure that applicants design a strategy that incorporates sustainable systems changes from the start. See pages 12-13 of the FOA, the Project Narrative on page 41, and Appendix C for more information and resources on capacity building and sustainable systems change.

Sustainable systems change within the context of this FOA means that changes are made to policies, rules, procedures, and practices that impact sector-based career pathways program(s), to ensure equitable access to good jobs. Specifically, systems change for the purpose of equity seeks to make structural changes to the way a college operates and its culture, rather than focusing efforts on addressing perceived student deficits.

Applicants must describe in their Project Narrative and their comprehensive work plan how they will sustain the built capacity and systems change they used to advance equitable employment and educational outcomes during their SCC4 grant. In determining a project design for this Announcement, applicants will need to ask themselves:

- “How can we ensure that the systems changes we make are institutionalized and sustained over the long term?”
- What does the available evidence say about the strategies that will more likely lead to sustainable systems change that perpetuates solutions?”

This concludes a summary of the four core elements in the FOA. Now I’ll turn this back over to Cheryl to discuss other aspects of project design.

Slide 14: Results-Driven Project Design

Thanks Jenn. Another key aspect of the FOA is a results-driven project design. A results-driven approach gives successful applicants a process to systematically assess their progress and performance. If you are a successful applicant, it will give you the opportunity to learn from and improve your project over time, based on data that your project generates over the grant's life. For more information on results-driven design under this FOA, see Section I.A. Program Purpose on pages 14-16; see also the Project Narrative on pages 38-43; and Appendices D and E.

Your design process must include three components: First a theory of change, which is a graphic illustration of your proposed project's overall vision and the relationships between the project's identified problem, capacity needs and community assets, influential factors, assumptions, strategies, and outcomes; second a comprehensive project work plan demonstrating a cohesive, well-designed approach to implementing the project that is realistic and measurable; and third participant tracking and outcomes, which both you and DOL will use to track progress toward equitable outcomes in good jobs.

A sample format of the Theory of Change can be found in Appendix D, and new this time, we've added an Excel version on the grants.gov FOA page, under Related Documents. The sample format includes examples of outcomes. Note that these examples are for illustrative purposes only. You must develop outcomes that are specific to your grant proposal.

Moving to the project work plan, a sample format for that can be found in Appendix E, and once again an Excel version is available on the grants.gov FOA page, under Related Documents. In the case of the project work plan, the sample format includes, or references, all the required actions you need to include. Where the FOA specifies dates, like "by Month 6" or something that is also included in the sample work plan format. Again, we hope this makes it easier for you to develop your own customized work plan with your own dates in it.

If you are awarded a grant, you will report progress toward equitable employment and educational outcomes by tracking participant enrollment, completion, and credential attainment, with accompanying demographic information. We will use DOL's Workforce Integrated Performance System or WIPS to determine employment outcomes for reported participants in other words WIPS will fill out that information.

For SCC4 you do not have to set participant targets. However, and this is important: While you are not required to set participant targets that you would be held to for performance purposes, you must estimate the number of anticipated participants in each career pathways program that your proposing for grant-funded enhancements. You must also provide a comprehensive plan for participant data collection. Please note that DOL will look at progress toward advancing

equitable outcomes for the purpose of technical assistance. It will not be looked at for monitoring purposes.

Please note that your work plan, including progress on annual milestones, forms the basis of our assessment of your performance as a grantee. In other words, you WILL be monitored based on your work plan.

Slide 15: Evaluations

Okay, let's go to slide 15 and evaluations. Evaluations play an important role in SCC4. Because this is a capacity-building grant, we want to document the capacity that grantees build and the systems change they achieve, and we want to share information about grantee successes and lessons learned with all grantees, as well as other interested colleges.

So, there are three aspects to evaluations related to this Announcement. The first is a developmental evaluation required of all applicants. See Section I.I. [eye, one], pages 19-21. If you receive a grant, you will procure a developmental evaluator after that, and the developmental evaluator will support you in several things. First, with documenting outcomes.

Second, they will provide real-time feedback to inform the development of your interventions and to identify potential adaptations to the interventions to address systemic barriers and dynamic environments.

Third, they will support you in instituting a Good Jobs and Equitable Employment Outcomes data review and analysis process that you must do each year. The purpose of that review is for grantees to understand whether they are making progress toward good jobs and equitable employment outcomes and learn more about how to do that.

