PART I

STATEMENT OF WORK

(The awardee’s technical proposal is incorporated as the Statement of Work. If there is a discrepancy between this technical proposal and any DOL guidance or cost principle, the DOL guidance or cost principle will prevail. The grantee must confirm that all costs are allowable before expenditure.)
1. **Statement of Need**

i) **Local Workforce Analysis**

The Peralta Achievement Collaborative (PAC) will serve populations facing high barriers to employment in Alameda County, with an emphasis on Oakland. We will target: former offenders (at least 50% of participants), dislocated workers, long-term unemployed, and limited English proficiency (LEP) individuals.

In March 2010, the unemployment rate in Alameda County was 11.9%, with 90,200 people out of work.¹ Further, the numbers of unemployed in the county will increase significantly due to closure of the New United Motors Manufacturing, Inc. (NUMMI) facility on April 1st 2010, laying off 4,700 workers. NUMMI was the 4th largest employer in the county, and the Port of Oakland's largest customer. Oakland is Alameda County's largest city and accounts for 27% of the county's labor force. However, its residents make up more than 40% of the county's jobless, and its unemployment rate is 17.7%.² Oakland has large Black (29.8%) and Latino/Hispanic (25.2%) populations,³ the communities with especially high long-term unemployment: nationally, the rate of long-term unemployment stood at 16.5% among Black workers and 12.6% among Hispanic workers in March 2010.⁴ In addition, 39.8% of the city's households speak a language other than English at home.⁵ This population has been hard hit by the recession, with unemployment among recent immigrants 4% higher than native-born Americans.⁶

Oakland's diverse population faces multiple barriers to employment. Over one quarter of Oakland adults have completed less than a high school education,⁷ and the city is home to large numbers of people reentering the community following incarceration; more than 50% of Alameda County's parolees return to

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¹ State of California, Employment Development Department.
² State of California, Employment Development Department.
⁵ U.S. Census Bureau, American Community Survey 2006-08.
⁷ Putting the East Bay to Work, East Bay Community Foundation, September 2009.
Oakland. Further, due to the early release proposals currently being discussed by state officials, County representatives speculate that the county may receive an additional 1,000 reentering prisoners over the next 3 years. A 2009 comprehensive local community workforce development study (involving employers, community colleges, other training providers, government, and local service providers) funded by the Ford Foundation and facilitated by the East Bay Community Foundation (EBCF), identified formerly incarcerated and LEP individuals as two of three key populations facing particularly high barriers to employment in Alameda County. For former offenders' barriers include: regulations preventing individuals with criminal records from entering certain jobs; a disinclination among employers to hire this population; low levels of education; lack of employment history; and histories of mental health and substance abuse problems. For LEP individuals, their lack of English proficiency results in barriers to employment and training, particularly for jobs offering opportunities for career advancement. Building upon prior local workforce studies (including studies undertaken by Oakland Chamber of Commerce and the City of Oakland) the EBCF study identified construction, logistics and transportation, and healthcare as high-growth local industries facing skill gaps and growth while offering entry-level jobs with career development prospects for formerly incarcerated and LEP individuals. An additional area identified by PAC with a high demand and suitable opportunities for our target population is the social services field.

ii) **Analysis of current and projected employment opportunities**

**Green Construction, Energy Management & Environmental Habitat Restoration.** PAC has chosen to focus on this field since this was identified in EBCF's study as the fastest growing sub-component of the construction industry, and there is an identified need for entry-level employees in all areas of construction with training in the use of green building techniques/skills, as well as individuals with skills in landscaping.

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9 *Putting the East Bay to Work*, East Bay Community Foundation, September 2009.
and habitat restoration. Construction employers expected a 10% growth over the next five years, while those employing green techniques/technology expect much higher rates of growth (above 25%). Positions available include laborers, construction apprentices, carpenters and administrative personnel, as well as positions in sustainable landscaping and related occupations. According to the research conducted by EBCF, specialized education and training in green building is a particularly attractive skill for employers, and employers are more likely to hire individuals for positions if they have community college training and/or job experience through on-the-job training (OJT) or internships.

**Logistics and transportation.** Logistics and transportation (the storage and movement of materials, subcomponents and finished goods) is a leading industry cluster in Alameda County. The Port of Oakland is the 4th largest port in the U.S., handling 99% of the containerized traffic in Northern California. It is expected that jobs in this area will grow significantly. The California Employment Development Department (EDD) projects 2,420 job openings for truck drivers in Alameda and Contra Costa Counties from 2006-2016. Further, in the nine-county region targeted by the Allied Transportation and Logistics Academic Support Initiative (ATLAS) (a training program into which PAC will channel students), EDD estimates that employment in trade, transportation and warehousing will grow by 30,000 during 2006-2016. Positions available in this industry include warehouse workers and drivers. In addition to job-specific skills (forklift, Class A driver’s license), employers report that they need employees with basic math and English skills, familiarity with logistics, digital technology, and communications skills.

**Social/Human Services.** EDD projects that between 2006 and 2016, the number of Social and Human Service Assistants in Alameda and Contra Costa Counties will increase by 20.1% (adding 590 positions). Employers are specifically interested in recruiting community members for these positions. However, a 2007 study for a local collaboration of employers and community colleges in the Bay Area seeking to address the training needs of the social and human services sector stated that because there is a critical

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need to train employees in basic skills and computer literacy to equip them for these jobs.\textsuperscript{11}

According to the 2009 EBCF study, employers in green construction and transportation/logistics have had positive experiences of hiring formerly incarcerated individuals. These employers recognize that there are advantages to hiring this target group, including tax benefits and helping the community. Many also note the strong motivation of this population to work. Social services employers working with clients with substance abuse problems and formerly incarcerated clients recognize the power of peer-delivered services and are specifically interested in hiring trained employees who share the backgrounds of their clients. Employers in all these fields noted a need for basic skills education, and reported a higher motivation to hire these individuals if they were in receipt of post-placement case management.

**Allied Health Care:** Regional demand in the health care sector is extremely strong. In its 2009 study, the EBCF surveyed nine healthcare employers (seven of which were in Oakland), with a combined total of 450 entry-level jobs. These employers expected to see 5% business growth over the next five years. Combined, they planned to hire 180-200 entry-level employees in the next year. In this vein, EDD lists Medical Assistants (MAs) among the highest growing professions. Between 2006 and 2016, demand for MAs in California was expected to grow by 30.8% (18,800 positions). Most employers hiring entry-level MAs require community college certification and prefer employees with OJT. This is not an appropriate area of training for former offenders. However, because of the large immigrant population of Alameda County, there is a particularly high demand for bicultural/bilingual employees, making it an appropriate area of training for LEP individuals if they are provided appropriate support to reach the required level of English proficiency.

iii) **Types of Training Available and Need.**

There is an enormous need for employment within our targeted populations and demand within the

\textsuperscript{11} Study undertaken for T-TEC, a collaboration between San Francisco and Alameda County community colleges, the Regional Health Occupation Resource Center, the Community Voices-Oakland Project, and health and social service employers community partners.
industries identified. This proposal will create pathways into the identified positions with access to career-ladder training by providing a tailored program to meet participants’ needs. PAC plans to add a total of 300 training slots for the targeted populations. The current training providers for the fields targeted comprise the following: A) The Allied Healthcare Sector Initiative is a program of Merritt College and currently trains approximately 25-30 Medical Assistants (MAs) each year. Under this proposal, PAC will train an additional 75 over the three-year grant. Given the high turnover in these positions, an expanding healthcare industry, and the commitment of the Alameda Health Consortium to provide internships and assistance placing program graduates, we anticipate a high placement rate for graduates (90%). B) ATLAS is the program that prepares students for entry-level careers in warehousing, truck driving and inventory control, offering three core certificate programs in warehousing, transportation and logistics. Currently, it has the capacity to train 240 individuals for its General Warehousing/Forklift certificate annually. Under this proposal, an additional 60 individuals will be trained. C) The Oakland Green Jobs Corps currently trains 40 individuals. Through this proposal, we will train a total of 65 individuals through a new Green Construction and Energy Management certificate program at Merritt College. D) In the Social/Human Services field, Merritt currently offers a 19-21 unit training in Community Social Services designed to prepare students for employment in entry-level professional positions in the social services. In 2008-09, 15 individuals were enrolled in this program and received certification. Under this proposal, we will train 100 students through this program over 3 years.

2. **PROJECT MANAGEMENT AND ORGANIZATIONAL CAPACITY.**

i) **Staff, Fiscal, Administrative and Performance Management Capacity.**

a) **Staffing Pattern:** Operating under the supervision of Project Director, Dr. Eric Gravenberg, 100% FTE Project Coordinator will have responsibility for: coordination of all partner activities including establishing standardized intake and data collection and management tools; liaison with the funder including collation and submission of quarterly reports; coordination of the partner meetings including
setting up and facilitating regular Advisory Board and Steering Committee meetings; overall oversight of program implementation, including working with partners to review the achievement of benchmarks, milestones and outcomes. He/she will be assisted by a 80% FTE clerical assistant and a 40% FTE budget specialist, and a part-time student assistant. Additional Merritt College personnel involved in program implementation include a basic skills instructor, a half-time career counselor who will assist participants in identifying career options, goals and paths, an employer liaison who will work with the Steering Committee, Advisory Board and Faculty to help identify employment and internship placements. Case management will be provided by the CBO partners. Over the course of the three-year grant, each case manager will be work with approximately 42 clients, with caseloads of approximately 25-30 at any one time. This ratio will allow case managers to provide the intensive, wrap-around services needed by this high-needs target population.

b) **Project Director:** Overall oversight of the project will be provided by Dr. Eric Gravenberg, Vice President of Merritt College. Dr. Gravenberg has worked in higher education for 35 years and is a nationally recognized expert in enrollment management and institutional capacity building. He has served in several senior leadership positions at major universities, and is a seasoned administrator with a track record in building consensus. His previous positions include V.P. for Undergraduate Education at Alliant International University, Associate V.P. for Enrollment Management and Student Affairs at CSU, Sacramento, and positions at Howard University, UC Riverside, and CSU, Chico. Dr. Gravenberg has a BA degree in Black Studies, an MA in Public Administration from California State University, and a PhD in Educational Administration from UC Riverside.

c) **Compliance with Federal rules and regulations.**

As a member college of the Peralta Community College District (PCCD), lead agency Merritt College has an established history of managing federal, state and local grants. PCCD has established careful, thoughtful procedures in the management of grants, both in terms of fiscal and programmatic oversight. The Educational Services Division at the District Office is responsible for reviewing and ensuring
that the programmatic aspects of the project are carried out according to the grant timelines and that all Federal regulations are adhered to. Grant management procedures are fully outlined in a Project Management Handbook, regularly updated with the latest rules and regulations. The manual includes a description of the project director's responsibilities and duties. The accounting policies of PCCD conform to generally accepted accounting principles as prescribed by the Government Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants. The District accounts for its financial transactions in accordance with the policies and procedures of the California Community Colleges Chancellor's Office Budget and Accounting Manual. Fiscal oversight for the project is provided both by the college business office and the District's budget and finance office. Project administrators have online, up-to-date fiscal information available on the project as well as numerous printed reports regularly distributed.

d) Tracking of Participant Status and Performance Outcomes: The Oakland Private Industry Council (PIC) will be responsible for the compilation and tracking of all participant data. PIC's data collection and reporting systems have been a key resource for the large programs it implements for the Oakland WIB as well as other complex partnerships. All participants in this program will be co-enrolled in WIA, and PIC will use the Job Training Automation system (JTA) to collect participant enrollment, activity and outcome data. JTA has the capability to track program participants in multiple workforce development programs and generates reports for EDD and other funding sources. Oakland PIC has used the JTA system for a decade generating timely reports for staff use and analysis. During the project-start-up phase, the service delivery partners will work together to develop project-wide standardized data collection system and methods, and clear procedures for inputting client data, information sharing, and the protection of client privacy. We anticipate utilizing JTA for these purposes. We also anticipate working towards the use of standardized case management software. PIC and its partners are currently adopting the Virtual One Stop (VOS), an online comprehensive case management system which replaces SMARTware, the current case management system used by Oakland PIC and its partners. The VOS case management system is
designed to electronically upload client information and outcomes directly into JTA.

ii) Applicant’s experience

The applicant, Merritt College is a public, comprehensive two-year college and is one of the four colleges of the Peralta Community College District (PCCD). With a student body of over 7,000, Merritt offers a comprehensive program of transfer, technical, occupational and basic skills education. Merritt has extensive experience in leading and participating in several local and regional initiatives targeting similar populations for training and placement in career path employment. For example, since 2005, Merritt has partnered with a consortium of local healthcare employers in the planning and implementation of the innovative Health Care Sector Initiative (HCSI), which targets LEP and bilingual/bicultural low-income workers for training and placement in allied health careers. To date, the HCSI has piloted 3 training programs and graduated 13 cohorts of MAs, DAs and Mls. Of the participants who complete their training, the HCSI’s successful placement and retention model has led to a 98% six-month job retention rate among graduates. Merritt has also been a key implementer and partner in the East Bay Career Advancement Academy (EB-CAA), a multi-agency collaboration lead by PCCD and involving the Workforce Investment system and numerous CBO partners. In addition, in 2008 Merritt implemented the Maximum Achievement Project, a program funded by the State of California designed to increase graduation rates of African-American males and other low-income students; 25% of MAP participants are formerly incarcerated. To date, MAP has demonstrated extremely successful outcomes: 90% of participants completed Learning Community courses (English, African American Studies, Counseling), earning a "C" grade or better; overall GPA is 2.36.

Through PAC, Merritt will lead a comprehensive partnership with extensive experience addressing the employment and training needs of the target population. The Oakland Private Industry Council (PIC) is the Systems Administrator for the Oakland WIB and the Operator of the One Stop Career Center System of the WIB. Gay Plair Cobb, PIC’s CEO, is a voting member of the Oakland WIB. PIC has led and
participated in several collaborations specifically targeting formerly incarcerated individuals, including a partnership with DJASSTÀ that created the Police and Corrections Teams, an innovative outreach program targeting parolees upon their release. Historically, PIC’s work with re-entering populations has yielded job placement rates for those populations ranging from 55% to 68% annually. DJASSTÀ and Men of Valor are faith-based programs based in the largely African American and Latino neighborhoods of East Oakland; both provide extensive services targeting the formerly incarcerated and long-term unemployed, including education and training programs (GED, computer literacy, financial literacy, etc.) as well as comprehensive case management. They also have extensive relationships with local employers, and a strong track record of employment placement for former offenders. Berkeley Youth Alternatives has a long history of providing specialized employment training, supportive services and educational programs to hard-to-serve young adults. The Workforce Collaborative (TWC) is a workforce organization focused on serving hard-to-serve populations. TWC is deeply involved in discussions with the Port of Oakland and local developers around local hire requirements and participates in the Mayor’s logistics partnership. PAC also includes representation from employers with which the participating agencies already have successful collaborative relationships. These include the Alameda Health Consortium (Allied Healthcare), the Alliance of Drug & Alcohol Programs and Scottian Center (Human/Social Services), Give Something Back (Transportation & Logistics), Turner Construction and Eoptions (Green Construction & Energy Management).

3. Strategy and Project Work Plan

1) Roles and Commitment of Project Partners

The table below describes the partners, their roles and responsibilities. In addition, a letter of commitment signed by the participating partners is attached.
<table>
<thead>
<tr>
<th>Partner Group</th>
<th>Role and Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Nonprofits: Men of Valor, DJASSTA, Berkeley Youth Alternatives, Workforce Collaborative</td>
<td>Recruitment, case management, and comprehensive supportive services including access to childcare, transportation, housing, mental health &amp; substance abuse treatment. Assist in identification of employers, placement and retention.</td>
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</table>

Summary of the Approach: The Peralta Achievement Collaborative will recruit, train and place the targeted populations in high-growth industries for which PCCD has existing training programs. It will also adapt curriculum where necessary to address the educational needs of the target population and needs of employers. Utilizing Merritt's successful Career Advancement Academy (CAA) model, we will offer a cohort-based program providing contextualized basic skills and vocational skills training for the targeted industries, comprehensive career and academic assessment, intensive supportive services, and extensive job placement and retention services. This approach will rapidly and effectively move program participants into vocational training leading to employer-recognized certification, internships and OJT, and jobs in green construction, transportation and logistics, allied health, and social/human services. It will also create access to career ladders in the four targeted industries.

ii) Proposed Recruitment, Education/Training, Placement and Retention Activities.

Outreach and Recruitment: A broad-based but targeted recruitment strategy will ensure that PAC reaches the target population. CBO partners will conduct outreach through: presentations to re-entering prisoners at Oakland's weekly Police and Corrections Team meetings (the two-hour meetings which all
parolees in Oakland are required to attend within one week of their release); community outreach and presentations, and their extensive relationships with other community service providers. Participants will also be recruited through the One Stop Career Centers operated by Oakland PIC and at the Merritt campus.

After screening for eligibility by the CBOs/PIC, participants will undergo two parallel assessments. Merritt College counselors will administer an academic assessment. Depending on the results and career interest of potential participants, they will be referred to one of the four vocational training components. For those whose basic skills do not meet the minimum requirements of the training component they wish to enter (proficiency level necessary to enter the program varies for each industry component), they will be referred to general Basic Skills courses at Merritt or one of the other Peralta Colleges, local adult education centers, or the participating CBOs to boost skills before entering the PAC program. In addition, a comprehensive vocational aptitude test will be administered by PIC and the CBO partners using WorkKeys, a job skills assessment tool that measures real-world skills. Results from the academic and vocational assessments will be shared between the Merritt counselors and participants' case managers in order to create an individualized academic and supportive services path for each participant.

**Training:** The CAA model creates cohort-based learning communities that integrate work readiness, career guidance, support services, contextualized basic skills and technical training to establish pipelines to college and high-wage careers for underprepared students. This model was implemented in 2008 as a joint program of the Peralta Community College District and the Contra Costa Community College CAA with funding from the State of California. A recent independent evaluation undertaken by Public/Private Ventures (P/PV) of California's statewide CAA demonstration project found retention rates of 90% and course success rates (defined as a pass or above grade C) of 75%. These outcomes are particularly impressive given that 67% of students are unemployed at intake and that the population served included significant numbers of formerly incarcerated individuals and those transitioning from welfare to work. The
CAA model incorporates several key evidence-based strategies that will be integrated into our training approach:

a) **Cohort-Based Learning.** This approach has been widely linked to better student retention and educational outcomes. The literature suggests that for students from communities with low educational attainment rates and/or with little personal or familial support, learning communities, with their high level of peer and faculty support, can provide a nurturing environment for students as they learn to grow.\(^{12}\) This community of peer learners is particularly important for former offenders, who are at high risk for recidivism without connection to positive role models. PAC will enroll students into the program in learning cohorts of 20 to 25.

b) **Accelerated, Contextualized Basic Skills.** One of the major barriers to employment for our target population is a lack of basic educational skills. Contextualizing the basic skills curriculum to make it directly relevant to the students' career goals and interests increases students' motivation and retention rates. Contextualization also can help accelerate learning so that students have a greater understanding of the vocational content and can move faster through the career pathway. PAC plans to utilize grant funds to adapt existing curriculum to create contextualized basic skills courses specifically addressing the content, skills and requirements of the targeted industries. In this way, we will simultaneously build students’ foundational educational skills while simultaneously preparing them for employment. Staff from the occupational programs will work closely with industry representatives to adapt existing curriculum.

c) **Comprehensive Supportive Services Specifically Tailored to Meet the Needs of the Target Populations.** A central aspect of the project is the provision of intensive up-front and ongoing wrap-around services for program participants to help them reach their academic and professional goals. Our One Stop and CBO partners have longstanding experience and successful track records in serving the targeted populations.

Based in the communities served, providing culturally and linguistically competent services, they are able to recruit the target populations and help ensure retention through the provision of ongoing case management as the program participants move through the Basic Skills program and through the industry-related occupational training. CBO partners provide a full range of tailored supportive services, including ESL classes, GED, financial literacy, housing, assistance with child support issues, childcare, food, and other relevant services. These partners will also provide additional linkages to positive role models and peer communities through relationships with case managers, on-site group activities, and connections to volunteer and staff mentors. All participants will be co-enrolled in WIA, providing additional access to resources necessary for training and employment, including assistance with union dues, books, supplies, transportation and childcare. The program will also feature a designated Academic Counselor who will conduct initial academic assessment tests, enroll eligible applicants in the CAA course, and link them to additional college-based resources (CalWorks, EOPS, Financial Aid) and meet with program participants to provide academic advising and information about career ladders and opportunities. Tutors will assist students with academic assignments in and outside of class. In addition, because a significant portion of program participants will be ineligible for financial aid due to criminal convictions, the CBO partners will work to place these individuals in immediate part-time employment, thus providing them with an income source to support college participation and prevent recidivism. Both Men of Valor and DJASSTA have extensive relationships with employers willing to hire entry-level workers. For example, through its Weatherization program, a partnership with PG&E, DJASSTA has significant capacity to place individuals with no other source of income into jobs. Similarly, because homeless is a significant barrier to training for this population, Men of Valor has committed to provide housing and food for twenty participants.

The first cohorts of students will enter the training program in January 2011. Students will move through the program as a cohort. Each cohort will consist of 20 to 25 students in order to assure individualized attention. Over the 3-year grant period, we will serve a total of 300 students. Students will
have the option to pursue one of four career strands:

**Green Building and Energy Management**: PAC will adapt this recently developed curriculum at Merritt College to incorporate contextualized basic skills in order to make the program accessible to the targeted population. The program emphasizes energy efficiency and ecological sustainability in the built environment and is designed to prepare students for employment in the fields of energy management and construction, with an emphasis on "green building." Faculty will work with partner employers to create internship and other on-the-job training opportunities. This will allow students to experience "real life" education and create connections to employers willing to hire them for permanent positions following completion of internships. Over the course of the grant, 100 students will enter this training component. Upon completion of the certificate program, students will have the option of continuing their education to complete an AS degree in Green Building and Energy Management.

**Logistics & Transportation**: Students entering this training component will have the opportunity to pursue three core certificate programs in warehousing, transportation and logistics. The warehousing certificate is a 54-hour course in warehousing and forklift operation. It includes classroom components on warehouse operations and inventory systems, practical instruction in forklift operations and loading systems, and a conditioning component focused on physical skills necessary for lifting and moving goods. Students will also have the opportunity to take a 140-hour trucking certificate leading to a Class A endorsement to drive a tractor trailer with air brakes. In addition, students will also be able to continue and take an 18-unit course Logistics Management certificate.

**Allied Healthcare**: The MA training comprises approximately 670 hours of classroom training and lab work, as well as training in basic life support instruction for first aid and CPR certification. After completing their community college coursework, participants receive an orientation to prepare for internship placement, with individual support offered in obtaining necessary medical screenings and immunizations, as well as gathering identification and work documents. Finally, participants are placed in 180-hour internships within
community health clinics and other employer sites. The program includes vocational ESL and linkages to additional providers of ESL education for those participants who need it.