As I said earlier, you will not be monitored on that basis. That annual data review and analysis process is described in the FOA on pages 9-10 and 46-47. Finally, the developmental evaluator will also complement your communication with the national evaluator, if you are selected for the national evaluation.

As I said earlier You will competitively procure the developmental evaluator after grant award and just a note - per FAR procurement rules, whoever you hire cannot be involved in developing your grant proposal. The cost of the study must be included in the overall grant budget and budget narrative. The cost must not exceed five percent of your overall budget, but it needs to be enough to do the job.

Post-award, we'll provide grantees with a description of key components that the third-party evaluations will be expected to include, which may assist you in creating a statement of work to recruit and select an evaluator with the needed competencies and expertise to carry out the evaluation.

A second aspect of evaluations: The Department intends to conduct a national impact evaluation of SCC4, and all grantees must participate in that evaluation if selected for inclusion. DOL has not yet determined the evaluation design for the national evaluation. We will conduct a feasibility study immediately after grants are awarded under this FOA. A feasibility study is research done before an impact evaluation to determine the best evaluation design option and to determine which grantees' projects best support the evaluation research questions. So not all grantees will necessarily be selected.

Here's a new approach: Grantees selected to participate in the national impact evaluation will receive additional funding and a period of performance extension, as described on pages 21-23 of the FOA. Grantees selected will also have access to employment outcomes data for some or all of their project participants that might not otherwise be available to them.

The third aspect of evaluations is that we will offer all applicants (not just those awarded grants) the opportunity to engage with evaluation learnings and peer sharing from SCC grants. Everyone who applies will receive information from DOL about how to access this opportunity after we make awards under this Announcement.

Slide 16: Award Information, Eligibility, Partnerships, and Reminders

Now, in the next few slides Eugenie and Dawn will touch on Award Information, Eligibility, and Partnerships.

Slide 17: Award Information

Thank you, Cheryl. This slide summarizes information about SCC4 Awards. We expect availability of approximately \$65 million in total funding for about 13-17 grants. You may apply for up to \$5.75 million for initial consortium grants and \$1.75 million for initial single institution grants. The minimum for both is \$1.5 million.

About \$55 million will be awarded in initial grants under the competition described in this FOA. After those initial awards, the Department will conduct a national impact evaluation feasibility study, as noted earlier in relation to evaluations. We anticipate awarding about \$10 million in total additional funding to selected grantees for this purpose.

All awards made under this Announcement are subject to the availability of federal funds. In the event that additional funds become available, we reserve the right to use such funds to select additional grantees from applications submitted in response to this Announcement. See pages 21-22 for more information on funding.

Slide 18: Eligible Applicants

Let's turn to Eligible Lead Applicants.

Per the legislation behind this FOA, the eligible lead applicant must be a community college that is a public institution of higher education as defined in Section 101(a) of the Higher Education Act and at which the associate degree is primarily the highest degree awarded, as shown by the college's designation on the Department of Education's College Navigator.

The lead applicant must apply either as a single institution lead OR as a consortium lead that represents a consortium of institutions. Consortium members may include community colleges AND public and private, non-profit four-year institutions.

An institution consortium must include at least the consortium lead and one other institution, but we anticipate that more than two colleges will be required to accomplish the goals of the consortium, depending on the labor market area and project design. Each applicant lead must partner with the required partners (which will be discussed in a moment) to form an SCC Partnership. See pages 23-24 of the FOA for additional information on eligible applicants, and the Project Narrative on page 43 for how this will be scored.

Slide 19: Eligible Applicants: Past SCC Experience

Lead applicants and consortium members who are also either leads or consortium members for the first, second, or third round of SCC grants must demonstrate that they are proposing a different industry sector for SCC4 than for any previous grant.

The purpose for this is not to direct industry choice but rather to prevent duplication of participant services for purposes of the national impact evaluation. You can provide information to demonstrate this in the abstract (see Appendix G). Specifically, if you are applying for SCC4 as a lead or consortium member and you received grant funding in an earlier round for one of the nine industries listed on this slide, you must demonstrate that you are proposing a different industry for your SCC4 application. Failure to do so will affect scoring. See pages 24 and 36-37 of the FOA.