**Human/Social Services:** PAC will adapt the curriculum for the certificate in Human Services currently offered at Merritt College to incorporate contextualized basic skills in order to make the program accessible to the target population. Participants will take a 17-unit course encompassing an introduction to the field, introduction to counseling skills for paraprofessionals, case management, and diversity and other issues in human services. As part of the program, participants will be placed in a six-week internship offering them experience in the field. Internships will be coordinated with the Alliance for Drug and Alcohol Programs and Scotlan Center. Building upon the successful model in the Allied Health component, we plan to develop these internships as bridges to permanent employment for a significant number of students in this field.

**Placement:** In each component, mechanisms for placement with employers will differ. The training components in Allied Health and Transportation & Logistics will leverage extensive existing relationships and employer commitments to place participants in jobs. Merritt and the Health Care Sector Initiative have established a longstanding successful partnership with the local community clinics as well as larger healthcare providers including Kaiser and Summit/Alta Bates. These employers take on students as interns and, upon successful completion of the internship, a high number of students are able to move into permanent positions at their internship site. Under this proposal we will continue to work with Alameda County Health Consortium through our Advisory Board, as well as the broader healthcare sector to identify internship and employment placement sites. Similarly, PAC will leverage the ATLAS initiative to place graduates of the Logistics & Transportation courses. In addition to the commitment of Give Something Back (a key employer partner in the ATLAS initiative) the students in this component will benefit from ATLAS' relationships with the Port of Oakland, the Teamsters, Norcal Waste, and other key regional employers to provide placement opportunities for participants.

For the Human/Social Services and Green Construction & Energy Management components, PAC
will utilize existing relationships between Merritt and industry employers (including signatory partners Turner Construction and the Alliance of Drug & Alcohol Programs) to develop internship and employment placement opportunities for graduates. In addition, PAC’s CBO partners are also positioned to develop additional potential employment in both these fields due to their relationships with construction firms and other social services agencies and treatment providers.

**Retention**: Intensive case management and a full range of supportive services will be provided to all participants for up to one year following placement. Case managers will maintain regular contact with program participants post-placement to ensure that any barriers to employment are addressed as quickly as possible to prevent loss of employment. Our relatively low ratio of case managers to program participants is a critical element here because it will allow case managers to devote the time needed to help participants address barriers and invest in developing positive relationships with them. This is particularly critical following placement and will help ensure that we address any barriers that arise before they result in termination. Similarly, case managers will also maintain regular communication with employers in order to address concerns in a timely manner. PAC participants will continue to have access to a broad menu of supportive services through the CBOs. In addition, they will also work with case managers and academic counselors to continue to work towards their long-term career goals, thus helping to maintain motivation and direction.

iii) **Leveraged resources**

PAC will leverage a total of $1,176,000 in non-DOL resources. This includes $1,050,000 in WIA funds that will be used to support participant training (conservatively estimated at approximately $2,500 for supportive services and $1,000 in ITA funds per participant.) It also includes $96,000 in personnel—the amount of Dr. Gravenberg’s time allocated to the project, and $30,000 in leveraged funds for participant textbooks, assessment and recruitment activities.
### Project Work Plan

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
<th>Partner(s) responsible</th>
<th>Key tasks</th>
<th>Milestones</th>
<th>Cost</th>
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<tbody>
<tr>
<td>7/1/10 –</td>
<td>Hire necessary new project personnel</td>
<td>Merritt, OPIC &amp; CBOs</td>
<td>Post announcements, conduct interviews, hire staff.</td>
<td>Hire all new staff by 10/1/10</td>
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<td>10/1/10</td>
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<tr>
<td>7/1/10 –</td>
<td>Execute all MOUs and contracts</td>
<td>Merritt</td>
<td>Contact partners, confirm commitments, draw up contracts based upon agreement in grant proposal, obtain signatures.</td>
<td>MOUs and contracts in place and executed by 8/15/10</td>
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<td>8/15/10</td>
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<td>8/1/10 –</td>
<td>Constitute Advisory Board and begin regular</td>
<td>Merritt</td>
<td>Identify individual representatives from all partners.</td>
<td>Hold first meeting by 8/15/10 Hold quarterly meetings throughout the grant period.</td>
<td>$240,492</td>
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<tr>
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<td>7/1/10 –</td>
<td>Constitute PAC Steering Committee and begin</td>
<td>Merritt</td>
<td>Contact all partner representatives, develop meeting schedule</td>
<td>Hold first meeting by 8/15/10 Hold meetings every 6 weeks throughout the grant period.</td>
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<td>8/15/10</td>
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<td>7/1/10 –</td>
<td>Create standardized data collection and</td>
<td>Merritt, OPIC, CBOs</td>
<td>Identify software and system Develop intake and tracking protocols. Implement new systems.</td>
<td>Development a partner-wide agreement on data and participant tracking 9/15/10 Implement systems by 11/15/10.</td>
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<td>10/1/10</td>
<td>participant tracking methods</td>
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<tr>
<td>7/1/10 –</td>
<td>Curriculum adaptation.</td>
<td>Merritt, employers, OPIC</td>
<td>Identify faculty and employer reps who will work on curriculum adaptation. Review current vocational and basic skills curricula. Develop contextualized basic skills for Green Construction and Human Services. Independent subject matter review and approval. Submit through PCCD reviews channels.</td>
<td>Develop, review and gain approval for new curricula by 12/15/10. Submit new curricula to ETA by 1/15/11. Begin utilization of new curricula by 1/15/11.</td>
<td>$66,840</td>
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<td>----------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>10/1/10 – 8/1/2012</td>
<td>Undertake outreach activities and enroll participants.</td>
<td>OPIC and CBO partners</td>
<td>Recruit, enroll and provide orientation to program participants. Provide comprehensive academic, job skills and case management assessment. Co-enroll participants into WIA and link with additional resources including financial aid, EOPS and MAP.</td>
<td>$383,939</td>
<td></td>
</tr>
<tr>
<td>1/13/11 – 5/31/12</td>
<td>Provide cohort-based training, supportive services and case management</td>
<td>Merritt</td>
<td>Enroll participants into one of 4 industry training programs. Provide classroom-based learning, supportive services, case management, and opportunities for OJT and internships.</td>
<td>$1,587,594</td>
<td></td>
</tr>
<tr>
<td>6/1/11 – 6/30/12</td>
<td>Provide comprehensive job placement services and case management to ensure retention</td>
<td>Merritt, CBOs, employers</td>
<td>Develop job placement opportunities through: CBO relationships and job development, Merritt job development activities, employer partners, ATLAS and HCSI</td>
<td>$693,369</td>
<td></td>
</tr>
<tr>
<td>7/1/10 – 10/31/10</td>
<td>Create contextualized basic skills curriculum for Human Services &amp; Green Construction</td>
<td>Merritt &amp; employer partners</td>
<td>Faculty and employers review current curriculum.</td>
<td>Submit new curricula to ETA by 11/30/10</td>
<td></td>
</tr>
<tr>
<td>11/1/10 – 5/31/11</td>
<td>Sustainability planning</td>
<td>Merritt with input from all partners</td>
<td>Research and identify potential sources of support. Develop timeline for solicitation of prospective funders. Create financial goals, and detailed strategy to secure funding.</td>
<td>Submit Sustainability plan to ETA by 6/15/11</td>
<td></td>
</tr>
</tbody>
</table>
4. Outcomes and Deliverables

The table below describes the outcomes that will be achieved by project participants:

<table>
<thead>
<tr>
<th>Outcome Categories</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number participants served</td>
<td>300</td>
</tr>
<tr>
<td>Total number participants beginning education/training</td>
<td>300</td>
</tr>
<tr>
<td>Total number participants completing education/training</td>
<td>198</td>
</tr>
<tr>
<td>Total number participants who complete training &amp; enter unsubsidized employment</td>
<td>138</td>
</tr>
<tr>
<td>Total number who enter unsubsidized employment &amp; retain employment for 90 days.</td>
<td>100</td>
</tr>
<tr>
<td>Total number who enter unsubsidized employment &amp; retain employment for 180 days.</td>
<td>95</td>
</tr>
<tr>
<td>Total number who enter training-related unsubsidized employment.</td>
<td>125</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Training/Job</th>
<th>Total Number enrolled</th>
<th>% receiving certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Building &amp; Energy Management certificate</td>
<td>65</td>
<td>36 (55%)</td>
</tr>
<tr>
<td>Medical Assistant credential</td>
<td>75</td>
<td>60 (80%)</td>
</tr>
<tr>
<td>Warehousing &amp; Forklift certificate &amp;/or Class A Trucking certificate</td>
<td>50</td>
<td>42 (70%)</td>
</tr>
<tr>
<td>Total number participants receiving Human Services Credential</td>
<td>100</td>
<td>80 (80%)</td>
</tr>
</tbody>
</table>

Data collection and reporting: Case management staff will gather baseline information on program participants upon entry into the program, including work history, barriers to employment, educational equivalency, career interests, and all relevant demographic and socio-economic data. Using the standardized systems and software agreed upon by the partners and jointly adopted during the project start-up phase, case managers will note client progress including attainment of educational, training, placement and retention outcomes, and development of career path goals. The systems and software adopted will be compliant with DOL requirements and allow us to generate quarterly reports to DOL. In addition, the Steering Committee will review monthly program outcome reports developed by staff. These reports will be used to identify program challenges and initiate changes in order to meet our goals.

ii) Appropriateness and Feasibility of Outcomes.

Given that at least 50% of those served will be formerly incarcerated, we believe that our projected outcomes are feasible and reasonable. According to the California Department of Corrections & Rehabilitation, the one- and two-year recidivism rates for felons are 39.92% and 54.23% respectively. And,
while we expect to significantly lower this rate for program participants, given the enormous employment barriers experienced by former prisoners, it is particularly challenging to prevent drop-out, ensure job placement and retention of this population. The projected outcomes were developed with extensive input of the CBO partners with extensive experience of serving this population and assume training completion rates of between 55% and 70% for former offender clients. As a result, our cost-per-client rates are $10,000 per participant enrolled and $15,151 per client completing training. This should viewed within the context of the fact that in 2008 it cost $35,587 to incarcerate an adult in California\textsuperscript{13} and that incarceration results in numerous other costs to the community (law enforcement, lost productivity, children placed in foster care, etc.)

All the credentials listed above meet the standards required by employers for placement of participants in employment. The allied healthcare (MA), transportation & logistics, and green building certificates were developed with extensive employer input. Merritt’s Human Services certificate program’s graduates have been successfully placed in careers in social services/paraprofessional counseling with local social services employers. We will work with employer partners to ensure that the programs continue to be responsive to their workplace needs. Independent subject matter experts who will provide review of curriculum materials developed will be recruited from among peers in other community college districts with appropriate expertise.

\textsuperscript{13} National Institute of Corrections. 2008.
Project Abstract

Applicant Type: Individual Community College

Targeted Industries and Occupations: Green Construction and Energy Management (laborers, construction apprentices, carpenters and administrative personnel, as well as positions in sustainable landscaping and related occupations, Transportation & Logistics (warehouse workers and drivers), Allied Healthcare (Medical Assistants), Human Services (social services assistants, paraprofessional counselors).

Project Title: Peralta Achievement Collaborative (PAC)

Key Partners: Merritt College; Oakland Workforce Investment Board; Oakland Private Industry Council; local community-based organizations including: Men of Valor; DJJASTA; The Workforce Collaborative; Berkeley Youth Alternatives. Employers including: Alameda County Health Consortium; the Alliance of Drug & Alcohol Programs; Scotlan Center; Give Something Back; Turner Construction; and, Ecsptions.

Communities to be served: Alameda County, with a focus on the city of Oakland, an urban area.

Target Populations to be Served: Formerly incarcerated individuals (at least 50% of participants), dislocated workers, long-term unemployed, and limited English proficiency (LEP) individuals. The majority served will be from the Black and Latino communities, and long-term unemployed.

Projected Training and Placement Outcomes: We will train 300 individuals, 198 will complete training and receive certification, and 138 will be placed in unsubsidized employment. Given the high employment barriers of the targeted population and the extremely high and long-term costs of offender recidivism, these outcomes are appropriate, reasonable and feasible.

Funding Level Requested: We are requesting $2,905,394 from ETA and will leverage an additional $1,176,000 in non-DOL resources.

Summary of Proposal: The Peralta Achievement Collaborative (PAC) will serve populations in Alameda County, with an emphasis on Oakland, a city with an unemployment rate more than 1.8 times the national average. PAC will target four high-demand industries (referenced above) that have been determined
through extensive local planning processes to offer opportunities for employment for former offenders, LEP individuals, and others with high barriers to employment. Utilizing our successful Career Advancement Academy Model, the service expertise of CBOs specializing in working with the target populations, partnerships with local employers, and the resources and expertise of the local One Stop system, we will provide a tailored, wrap-around program that addresses key barriers to employment and provides cohort-based vocational training—all evidence-based models demonstrated to help the target population achieve educational and employment success. The vocational training offered will integrate and contextualize basic skills education in order to allow participants to rapidly enter, move through, and succeed in employer-recognized certificate programs leading to jobs. It will also create opportunities for advancement through established career ladders in the Peralta Community College District and provide extensive career counseling and coaching. All trainees will be in receipt of case management and a broad menu of supportive services through Merritt College and partner CBOs. Extensive outreach to potential participants will be undertaken through the CBOs, the One Stop system, and Merritt College. All potential participants will undergo comprehensive job skills and academic assessment. They will also be assessed for supportive services needs. Depending on participants' career interests, educational levels and job skills, they will be enrolled in one of the four training components. The first cohorts will begin training in January 2011. Vocational training will include internships and OJT. PAC employer partners will work with the other partners to identify job and OJT opportunities and help secure placement commitments. Retention services will include ongoing case management, job coaching, and problem-solving with employers to address barriers or challenges. The PAC partners include several agencies with longstanding experience in workforce development training, collaborative programs, and the delivery of services to hard-to-serve populations. The applicant, Merritt College, has extensive experience managing large collaborative programs and Federal grants, and the Oakland Private Industry Council has a robust capacity to manage, collect and report the required participant and outcome data.
PART II

BUDGET INFORMATION
### SECTION A - BUDGET SUMMARY

<table>
<thead>
<tr>
<th>Grant Program Function or Activity (a)</th>
<th>Catalog of Federal Domestic Assistance Number (b)</th>
<th>Estimated Unobligated Funds</th>
<th>New or Revised Budget</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Federal (c)</td>
<td>Non-Federal (d)</td>
</tr>
<tr>
<td>1. CBJTG (PAC)</td>
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<td>$</td>
<td>$</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>$</td>
<td>$</td>
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<tr>
<td>5. Totals</td>
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### SECTION B - BUDGET CATEGORIES

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<tr>
<th>GRANT PROGRAM, FUNCTION OR ACTIVITY</th>
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<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>Total (5)</th>
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<td>$595,848.00</td>
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<td>b. Fringe Benefits</td>
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<td></td>
<td></td>
<td>107,304.00</td>
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<td>c. Travel</td>
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<td></td>
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<td>15,000.00</td>
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<tr>
<td>d. Equipment</td>
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<td></td>
<td></td>
<td></td>
<td>60,500.00</td>
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<tr>
<td>e. Supplies</td>
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<td></td>
<td></td>
<td></td>
<td>69,750.00</td>
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<td>f. Contractual</td>
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<td></td>
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<td>1,651,107.00</td>
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<td>g. Construction</td>
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<td></td>
<td></td>
<td>0.00</td>
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<tr>
<td>h. Other</td>
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<td></td>
<td></td>
<td>90,000.00</td>
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<td>i. Total Direct Charges (sum of 6a-6h)</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,589,509.00</td>
</tr>
<tr>
<td>j. Indirect Charges</td>
<td>315,885.00</td>
<td></td>
<td></td>
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<td>315,885.00</td>
</tr>
<tr>
<td>k. TOTALS (sum of 6i and 6j)</td>
<td>$2,905,394.00</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$2,905,394.00</td>
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</table>

7. Program income

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Previous Edition Usable

Standard Form 424A (Rev. 7-97)
Prescribed by OMB Circular A-102
### SECTION C - NON-FEDERAL RESOURCES

<table>
<thead>
<tr>
<th>(a) Grant Program</th>
<th>(b) Applicant</th>
<th>(c) State</th>
<th>(d) Other Sources</th>
<th>(e) TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Peralta Achievement Collaborative (PAC)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>12. TOTAL (sum of lines 8-11)</td>
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<td>0.00</td>
<td>$</td>
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### SECTION D - FORECASTED CASH NEEDS

<table>
<thead>
<tr>
<th></th>
<th>Total for 1st Year</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Federal</td>
<td>$ 958,113.00</td>
<td>$ 239,529.00</td>
<td>$ 239,528.00</td>
<td>$ 239,528.00</td>
<td>$ 239,528.00</td>
</tr>
<tr>
<td>14. Non-Federal</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>15. TOTAL (sum of lines 13 and 14)</td>
<td>$ 958,113.00</td>
<td>$ 239,529.00</td>
<td>$ 239,528.00</td>
<td>$ 239,528.00</td>
<td>$ 239,528.00</td>
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</tbody>
</table>

### SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

<table>
<thead>
<tr>
<th>(a) Grant Program</th>
<th>(b) First</th>
<th>(c) Second</th>
<th>(d) Third</th>
<th>(e) Fourth</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Peralta Achievement Collaborative (PAC)</td>
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<td>$ 958,113.00</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. TOTAL (sum of lines 16-19)</td>
<td>$ 958,113.00</td>
<td>$ 958,113.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
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</tbody>
</table>

### SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges: $22. Indirect Charges: $315,885 (47% of direct staffing)
23. Remarks: Indire
### SECTION C - NON-FEDERAL RESOURCES

<table>
<thead>
<tr>
<th>(a) Grant Program</th>
<th>(b) Applicant</th>
<th>(c) State</th>
<th>(d) Other Sources</th>
<th>(e) TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Peralta Achievement Collaborative (PAC)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>10.</td>
<td></td>
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</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>12. TOTAL (sum of lines 8-11)</td>
<td>$</td>
<td>0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

### SECTION D - FORECASTED CASH NEEDS

<table>
<thead>
<tr>
<th>(a) Grant Program</th>
<th>Total for 1st Year</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Federal</td>
<td>$ 958,113.00</td>
<td>$ 239,529.00</td>
<td>$ 239,528.00</td>
<td>$ 239,528.00</td>
<td>$ 239,528.00</td>
</tr>
<tr>
<td>14. Non-Federal</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. TOTAL (sum of lines 13 and 14)</td>
<td>$ 958,113.00</td>
<td>$ 239,529.00</td>
<td>$ 239,528.00</td>
<td>$ 239,528.00</td>
<td>$ 239,528.00</td>
</tr>
</tbody>
</table>

### SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

<table>
<thead>
<tr>
<th>(a) Grant Program</th>
<th>FUTURE FUNDING PERIODS (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b) First</td>
</tr>
<tr>
<td>16. Peralta Achievement Collaborative (PAC)</td>
<td>$ 958,113.00</td>
</tr>
<tr>
<td>17.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
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<tr>
<td>19.</td>
<td></td>
</tr>
<tr>
<td>20. TOTAL (sum of lines 16-19)</td>
<td>$ 958,113.00</td>
</tr>
</tbody>
</table>

### SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges: 
22. Indirect Charges: $315,885 (47% of direct staffing)
23. Remarks: Indire

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| Year | Collected Pic | Basic Skills | Math of Valor | AYLA | ABA
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>$ 0</td>
<td>$ 0</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Career Management Data Collection</th>
<th>Basic Skills Core Course</th>
<th>Drug &amp; Substance Afterschool Program</th>
<th>Industry Consultation</th>
<th>Math of Valor</th>
<th>AYLA</th>
<th>ABA</th>
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<tbody>
<tr>
<td>2010</td>
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<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
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<td>2011</td>
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<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>0</td>
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</tr>
<tr>
<td>2012</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
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<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Supplies</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>2010</td>
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<td>$ 0</td>
</tr>
<tr>
<td>2011</td>
<td>$ 0</td>
<td>$ 0</td>
</tr>
<tr>
<td>2012</td>
<td>$ 0</td>
<td>$ 0</td>
</tr>
<tr>
<td>2013</td>
<td>$ 0</td>
<td>$ 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Equipment</th>
<th>Total</th>
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</thead>
<tbody>
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<td>$ 0</td>
<td>$ 0</td>
</tr>
<tr>
<td>2013</td>
<td>$ 0</td>
<td>$ 0</td>
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</table>

<table>
<thead>
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<th>Year</th>
<th>Personal Total</th>
<th>Total</th>
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<td>$1,290,000</td>
<td>$2,920,000</td>
<td>$5,840,000</td>
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<td>-----------</td>
<td>------------</td>
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<tr>
<td>1,820,000</td>
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<tr>
<td>2,860,000</td>
<td>6,750,000</td>
<td>12,900,000</td>
</tr>
</tbody>
</table>

**Budget Totals**

- Total Direct Costs
- Total Indirect Costs
- Total Bus Passes for 100 students
- Conference & Mileage
- Other

**Contractual Totals**

- WIA services x 100 students
- WIA Supportive Services
- EOP/CoCare

**TWO**
Merritt College, Peralta Community College District
Peralta Achievement Collaborative (PAC)
Budget Justification Narrative

Personnel

Salaries

Project Director, Vice President of Merritt College, Dr. Eric Gravenberg, will be responsible for monitoring and supervising the overall program and supervision of the Project Coordinator. Dr. Gravenberg’s time will be a leveraged resource and will not be charged to the grant.

Project Coordinator will be responsible for overall oversight of the grant and program activities and supervision of the Outreach and Assessment Specialist, Employer Liaison, Tutors, Office Assistant and Budget Specialist. This staff person will also oversee all community-based contractors, will be responsible for coordination of the partner Advisory Board and Steering Committee, and will coordinate faculty and counseling activities. Overall salary is $67,536 annually. This full-time position will devote 100 percent of his/her time to PAC.

Budget Specialist will be responsible for financial oversight of the grant, and monitoring of all expenditures, and development of all financial reports for the grant. The base salary is $60,000. This person will devote 40% of his time to this activity at a cost of $15,000 per year.

Basic Skills Instructors will be responsible for math and English instruction to program participants. Instructors working on the grant will total .4 FTE and total cost to the grant will be $21,000 a year.

Clerical Assistant will provide assistance to the Project Coordinator with all aspects of program management. The base salary of this position is $28,000. A .8 FTE position will be allocated to PAC at a cost of $23,000 per year.

Employer Liaison will assist in outreach to employers, securing placements and internships. The base salary for this position is $55,776. He/she will work approximately two hours a week on the PAC project at a cost of $2,784 per year.

Outreach and Recruitment Specialist will be responsible for on-campus student recruitment activities and community outreach in collaboration with CBO partners. The base salary for this position is $55,776. He/she will devote .2FTE to PAC at a cost of $13,944 a year.

Career Counselor will work with program participants to identify their career goals, training programs and career paths. The base salary is $60,000. This position will devote .5FTE to PAC at a cost of $30,000 per year to the grant.