Note that the list on the slide represents all the industries proposed for the first three rounds of SCC. If you received an earlier grant, you can propose industries on this list so long as they are not the same industries for which you previously received funding. If you've never received SCC funding, you can propose any of these – or others. All SCC4 applicants may propose industries not on this list if they meet the other criteria in the FOA, for example that they are in-demand and so forth. Now I will turn this over to Dawn Murphy. Dawn?

Slide 20: SCC Partnership: Required Partners

Thank you Eugenie. Now let's talk now about SCC Partnerships. This program will award grants to an SCC partnership of public and private sector entities. In forming the partnership, you

should consider which potential partners have the best ability to support the requirements described in Core Elements 1-4.

For single institution applicants, the SCC Partnership includes the lead applicant, the required workforce development system partner(s), the required employer partners, and any optional partners (as described on the next two slides). One of the partners in the partnership must be identified as the sector convener (who may or may not be the lead applicant).

For consortium applicants, the SCC Partnership includes the institution consortium members including the lead applicant, the required workforce development system partner(s), the required employer partners, and any optional partners. Again, one of the partners in the partnership must be identified as the sector convener (who may or may not be the lead applicant).

Note that an entity cannot serve as more than one type of required partner for the purpose of meeting FOA requirements. For example, a lead or consortium member institution cannot also serve as the required workforce development system partner. The lead institution or a consortium member may, however, serve as the required sector convener if it meets the requirements described in the Project Narrative on page 44.

For both single institution and consortium applicants, to demonstrate the active involvement of the required partners, you must provide signed documentation of commitments from the required partners which demonstrate the engagement of high-level leadership for each entity being proposed as a required partner. See pages 24-27 of the FOA for more information on the SCC partnership, and the Project Narrative on pages 43-45 for how this will be scored.

Slide 21: SCC Partnership: Optional Partners that are Strongly Encouraged

Now we'll talk about optional but strongly encouraged partners. There are two types. First, applicants are strongly encouraged to include in their SCC Partnership a worker-focused entity such as a worker organization, labor-management partnership, or labor union representing workers, or entities that target populations of students and workers in relevant industry sectors. Applicants will be evaluated on this, i.e., you will receive points based on inclusion.

To help identify related unions within your target service area(s), you can use the Department of Labor's Office of Labor-Management Standards' (OLMS) Union Search Tool, to search on union type, city, state, zip code, and other criteria to identify labor unions for outreach and partnership.

Labor-management partnerships allow employers to work constructively with the unions that represent their employees to tackle important workplace issues that fall within and sometimes extend the framework of traditional collective bargaining. Outside of a union, a worker-focused

entity could include worker associations, coalitions, alliances, guilds, or another similar worker advocate group that is not considered a formal union. Further, examples of entities that target populations of workers and/or students in a relevant industry sector might include a local, state, or national entity, or a student-focused entity, that works to recruit and support individuals to enter and succeed in jobs in a certain industry.

Second, we strongly encourage applicants to partner with community-based organizations that have successfully engaged underserved populations and communities. Applicants will be evaluated on this as well. See pages 24-27 of the FOA for more information on the SCC partnership, and the Project Narrative on pages 43-45 for how this will be scored. Also see the FAQs.

Slide 22: Other Optional Partners

We also encourage you to collaborate with other partners that can support and advance the work of your SCC Partnership. If you're a consortium applicant, we encourage you to include a state-level or community college district-level entity if this will support your proposed goals. Other optional partners for all applicants are listed on the slide. See page 27 of the FOA for more information on optional partners.

Slide 23: Individuals Eligible to Participate in SCC4

Let's talk about eligible participants. Under this FOA the definition of eligible participants is broad. It includes new entrants to the workforce and those seeking their first job, dislocated workers who have lost employment, and those currently working but seeking additional skills. See pages 29-30 of the FOA.

There are some differences related to eligible participants for SCC4, both of which relate to the national impact evaluation. The first limitation concerns new entrants to the workforce. Given this program's emphasis on employment outcomes, your proposal must focus on those individuals in the target population(s) who intend to enroll in the entire career pathways program. While it is permissible for high school students enrolled in a dual enrollment program to enroll in individual courses within the applicant's grant-enhanced career pathways program, only those students with a declared intent to enroll in the full career pathways program may be the focus of—and counted as a participant in—the proposed project. See Section VI.C.