Student Assistant will provide tutoring to program participants. This position has a base salary of $30,000. He/she will devote .5FTE to PAC, at a cost of $15,000 per year.
Benefits

Benefits are charged at 42% of salary for the full-time coordinator and 8% for temporary hourly staff (budget specialist, employer liaison, outreach recruitment, and clerical assistant) and 6% for the Basic Skills Instructor. A total of $61,754 in benefits will be charged each year to this grant.

Non-Personnel

Equipment

Assessment Instrument represents the cost of assessing students for academic skills. For a total of 300 students, costs will be $10,500 over the course of the grant.

Green Construction is the cost of necessary construction materials ($35,000), hand and power tools ($5,000), safety equipment ($5,000) and measuring equipment ($5,000) for a total cost of $50,000 over the three-year grant period.

Supplies

Curriculum Supplies includes supplies needed by students for participation in classes, from paper and pencils to the more specialized equipment costs required for MA and Green Construction and Energy Management training. These costs are calculated at $100 per student, for a total cost of $30,000 over the total grant period.

Textbooks for students is calculated at $50 per student, for a total cost of $15,000 over the three-year grant period.

Training Materials represents the cost of reproduction of curriculum materials for students and is calculated at $75 x 250 at a total cost of $18,750 over the three-year grant.

Blood Pressure Cuffs are needed by participants in the MA training. The cost of these items is $100 each. We estimate that 60 students will need these items over the course of the grant at a total cost of $6,000.

WIA/ITA. All students will be co-enrolled in WIA and we conservatively estimate that over the course of the grant 300 students will receive $1,000 in ITA assistance for a total leverage of $300,000.

Contractual

Allen Temple will provide a full-time case manager, onsite supportive services including GED, computer literacy skills, transportation, legal assistance, housing, substance abuse and mental health services, job placement and retention services for approximately 40-45 clients at a total cost of $138,855 per year.

ATLAS will provide classroom training in Transportation & Logistics for 60 participants over the course of the grant, for a cost of $10,000 a year.

Berkeley Youth Alternatives will provide a full-time case manager, onsite supportive services including basic skills, linkages to a range of supportive services including childcare, transportation, legal assistance,
housing, substance abuse and mental health services, job placement and retention services for approximately 40-45 clients at a total cost of $130,734 per year.

**Men of Valor** will provide a full-time case manager, onsite supportive services including GED, computer literacy skills, transportation, legal assistance, housing, substance abuse and mental health services, job placement and retention services for approximately 40-45 clients. Men of Valor will also provide housing and food for 20 program participants at their facility. Their total cost for these services is $139,500 per year.

**Industry Consultation** provides funds to pay representatives from the targeted industries to provide consultation on curriculum development, job development, placement, and program design at a total cost of $6,000 a year.

**Drug Counseling Adaptation** will be undertaken by faculty to adapt the current curriculum of the Human Services certificate program to meet the needs of program participants. The total cost of this item is $15,840 over three years.

**Basic Skills Contextualization** will be undertaken by faculty to contextualize basic skills within the vocational training programs. Total cost is $18,000 over three years.

**Oakland PIC** will provide a full-time case manager, data collection, intake and assessment at a total cost of $94,000 per year, or $282,000 over three years. This includes a charge of $300 per client to conduct all data tracking (300 x $300 = $90,000 over the three-year period.)

**The Workforce Collaborative (TWC)** will provide case management, life skills training, job placement for the 60 clients enrolled in logistics training at a total cost of $60,000 over three years.

**ECOPS, CARE and CalWORKs** funds will be leveraged to provide students with textbooks and additional resources valued at an estimated $10,000 a year.

**WIA supportive services** will be leveraged for clients at an estimated rate of $2,500 per client per year, for an overall leverage of $750,000 over the course of the grant.

**Other**

**Travel.** This item includes the local travel required by program staff, particularly the program coordinator, necessary to coordinate the program with the partners, attend meetings, and conduct other necessary program activities. This will include mileage reimbursement and reimbursement of public transit costs for employees for a total cost of $5,000 per year.

**Student bus passes.** In order to help ensure program retention, we plan to provide 100 students with bus passes at a cost of $150 per student per year. This will provide all 300 trainees with one year of transportation assistance.

**Food for students.** We have allocated $10,000 a year to provide vouchers for students allowing them to purchase food at Merritt’s cafeteria. This is a particularly critical resource for those program participants who are formerly incarcerated with no access to income for program retention purposes. This line item will allow us to issue 2,000 vouchers worth $5 to program participants.
Faculty Education/Training Costs Faculty will be paid for education/training costs for assistance in curriculum adaptation, staff development and participation in potential learning communities at a total cost of $5,000 per year.

Indirect Costs

Indirect Expenses are charged at a rate of 47% of total salary and fringes and total $105,295 per year. These costs include administrative expenses associated with running the program including insurance, audit, accounting, rental of administrative space, administrative equipment and supplies.
PART III

ASSURANCES/CERTIFICATIONS
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes 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 regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0400), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

(1) Has the legal authority to apply for Federal Assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to assure proper planning, management and completion of the project described in this application.

(2) Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

(3) Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

(4) Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

(5) Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4723-4753) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPMS Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

(6) Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686) which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255) as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination status(s) which may apply to the application.

(7) Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-648) which provides for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

(8) Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1551-1558 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

(9) Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.

(10) Will comply, if applicable, with Flood Insurance Purchase Requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

(11) Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in flood plains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).


(13) Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a.1 et seq.).

(14) Will comply with P.L. 93-348 regarding the protection of human
subjects involved in research, development, and related activities supported by this award of assistance.

(15) Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

(16) Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

(17) Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, “Audits of States, Local Governments, and Non-Profit Organization.”

(18) Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

<table>
<thead>
<tr>
<th>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</th>
<th>TITLE</th>
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<tr>
<td>(Use of grant funds certifies acceptance of these assurances)</td>
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<tr>
<th>APPLICANT ORGANIZATION</th>
<th>DATE SUBMITTED</th>
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<tr>
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Standard Form 424B (Rev. 7-97) Back
Lobbying Certification (29 CFR Part 93)

Instructions for Completion of SF-LLL, Disclosure of Lobbying Activities

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal Action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks “Subawardee”, then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number, grant announcement number, the contract, grant, or loan award number, the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., “RFP-DE-90-001.”

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the primary entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).

11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.

12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.

13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.

14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal officials or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.

15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.

16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

---

Public reporting burden for this collection of information is estimated to average 30 minutes 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 regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0349-0046), Washington, D.C. 20503.
**DISCLOSURE OF LOBBYING ACTIVITIES**
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(see reverse for public burden disclosure)

<table>
<thead>
<tr>
<th>1. Type of Federal Action:</th>
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<tbody>
<tr>
<td>a. contract</td>
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<tr>
<td>b. grant</td>
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<tr>
<td>c. cooperative agreement</td>
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<tr>
<td>d. loan</td>
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<tr>
<td>e. loan guarantee</td>
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<td>f. loan insurance</td>
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<tr>
<th>2. Status of Federal Action:</th>
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<tbody>
<tr>
<td>a. bid/offer/application</td>
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<tr>
<td>b. initial award</td>
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<tr>
<td>c. post-award</td>
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<tr>
<th>3. Report Type:</th>
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<tbody>
<tr>
<td>a. initial filing</td>
</tr>
<tr>
<td>b. material change</td>
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<tr>
<td>For Material Change Only:</td>
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<tr>
<td>year, quarter, date of last report</td>
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<tr>
<th>4. Name and Address of Reporting Entity: Prime Subawardee</th>
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<tbody>
<tr>
<td>Tier, if known:</td>
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</table>

| Congressional District, if known:                     |

| 5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime. |

| Congressional District, if known:                     |

| 6. Federal Department/Agency:                         |

| 7. Federal Program Name/Description:                  |

| CPDA Number, if applicable:                           |

| 8. Federal Action Number, if known:                   |

| 9. Award Amount, if known:                            |

| $                                                      |

| 10. a. Name and Address of Lobbying Entity |
| (if individual, last name, first name, MI): |

| (Attach Continuation Sheet(s) SF-LLL-A, if necessary) |

| b. Individuals Performing Services (including address if different from No. 10a) |
| (last name, first name, MI): |

| (Attach Continuation Sheet(s) SF-LLL-A, if necessary) |

| 11. Amount of Payment (check all that apply): |
| ___ actual ___ planned $ |

| 12. Form of Payment (check all that apply): |
| ___ a. cash |
| ___ b. in-kind, specify: nature value |

| 13. Type of Payment (check all that apply): |
| ___ a. retain                   |
| ___ b. one-time fee             |
| ___ c. commission               |
| ___ d. contingent fee           |
| ___ e. deferred                 |
| ___ f. other, specify:          |

| 14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted, for Payment Indicated in item 11: |

| (attach Continuation Sheet(s) SF-LLL-A, if necessary) |

| 15. Continuation Sheet(s) SF-LLL-A attached: YES NO |

| 16. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure. |

<table>
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<tr>
<th>Signature</th>
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<tr>
<td>Print Name:</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>Telephone Number: Date:</td>
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</tbody>
</table>
DISCLOSURE OF LOBBYING ACTIVITIES
(Continuation Sheet)
Should there be any inconsistency between these Clauses/Conditions and the Awardee’s proposal, these Clauses/Conditions shall govern.
PART IV - SPECIAL CLAUSES

Clause #1: BUDGET LINE ITEM FLEXIBILITY

Flexibility is allowed within the grant budget (except wages, salaries and fringe benefits, and indirect cost rates), provided no single line item is increased or decreased by more than 20%. Changes in excess of 20% and any changes in wages, salaries and fringe benefits, and indirect cost rates MUST receive prior written approval from the Grant Officer.

Any changes in mix or match within the wages and salaries line do not require a grant modification. However, your assigned DOL Federal Project Officer (FPO) must review these changes prior to implementing these changes. Failure to obtain such prior written approval may result in cost disallowance.

Clause #2: INDIRECT COST RATE AND COST ALLOCATION PLAN

This clause is applicable to all awardees receiving funds from multiple sources. Organizations receiving funds from only one source do not need an approved indirect cost rate (ICR) or cost allocation plan (CAP).

Mark the appropriate clause for your organization and fill in the blanks, as appropriate:

___ A. A current approved CAP or ICR agreement dated ________________ has been provided and approved by ____________________
   (Federal Cognizant agency - Copy Attached).

Regarding only the ICR agreement,

 a) Indirect Rate approved ______%  
 b) Type of Indirect Cost Rate (Provisional/Predetermined/Fixed) See attached ICR agreement
 c) Allocation Base See attached ICR agreement
 d) Current period applicable to rate See attached ICR agreement

X _ B. No CAP or ICR agreement has been approved by a Federal Agency.

Note:

Regarding "B", a pro rata share of the indirect costs specified on the 424A, Section B, Object Class Category, "J", has been approved for the first 90 days of the grant period. This is based on the fact that your organization has not established an ICR agreement or approved CAP.

Within this 90-day period, you must submit an acceptable indirect cost proposal or CAP to your Federal cognizant agency to obtain a provisional indirect rate or a CAP approval. Failure on your part to submit an indirect cost proposal within this 90 day period means that you shall not receive further reimbursement for your indirect costs.

If DOL is your Federal cognizant agency, proposals shall be sent to the appropriate office in the DOL’s Division of Cost Determination (see detailed list attached).

1 Providing preponderance of Federal funds to the organization.
Ceiling Indirect Amounts (applicable to A or B above):

An Indirect Cost ceiling in the amount of $315,885, as specified on the 424A, Section B, Object Class Category, "J", has been applied under this agreement based on the grantee's budget or written documentation received.