Reporting

The second limitation concerns employed workers. Past rounds of SCC funding have included as eligible participants those incumbent workers who receive training offered by their current employer in partnership with the grantee. I.e., the employer sets up a training program and offers it to their employees, using grant funding. For the purposes of this FOA, however, incumbent workers by this definition are not eligible for grant-funded participation. This

limitation results from the need to focus on a participant pool where students have similar motivations to obtain training, for the purposes of the national impact evaluation. And now, back to Cheryl.

Slide 24: Reminders

Thank you Eugenie and Dawn. Let's move to a few reminders, or tips. As you well know, responding to a FOA requires many steps. Though you as an applicant will have your own strategies for responding, here are a few tips that may help you get started:

- First, read the entire FOA. There are requirements we did not cover today.
- Second know what will get you points! Pay particular attention to that. Panelists, who are external subject matter experts, will be deciding whether to give you full, partial, or no points for each section, so pay attention to what you need to include to get full points. Also, you can save space by focusing your 25 pages (and attachments) on those things that get you points. My two cents: leave out the fluff!
- Three: Read the FAQs that we've posted to accompany this FOA. Some repeat the FOA, and some tell you a bit more. Also, check back to see if the FAQs have been updated, based on questions we're getting.
- Four, consider eligibility. Verify whether you are eligible to be a lead applicant per the requirements in the FOA. If you have past SCC experience, make sure that you are proposing a different industry for your SCC4 application.
- Fifth, be sure you document all the required partners.
- Sixth, and finally, spend some time with your team answering the key questions for each Core Element, to develop your project design and performance outcomes. Those were highlighted on the previous slides for the four Core Elements. And as you design your project, consider which required and optional partners will best support your project design and performance outcomes – and give you full points.

Slide 25: Application Submission Requirements

In the next few slides Brinda and Khahn will go over the application submission requirements. Brinda?

Slide 26: Content and Form of Application Submission

Thank you very much Cheryl. Proposals submitted in response to this FOA must consist of four separate and distinct parts:

1. the Standard Form (SF) 424, Application for Federal Assistance;
2. Project Budget, which consists of the SF-424A and the Budget Narrative;
3. Project Narrative; and

4. Attachments to the Project Narrative.

Slide 27: SF-424 and Project Budget

Applicants must include the items listed here. There is no exception to this requirement. To complete the SF-424, Application for Federal Assistance, all applicants for Federal grant and funding opportunities must have a Unique Entity Identifier (UEI) number and must supply their UEI number on the SF-424. The UEI is a 12-character (alpha-numeric) code that uniquely identifies all entities. Any entity registering to do business with the government is required to have one. UEIs are issued by SAM.gov and are a part of an entity's record in the Entity Information section of SAM.gov. If you do not have a UEI, you can get one for free at <https://sam.gov>. Applicants must register with the System for Award Management (SAM) before submitting an application.

Please note: A recipient must maintain an active SAM registration with current information at all times during which it has an active federal award or an application under consideration. Grants.gov will reject applications if the applicant's registration in SAM is expired. Only applications that have been successfully submitted by the deadline and later successfully validated will be considered.

It is the applicant's responsibility to ensure a timely submission. While it is not required that an application be successfully validated before the deadline for submission, it is prudent to reserve time before the deadline in case it is necessary to resubmit an application that has not been successfully validated. Therefore, enough time should be allotted for submission (about 24-48 hours) and, if applicable, additional time to address errors and receive validation upon resubmission (about an additional two business days for each ensuing submission). It is important to note that if enough time is not allotted and a rejection notice is received after the due date and time, DOL will not consider the application.

The Project Budget must consist of the SF-424A, Budget Information Form and the Budget Narrative. Each of these items is explained in more detail in the FOA, and all must be addressed in the application or the application will be deemed non-responsive and will not be reviewed. Note that the SF-424, SF-424A, and Budget Narrative must include the entire federal grant amount requested (not just one year).

It is the applicant's responsibility to ensure that the funding amount requested is consistent across all parts and sub-parts of the application. Do not show leveraged resources on the SF-424 and SF-424A. You should describe leveraged resources in the Budget Narrative.