The total amount of DOL's financial obligation under this award will not be increased to reimburse awardee organizations for higher negotiated indirect cost rates than those rates or amounts identified in this clause.

Note:

A ceiling amount does not exclude your organization from the responsibility of submitting an indirect cost rate for approval.
June 30, 2010

Peralta Community College District - Merritt College
Merritt College
12500 Campus Drive
Oakland, CALIFORNIA 94619-3107

Dear Elhu Harris:

Enclosed is an executed copy of your recently awarded grant or agreement with the U. S. Department of Labor (DOL), Employment and Training Administration (ETA).

The following provides information on how to access funds via the Payment Management System (PMS), and access to Grantee Reporting System for financial reporting. These systems require two separate password/pins. PMS instructions are in step one and financial reporting is in step two. Please complete both steps.

1. Payment Management System

| To Create an ETA PMS Account | To establish a PMS account with DOL ETA for the first time, submit the following documents:
- Complete an SF-1199a Direct Deposit Sign-up form  
- Provide the information contained in the ETA Accounting Contact Information document

Send both documents via overnight mail to:
Ms. Pamela Wilkerson
U. S. Department of Labor/ETA
OFAM/Office of Comptroller
200 Constitution Avenue, NW N4702
Washington, D.C. 20210
Telephone (202) 693-2602

The SF-1199A Direct Deposit Sign-up Form and the ETA Accounting Contact Information document are both available at www.doleta.gov/grants under Payment Information.

Allow at least 3 weeks from ETA's receipt of the SF-1199A for access.

Direct any inquiries regarding the status of the SF-1199A to Pamela Wilkerson on 202-693-2602 or Julia Murray on 202-693-2821.

---

For Existing ETA PMS Users

If a PMS account is already established for other ETA grants, send an email to Lanisha White, White.Lanisha@dol.gov or Julia Murray, Murray.Julia@dol.gov with the following information:

- Grant agreement number
- Grant award amount
- PMS account number

Once the email is received, the funds awarded under the new grant agreement will be available under the designated PMS Account in a separate Subaccount within 2-3 business days.
To Designate a Separate Entity as the Fiscal Agent

<table>
<thead>
<tr>
<th>To designate a separate entity to act as the fiscal agent to access and disburse grant funds, submit the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A letter from the grantee to ETA with the entity’s name, address and Employer Identification Number</td>
</tr>
<tr>
<td>- Grantee completes sections A through C on the SF-1199A for the grantee organization. (Banking information is not needed for the grantee)</td>
</tr>
<tr>
<td>- Fiscal Agent completes the entire SF-1199A.</td>
</tr>
<tr>
<td>- Fiscal Agent provides the information contained in the ETA Accounting Contact Information document</td>
</tr>
</tbody>
</table>

Once both SF-1199A forms are received and the account has been established in PMS, the primary contact indicated will receive a certified letter from the Payments Management System with drawdown instructions, PMS pin/account number and temporary password.

These documents are available at www.doleta.gov/grants under Payment Information.

Allow at least three weeks from ETA’s receipt of the SF-1199A for access. Direct all inquiries for the SF-1199 A to Pamela Wilkerson (202) 693-2602 or Julia Murray (202) 693-2821.

---

2. Financial Status Reporting

<table>
<thead>
<tr>
<th>Access to Financial Reporting - ETA 9130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify two individuals in the organization responsible for financial reporting:</td>
</tr>
<tr>
<td>- The Primary Contact person will certify the accuracy of the report by entering the PIN. The PIN acts as an electronic signature.</td>
</tr>
<tr>
<td>- The Secondary Contact will enter the reporting data.</td>
</tr>
</tbody>
</table>

Provide the following information to both Shantay Logan Logan.Shantay@dol.gov and Avery Malone Malone.Avery@dol.gov:

- Grant agreement number
- Name & phone number of both individuals
- Email address for Primary contact person


Only the Primary Contact person will be emailed the password/PIN upon receipt of the required information.

Direct inquiries regarding the Password/PIN to Shantay Logan and Avery Malone. Contact your Federal Project Officer for questions on Financial Reporting.

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Sincerely,

DONNA KELLY

Grant/Contracting Officer

Enclosures
Under the authority of the Workforce Investment Act, this grant or agreement is entered into between the above named Grantor Agency and the following named Awardee, for a project entitled - Notice of Availability of Funds and Solicitation for Grant Applications for Community-Based Job Training Grants.

Name & Address of Awardee: Peralta Community College
District - Merritt College
Merritt College
12500 Campus Drive
Oakland, CALIFORNIA 94619-3107

Agreement #: CB-20551-10-60-A-6
CFDA #: 17.269
Accounting Code: 1630-2010-400174101080201001740030105C80001341-GACW100AOX00-A00200-415023-ETA-DEFAULT TASK.
Mod Amount: $2,905,394.00
EIN: 941590799
DUNS #: 179363486

The Period of Performance shall be from July 01, 2010 thru June 30, 2013.
Total Government's Financial Obligation is $2,905,394.00 (unless otherwise amended).
Payments will be made under the Payments Management System, and can be automatically drawn down by the awardee on an as needed basis covering a forty-eight (48) hour period.

In performing its responsibilities under this grant agreement, the awardee hereby certifies and assures that it will fully comply with the following regulations and cost principles, including any subsequent amendments:

Uniform Administrative Requirements:
29 CFR Part 97, for State/Local Governments and Indian Tribes; OR
29 CFR Part 95, for institutions of Higher Education, Hospitals and other Non-Profit Organizations and Commercial Organizations.

Cost Principles:
OMB Circular A-87, for State/Local Governments and Indian Tribes;
OMB Circular A-21, for Institutions of Higher Education; OR
OMB Circular A-122, for Non-Profit Organizations.

Other Requirements (As Applicable):
29 CFR Part 66 and 99, Single Audit Act
29 CFR Part 93, Lobbying Certification
29 CFR Part 37, Nondiscrimination and Equal Opportunity Requirements
29 CFR Part 98, Debarment and Suspension; Drug Free Workplace
20 CFR Part 652 et al., Workforce Investment Act
Wagner-Peyser Act
Grant Award Document, Parts I through IV, and attachments.

The awardee's signature below certifies full compliance with all terms and conditions as well as the above stated grant regulations and certifications, and that this document has not been altered.

Signature of Approving Official - AWARDEE

Signature of Approving Official - DOL / ETA

(City Name) 624 for Signature

(Type Name and Title) DONNA KELLY
Grant Officer
June 30, 2010

No Additional Signature Required

90-DAY INDIRECT

GRANT / AGREEMENT
NOTIFICATION OF
AWARD/OBLIGATION

U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION

90-DAY INDIRECT

GRANT / AGREEMENT
NOTIFICATION OF
AWARD/OBLIGATION

U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION
Application for Federal Assistance SF-424

1. Type of Submission:  
- [X] Application
- [ ] Preapplication
- [ ] Changed/Corrected Application

2. Type of Application:  
- [X] New
- [ ] Continuation
- [ ] Revision

If Revision, select appropriate letter(s):

3. Date Received:  

4. Applicant Identifier:  

5a. Federal Entity Identifier:  

5b. Federal Award Identifier:  

State Use Only:

6. Date Received by State:  

7. State Application Identifier:  

8. APPLICANT INFORMATION:

a. Legal Name: Peralta Community College District - Merritt College

b. Employer/Taxpayer Identification Number (EIN/TIN): 94-1590799

c. Organizational DUNS: 1793634850000

d. Address:
   - Street1: Merritt College
   - Street2: 12500 Campus Drive
   - City: Oakland
   - County/Parish:  
   - State: CA: California
   - Province:  
   - Country: USA: UNITED STATES
   - Zip / Postal Code: 94619-3107

e. Organizational Unit:
   - Department Name:  
   - Division Name:  

f. Name and contact information of person to be contacted on matters involving this application:
   - Prefix:  
   - * First Name: Jeanette
   - Middle Name:  
   - Last Name: Dong
   - Suffix:  
   - Title: Director of Development
   - Organizational Affiliation:  

   * Telephone Number: 510-466-7305  
   - Fax Number:  

   * Email: jddong@peralta.edu
Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:
   1: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:
    Employment and Training Administration

11. Catalog of Federal Domestic Assistance Number:
    17.269
    CFDA Title:
    Community Based Job Training Grants

* 12. Funding Opportunity Number:
    SGA-DPA-FY-09-07
    * Title:
    Community-Based Job Training Grants

13. Competition Identification Number:

    Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

    * 15. Descriptive Title of Applicant's Project:
    General Achievement Collaborative (GAC)

Attach supporting documents as specified in agency instructions.
Application for Federal Assistance SF-424

16. Congressional Districts Of:
   * a. Applicant
   b. Program/Project
   9th
   7, 8, 9

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:
   * a. Start Date: 07/01/2010
   * b. End Date: 06/30/2013

18. Estimated Funding ($):
   * a. Federal
   * b. Applicant
   * c. State
   * d. Local
   * e. Other
   * f. Program Income
   * g. TOTAL
     2,905,394.00

19. Is Application Subject to Review By State Under Executive Order 12372 Process?
   a. This application was made available to the State under the Executive Order 12372 Process for review on
   b. Program is subject to E.O. 12372 but has not been selected by the State for review.
   X. Program is not covered by E.O. 12372.

20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)
   Yes
   No
   If "Yes", provide explanation and attach

21. "By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)
   
   ** I AGREE

   ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: 
* First Name: Billhu

Middle Name:

* Last Name: Harris

Suffix:

* Title: Chancellor

* Telephone Number: 510-466-7200

Fax Number:

* Email: sharris@peralta.edu

* Signature of Authorized Representative: [Signature] * Date Signed: 

Administrative Costs

Pursuant to 20 CFR 667.210(b), grantees are advised that there is a 10% limitation on administrative costs on funds administered under this grant. In no event, may administrative costs exceed 10% of the total award amount. The cost of administration shall include those disciplines enumerated in 20 CFR 667.220(b) and (c).
Sec. 667.220 What Workforce Investment Act title I functions and activities constitute the costs of administration subject to the administrative cost limit?

(a) The costs of administration are the allocable portion of necessary and reasonable allowable costs of State and local workforce investment boards, direct recipients, including State grant recipients under subtitle B of title I and recipients of awards under subtitle D of title I, as well as local grant recipients, local grant subrecipients, local fiscal agents and one-stop operators that are associated with those specific functions identified in paragraph (b) of this section and which are not related to the direct provision of workforce investment services, including services to participants and employers. These costs can be both personnel and non-personnel and both direct and indirect.

(b) The costs of administration are the costs associated with performing the following functions:

(1) Performing the following overall general administrative functions and coordination of those functions under WIA title I:

(i) Accounting, budgeting, financial and cash management functions;
(ii) Procurement and purchasing functions;
(iii) Property management functions;
(iv) Personnel management functions;
(v) Payroll functions;
(vi) Coordinating the resolution of findings arising from audits, reviews, investigations and incident reports;
(vii) Audit functions;
(viii) General legal services functions; and
(ix) Developing systems and procedures, including information systems, required for these administrative functions;

(2) Performing oversight and monitoring responsibilities related to WIA administrative functions;

(3) Costs of goods and services required for administrative functions of the program, including goods and services such as rental or purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space;

(4) Travel costs incurred for official business in carrying out administrative activities or the overall management of the WIA system; and

(5) Costs of information systems related to administrative functions (for example, personnel, procurement, purchasing, property management, accounting and payroll systems) including the purchase, systems development and operating costs of such systems.

(c)(1) Awards to subrecipients or vendors that are solely for the performance of administrative functions are classified as administrative costs.

(2) Personnel and related non-personnel costs of staff who perform both administrative functions specified in paragraph (b) of this section and programmatic services or activities must be allocated as administrative or program costs to the benefiting cost objectives/categories based on documented distributions of actual time worked or other equitable cost allocation methods.

(3) Specific costs charged to an overhead or indirect cost pool that can be identified directly as a program cost are to be charged as a program cost. Documentation of such charges must be maintained.

(4) Except as provided at paragraph (c)(1), all costs incurred for functions and activities of subrecipients and vendors are program costs.

(5) Costs of the following information systems including the purchase, systems development and operating (e.g., data entry) costs are charged to the program category:

(i) Tracking or monitoring of participant and performance information;
(ii) Employment statistics information, including job listing information, job skills information, and demand occupation information;
(iii) Performance and program cost information on eligible providers of training services, youth activities, and appropriate education activities;
(iv) Local area performance information; and
(v) Information relating to supportive services and unemployment insurance claims for program participants;

(6) Continuous improvement activities are charged to administration or program category based on the purpose or nature of the activity to be improved. Documentation of such charges must be maintained.
The Solicitation for Grant Applications for this competition is attached and hereby incorporated into this Grant Agreement.
insurance carriers and self-insureds who meet the statutory requirements of the War Hazards Compensation Act (WHCA) for reimbursement.  

Type of Review: Revision.  

Agency: Office of Workers’ Compensation Programs.  

Title: Claim for Reimbursement of Benefit Payments and Claims Expense Under the War Hazards Compensation Act.  

OMB Number: 1240–0202.  

Agency Number: CA–278.  

Affected Public: Business or other for-profit.  

Total Respondents: 269.  

Total Responses: 269.  

Estimated Total Burden Hours: 135.  

Total Burden Cost (capital/startup): $0.  

Total Burden Cost (operating/maintenance): $557.  

Comments submitted in response to this notice will be summarized and/or included in the request for Office of Management and Budget approval of the information collection request; they will also become a matter of public record.  

Dated: March 10, 2010.  

Vincent Alvarez,  

Agency Clearance Officer, Office of Workers’ Compensation Programs, US Department of Labor.  

[FR Doc. 2010–5588 Filed 3–12–10; 8:45 am]  

BILLING CODE 4310–CH–P

DEPARTMENT OF LABOR

Employment and Training Administration

Notice of Availability of Funds and Solicitation for Grant Applications (SGA) for Community-Based Job Training Grants  

AGENCY: Employment and Training Administration, U.S. Department of Labor.  

Announcement Type: Notice of Solicitation for Grant Applications.  

Funding Opportunity Number: SGA/DFA PY 09–07.  

Catalog of Federal Domestic Assistance (CFDA) Number: 17.269.  

Key Dates  

The closing date for receipt of applications under this announcement is April 29, 2010. Applications must be received no later than 4 p.m. Eastern Time. A pre-recorded Webinar will be on-line (http://www.workforcezone.org) and accessible for viewing on April 6, 2010, and will be available for viewing any time after that date. While a review of this Webinar is encouraged it is not mandatory that applicants view this recording.  

ADDRESSES: Mailed applications must be addressed to the U.S. Department of Labor, Employment and Training Administration, Division of Federal Assistance, Attention: Donna Kelly, Grant Officer, Reference SGA/DFA PY 09–07, 200 Constitution Avenue, NW., Room N4716, Washington, DC 20210. For complete “Application and Submission Information,” please refer to section IV.  

SUMMARY: The Employment and Training Administration (ETA), U.S. Department of Labor (DOL, or the Department), announces the availability of approximately $125 million in grant funds for Community-Based Job Training Grants (CB/JTGs).  

Community-Based Job Training Grants will be awarded through a competitive process to support workforce training for high-growth/high-demand industries through the national system of community, technical, and Tribal colleges, in order to be eligible for consideration under this solicitation, the applicant must be: (1) An individual Community or Technical College, such as a public community college, a nonprofit community college, a Tribal controlled college, or a Tribally controlled unit; (2) a Community College District; (3) a State Community College System; (4) a One-Stop Career Center in partnership with its Local Workforce Investment Board, that specifies one or more community or technical colleges where education/training activities will occur; or (5) an applicant proposing to serve an educationally underserved community without access to community or technical colleges that meet the requirements in section III.A.5. See section III.A for additional information related to eligible applicants.  

It is anticipated that awards will range generally from $1 million to $3 million. The exception is that applicants that include three or more community, technical, or Tribal colleges will be considered “consortium applications,” and may request an award ranging from $1 million to $5 million. See section III.B for additional information related to consortium applications. ETA expects to allot up to $50 million of the total designated funds to organizations that have never received a grant through a CB/JTG SGA.  

This Solicitation provides background information and describes the application submission requirements, outlines the process that eligible entities must use to apply for funds covered by this Solicitation, and details how grantees will be selected. Applicants should read the entire SGA and note specific sections that contain required information, such as in section II.A, section III.B, and section IV. B, where failure to comply will be considered non-responsive and those applicants will then not be considered for funding.  

The Department of Labor is committed to providing the public with an open and transparent grant selection process and to providing useful information to assist prospective applicants with developing quality proposals. One way to achieve these goals is through public access to selected and non-selected grant applications. Applicants are advised that the information they submit in response to this solicitation may be posted on a publicly accessible Web site or otherwise be made available to the public.  

SUPPLEMENTARY INFORMATION:  

I. Funding Opportunity Description  

The Community-Based Job Training Grants (CB/JTGs) are designed to support workforce training for high-growth/high-demand industries through the national system of community and technical colleges. Grants under this SGA will fund projects that provide workers with education/training that will prepare them to enter and advance in high growth and emerging industries. Successful education/training programs funded through this SGA will prepare participants for employment in high growth and emerging industries, and will: (1) Target skills and competencies in demand by the industries described in section LB of this SGA; (2) provide education/training for jobs currently available or job openings that are anticipated during the life of the grant; (3) educate individuals about opportunities for career advancement and wage growth within the targeted industry and/or occupation, and provide comprehensive coaching to help individuals take advantage of those opportunities; and (4) result in an employer- or industry-recognized credential (which can include an educational certificate or degree, an occupational license, an industry-sponsored certificate or certification, as well as a Registered Apprenticeship certificate or degree). Applicants must propose projects that target incumbent workers, dislocated workers, and/or unemployed workers. Further, applicants may serve individuals at different education levels and stages within their career. ETA also encourages applicants to provide supportive services and leverage Workforce Investment Act (WIA) core and/or intensive services to help participants
overcome barriers to employment, as appropriate. For more information on targeted populations, see section III.F of this SGA.

To ensure quality education/training within a limited timeframe, applicants are strongly encouraged to use existing curricula and strategies to deliver education/training. Where appropriate, applicants may modify existing curricula. Recognizing the long-term needs of workers, it is strongly recommended that education/training lead to portable and/or stackable industry-recognized credentials.

The next two sections describe key elements of the SGA.

A. Good Jobs for Everyone

As a key component of the workforce system, community colleges are critical stakeholders in meeting President Barack Obama's call for Americans to complete at least one year of post-secondary school or career training. Community colleges also help advance the Department's goal of "Good Jobs for Everyone" by increasing opportunities for America's workers to acquire the skills needed to succeed in a knowledge-based economy and strengthen the nation's economy through a highly skilled workforce. Good jobs are jobs that can support a family by increasing incomes; jobs that are safe and secure, and give people a voice in the workplace; jobs that provide good benefits and workplace flexibility for family and personal care-giving; jobs that are sustainable, such as green jobs; and jobs that maintain and preserve a strong middle-class.

Community colleges also serve a key role in promoting and advancing the nation's economic recovery efforts by assisting those most impacted by the recession through opportunities for training, skill upgrades, and preparation for a career in high growth and emerging industries. This program will help participants find and retain employment, while leveraging WIA funds and other investments funded by the American Recovery and Reinvestment Act (Recovery Act) intended to create jobs and promote economic growth.

B. Industry Focus

Projects funded through this SGA will teach workers necessary skills for and help them pursue careers in high growth and emerging industry sectors.

1. High Growth and Emerging Industries

ETA encourages applicants to define high growth or emerging industries in the context of their local or regional economy. An industry targeted by applicants must benefit from expanded education/training or a better skilled workforce, and meet one or more of the following criteria to be considered a high growth or emerging industry in a local area for the purposes of this SGA: (1) It is projected to add substantial numbers of new jobs to the economy; (2) it is being transformed by technology and innovation requiring new skill sets for workers; (3) it has a significant impact on the economy or the growth of other industries; or (4) it is a new and emerging industry projected to grow. Applicants may draw from a variety of resources for support data that demonstrates that an industry is high growth or emerging, including:

- Traditional labor market information, such as industry and occupational projections; industry data from trade or industry associations, labor organizations, or direct information from the local employers or industry; information on the local and/or regional economy from economic development agencies; and other transactional data, such as job vacancies. Applications must include strong supporting evidence and data that are current, relevant, and specific to the local areas or communities where grant-funded education/training and placement activities will be conducted, and that discussions with local employers indicate that the proposed training is responsive to their needs.

A wide range of industries may meet the criteria above in local and regional areas around the country, such as health care, transportation, and advanced manufacturing. As applicants consider the high growth and emerging industry on which their application will focus, ETA encourages applicants to consider targeting high growth or emerging green industries.

2. Proposed Training Activities

The purpose of this SGA is to fund projects that provide training, education, and job placement assistance to prepare workers for employment in high growth and other emerging industries as described in section I.B of this SGA. A community college, Tribally controlled college or university, or technical college must be the primary training provider through the grant (unless the applicant is applying under the criteria described in section III.A.5 and is a public, accredited institution of higher education or an alternate educational entity), and in addition to the required partners described in section III.C.2 applicants may partner with additional organizations as described in section III.C.3 to provide specific types of training services. All projects must lead to employment for program participants, and must incorporate education/training activities that:

- Address skills and competencies demanded by the industries targeted through this SGA and described in section I.B, Industry Focus;
- Provide education/training for jobs currently available or job openings that are anticipated during the life of the grant;
- Educate individuals about opportunities for career advancement and wage growth within the targeted industry and/or occupation, and provide comprehensive coaching to help individuals take advantage of those opportunities;
- Result in an employer- or industry-recognized credential during the period of performance. Credentials can include an educational certificate or degree, an occupational license, an industry-sponsored certificate or certification, as well as a Registered Apprenticeship certificate or degree (see definition of "credential" in section VI.B.2.d), that indicates a level of mastery and competence in a given field or function. The credential awarded to participants should be based on the type of education/training provided through the grant and the requirements of the targeted occupation, and should be selected based on consultations with employer and labor partners, as appropriate;
- Take place at times and locations that are convenient and easily accessible for the targeted populations; and,
- Integrate occupational training with basic skills training, as appropriate, to ensure that participants have the foundational skills necessary to attain and retain employment.

Applicants may propose a wide range of activities in implementing projects that meet the requirements outlined above. When designing the proposed activities, applicants must propose projects that primarily focus on providing services to workers in one or more of the following three targeted categories: unemployed workers, dislocated workers, and incumbent workers. Further, applicants may serve individuals at different education levels and stages within their career. ETA also encourages applicants to provide supportive services and to leverage WIA core and/or intensive services to help participants overcome barriers to employment, as appropriate. Examples of WIA core services may include but are not limited to job search assistance such as access to job banks, listing of available jobs, or referrals to employers with job openings; resume development;
networking skills workshops; and interviewing techniques. Examples of WIA intensive services may include but are not limited to comprehensive assessments of skills and service needs; intensive career counseling; case management; and referring individuals who may be eligible for training services offered by the CBJTG grant. Further, we encourage applicants to use program models with demonstrated success in serving the target populations, especially those with strong program evaluations showing positive impacts on participants. Promising models include the following:

- Strategies that integrate academic instruction with occupational skills training in a specific career field have shown promising employment and earnings outcomes. Applicants should consider program models that strongly link opportunities to improve basic literacy and mathematics skills with work-based learning in the targeted industries.