Slide 28: Project Narrative:

Applicants will most likely spend the majority of their time preparing the Project Narrative. This is where applicants demonstrate their capability to implement the grant project in accordance with the provisions of this FOA. Applicants should provide a comprehensive framework and description of all aspects of the proposed project. NOTE: Full points will not be given for simply repeating the requirements stated in the FOA. Also, the Project Narrative must be succinct, self-explanatory, and well organized so that reviewers can understand the proposed project. The guidelines for preparing the Project Narrative are found in Section IV.B.3 and it will be evaluated using the criteria identified in Section V.A. in the FOA.

The Project Narrative is limited to 25 double-spaced single-sided 8.5 x 11 inch pages with Times New Roman 12-point text font and 1-inch margins. You must number the Project Narrative beginning with page number 1. Any materials beyond the specified page limit will not be reviewed or considered in the application review process.

Slide 29: Attachments to the Project Narrative

In addition to the Project Narrative, applicants must submit attachments. All attachments must be clearly labeled Attachments. These attachments listed on Section IV.B.4 are excluded from the Project Narrative 25-page limit. Omission of the attachments will not result in your application being disqualified; however, the lack of the required information on some of the attachments may impact scoring.

You must not include additional materials such as resumes or general letters of support. These will not be considered. You must submit your application in one package because documents received separately will be tracked separately and will not be attached to the application for review. I'll now turn it over to Khanh to go over the criteria and application submission.

Slide 30: Application Screening Criteria

Thank you Brinda. The checklist shown here, and on pages 28 and 29 of the FOA, should be used as a guide when preparing your application package to ensure that the application has met all of the screening criteria. Note that this checklist is only an aid for applicants and should not be included in the application package. We urge you to use this checklist to ensure your application contains all required items. If your application does not meet all of the screening criteria, it will not move forward through the merit review process.

Slide 31: Evaluation Criteria

We have instituted procedures for assessing the technical merit of applications to provide for an objective review of the applications and to assist you in understanding the standards against which your application will be judged. The evaluation criteria are based on the information

required in the application as described in Sections IV.B.2 (Project Budget) and IV.B.3. (Project Narrative).

Slide 32: Evaluation Criteria

Reviewers will award points based on the evaluation criteria as shown in this chart. Please note: Full points will not be given for simply repeating the requirements in the funding opportunity announcement. More information on this in the FOA. See the FOA for the full description of each criterion. You must ensure you are responding to the appropriate criteria in your application.

Slide 33: Proposal Submission

Applicants are encouraged to submit their application before the closing date to minimize the risk of late receipt. We will not review applications received after 11:59 p.m. Eastern Time on the closing date November 14th. We will not accept applications sent by hard-copy, e-mail, telegram, or facsimile (FAX). Please reference FOA-ETA-23-15 in the application submissions. See the FOA for details on how to register to apply through grants.gov and how to submit applications to DOL.

Slide 34: Agency Contact and Grants.gov Help Desk

Applicants should e-mail all technical questions to Khanh Tran at FOA-ETA-23-15@dol.gov and must specifically reference FOA-ETA-23-15, and along with question(s), include a contact name, and phone number.

The application 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. Applicants take a significant risk by waiting to the last day to submit through Grants.gov.

Read through the registration process carefully before registering. It is the applicants' responsibility to ensure a timely submission. These steps may take as long as four weeks to complete, and this time should be factored into plans for timely electronic submissions in order to avoid unexpected delays that could result in the rejection of an application. Again, applicants should e-mail all technical questions to FOA-ETA-23-15@dol.gov.

If applicants are experiencing difficulties with submissions, applicants need to call the Grants.gov Support Center, and also get a ticket number. The information on this slide is on the FOA. Now I'm going to turn it back to Cheryl for more information.

Slide 35: For More Information

Thank you Khanh, Brinda, Dawn, Eugenie, and Jenn. This concludes our prospective applicant webinar. Please read the Frequently Asked Questions (FAQs) at the website link on this slide (this link is also on the first page of the FOA), and please check back frequently for newly posted FAQs. After reading the FOA and the FAQs, if you have additional questions on this funding opportunity, your point of contact is Khanh Tran, as she mentioned on the earlier slide.

Slide 36: Thank You

Thank you for joining us today. Best wishes in your application process!