- Providing on-the-job training with a specific employer who agrees to hire individuals upon successful completion of the training has been an effective way for some programs to place disadvantaged individuals into employment. Registered Apprenticeship, with the combination of on-the-job training, related technical instruction, a mentoring component and incremental wage increases, has been highly successful in training a range of participants that may include but are not limited to veterans, older workers, and the unemployed.

II. Award Information

A. Award Amount

Under this SGA, ETA intends to award approximately $125 million in grant funds. In order to ensure that Federal funds reach areas and individuals that have not previously benefited from earlier CBJTG grant awards, ETA expects to allot up to $50 million of the total designated funds to organizations that have never received a grant through a CBJTG SGA (this refers to projects awarded through the following SGAs: SGA/DFA PY 04–10, SGA/DFA PY 05–11, SGA/DFA PY 07–08, and SGA/DFA PY 08–02). However, ETA reserves the right to change this amount depending on the quantity and quality of applications submitted under this SGA. Organizations that received a grant through previous CBJTG SGAs may submit proposals for funding through this SGA, but may only propose projects that focus on different industries and occupations than they targeted through their previous grants that were funded through a CBJTG SGA. ETA does not intend to award grants to sustain projects previously funded under CBJTG SGAs.

ETA intends to fund approximately 40 to 60 grants generally ranging from $1 million to $3 million. The exception to this range is that consortium applicants that include three or more community colleges, technical colleges, or Tribally controlled colleges or universities in their proposal may request an award ranging from $1 million to $5 million; the specific criteria that applicants must meet to be considered a consortium are defined in section III.B. ETA does not expect to fund any project for less than $1 million. However, this does not preclude funding grants at a lower amount based on the type and number of quality submissions. ETA will consider requests for greater than $3 million non-responsive, and such applicants will not be considered for funding unless they meet the definition of consortium, as defined in section III.B. ETA will consider requests exceeding $5 million submitted on behalf of a consortium non-responsive, and such applicants will not be considered for funding. Within the funding ranges specified above, applicants are encouraged to submit proposals for quality projects at a funding level that is appropriate to the project.

B. Period of Performance

ETA expects to make awards by June 30, 2010. The period of grant performance for these awards will be up to 36 months from the date of execution of the grant documents. This performance period includes all necessary grant activities: the completion of education/training activities and the award of employer- or industry-recognized credentials; placement activities; and participant follow-up for performance outcomes. ETA also expects that the grant start date will be July 1, 2010, and start-up activities, such as hiring appropriate program staff, curriculum modification or development, and specialized equipment purchases, will begin immediately. The Department also expects that education and training activities will begin no later than January 15, 2011. We strongly encourage grantees to develop their project work plans and timelines accordingly. In addition, the Department intends that all grantees complete appropriate equipment purchases and curriculum development within the first year of the grant. Further, applicants should plan to fully expend grant funds during the period of performance, while ensuring full transparency and accountability for all expenditures. Therefore, applicants are encouraged to carefully consider their ability to spend the level of funding requested.

III. Eligibility Information

A. Eligible Applicants

In order to be eligible for consideration under this solicitation, the applicant must be either: (1) An individual Community or Technical College, including a Tribally Controlled College or University; (2) a Community College District; (3) a State Community College System; (4) a One-Stop Career Center in partnership with its Local Workforce Investment Board, that specifies one or more Community or technical college(s) where all education/training activities will occur under the grant; or (5) an applicant proposing to serve an educationally underserved community without access to community or technical colleges that meet the requirements in section III.A.5. Requirements for each of these applicant types are provided below. Further, eligible applicants are encouraged to collaborate and submit an application together as a consortium. Organizations may not submit more than one application in response to this SGA, either as a single lead organization or as the lead among a consortium. However, organizations are not precluded from participating as a partner in a separate application submitted in response to this SGA.

1. Individual Community or Technical College, Including a Tribally Controlled College or University

Applicants under this criterion must demonstrate that they: (1) Admit as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate; (2) are legally authorized within the State to provide a program of education beyond secondary education; (3) provide an educational program for which the institution predominantly awards Associate’s Degrees; (4) are a public or nonprofit institution; and (5) are accredited by a nationally recognized accrediting agency or association. ETA has determined that for the purposes of this SGA Tribally controlled colleges and universities are considered Individual Community or Technical Colleges, and do not have to demonstrate that they meet the five parameters listed above. For the purposes of this paragraph, an "Individual Community or Technical
College" is defined as an entity that has its own Federal Tax Identification Number. Entities that do not meet the above criteria may be eligible to apply under the criteria in section III.A.5, if the conditions of that section are met. However, private for-profit institutions of higher education are not eligible to apply under this Solicitation.

2. Community College District

Applicants under this criterion must demonstrate that they are a community college education district created by the State for the purpose of carrying out a common objective on behalf of a group of community or technical colleges. The community college district must serve as the programmatic and fiscal agent for the grant, having ultimate responsibility for implementing the grant’s statement of work, meeting all fiscal and administrative requirements as required by the grant, and ensuring that the grant adheres to all other requirements of the grant agreement. The applicant must specify one or more community or technical colleges within the district where education/training activities will occur under the grant, and identify the specific role the college(s) will play in the project.

3. State Community College System

Applicants under this criterion must demonstrate that their office is the agency primarily responsible for the State supervision of a unified statewide system of community and technical colleges. The State community college system must serve as the programmatic and fiscal agent for the grant, having ultimate responsibility for implementing the grant’s statement of work, meeting all fiscal and administrative requirements as required by the grant, and ensuring that the grant adheres to all other requirements of the grant agreement. State system applications must specify one or more community college(s) within the State where education/training activities will occur under the grant.

For the purposes of this solicitation, a "State" is defined as the States of the United States, Commonwealth of Puerto Rico, District of Columbia, Guam, American Samoa, United States Virgin Islands, Commonwealth of the Northern Mariana Islands, Republic of the Marshall Islands, Federated States of Micronesia, and Republic of Palau.

4. One-Stop Career Centers

Under this criterion, the eligible applicant for One-Stop Career Centers must be the One-Stop Operator, as defined under Section 121 of the Workforce Investment Act of 1998 (29 U.S.C. 2841), on behalf of the One-Stop Career Center. One-Stop Career Center applications must specify one or more community or technical college(s) where all education/training activities will occur under the grant. The applicant must: (1) Demonstrate that the proposed activities are consistent with the State and local strategic WIA plan; (2) demonstrate that the Local Workforce Investment Board, or its designated fiscal agent, will serve as the fiscal agent for the grant by clearly providing the legal name and Federal Tax Identification Number of the fiscal agent; and (3) have a letter of concurrence from the Local Workforce Investment Board. The Local Workforce Investment Board's support and involvement in the project must be detailed in the letter of concurrence, and must also address the above requirements (1) and (2). Applications from One-Stop Career Centers without a letter of concurrence from their Local Workforce Investment Board will not be reviewed.

5. Educationally Underserved Communities

ETA recognizes that some communities, particularly those in rural areas, may lack access to community or technical college training because physical college facilities are not reasonably close and technology-based and distance learning options are limited or not available. Educationally underserved communities that lack this access may submit proposals under the parameters detailed in this criterion. In such cases, the applicant will be required to clearly state it is applying under this criterion and must fully demonstrate as part of its statement of need that community college training is not reasonably available within commuting distance of the community in which grant activities will take place and that there are no viable technology-based or distance learning options available. Applicants may use mileage, population, and access to classrooms, Internet and other technology, public transportation and other services, as factors to support their demonstration of the lack of access to and availability of community college training.

Applications submitted under the criterion must still meet all other requirements set forth in this Solicitation. Applicants must clearly note in the abstract that they are applying under this criterion.

Under this criterion, the additional eligible applicants and requirements on education/training are listed below.

- Public, accredited Institutions of Higher Education that award certificates and both two-year and four-year degrees, and satellite campuses of such Institutions, are eligible to apply under this criterion. However, the emphasis for education/training activities under the grant must be at the level of a certificate, two-year Associate’s Degree, or other credential as defined in section VI.B.2.i. The public institution of higher education applicant is also required to be the education/training provider for applications submitted under this criterion.

- Alternate Educational Entities that are governmental or not-for-profit organizations that directly deliver, or broker for delivery, post-secondary education opportunities to educationally underserved communities that lack access to community colleges are eligible to apply under this criterion. Alternate Educational Entity applicants must demonstrate that: (1) The emphasis for education/training activities under the grant must be on training that leads to a certificate, two-year Associate’s Degree, or other credential as defined in section VI.B.2.i; and (2) the training is offered in partnership with a community college outside the underserved area and is acceptable for credit at or a credential from the partner community college. Additionally, applications must specify one or more community college(s) where education/training activities will occur under the grant.

B. Additional Eligibility Information

Any of the eligible applicant types noted in section III.A.1, III.A.2, III.A.3, and III.A.4 may submit a proposal on behalf of a consortium of community or technical colleges. Entities applying under section III.A.5 may not submit a proposal on behalf of a consortium of community or technical colleges. To be eligible as a consortium, applicants must:

- Identify at least three individual community colleges, technical colleges, or Tribally controlled colleges or universities within the region, State, or interstate area where education/training activities will occur through the consortium and specify the role that each will play in the project;

- Demonstrate that each of the participating community and technical colleges and Tribally controlled colleges and universities meets the definition of an "individual community and technical college" as stated in section III.A.1. Each community or technical college participating in the consortium must provide a letter of commitment stating that each college is committed to the project and adheres to all requirements set forth in this Solicitation.

Applicants must ensure that the consortium has the capacity to implement the proposed activities and to comply with all requirements of the grant.

The consortium must include at least one community or technical college that is located in an educationally underserved community as defined in section III.A.5, and that the consortium has the capacity to implement the proposed activities and to comply with all requirements of the grant.
school providing secondary education, or the recognized equivalent of such a certificate; (2) be legally authorized within the State to provide a program of education beyond secondary education; (3) provide an educational program for which the institution predominantly awards Associate’s Degrees; (4) be a public or nonprofit institution; and (5) be accredited by a nationally recognized accrediting agency or association (as noted earlier, Tribally controlled colleges and universities do not have to demonstrate that they meet the five parameters listed above). For the purposes of this paragraph, an “individual community or technical college” is defined as an entity that has its own Federal Tax Identification Number.

- Clearly indicate in the required abstract if the application is a consortium proposal. A consortium application must also clearly designate that the lead applicant will serve as both the programmatic and fiscal agent for the grant; and
- Include a letter of commitment from each partner college within the consortium, indicating their support for the project and identifying the specific role they will play. The letters of commitment from each partner college within the consortium must include that institution’s unique Federal Tax Identification Number. Applicants that fail to provide the unique Federal Tax Identification Number of each partner college within the consortium will be considered non-responsive and those applicants will not be considered for funding.

Examples of consortium applications include, but are not limited to, the following:

- A proposal submitted by an individual community or technical college that meets the definition of “individual community or technical colleges” as stated in section III.A.1 and includes at least two more individual community colleges, technical colleges, or Tribally controlled colleges that meet the definition of “individual community and technical colleges” in section III.A.1;
- A proposal submitted by an individual Community College District that includes three individual community or technical colleges that all meet the definition of “individual community and technical colleges” as defined in section III.A.1; and
- A proposal submitted by an individual State Community College System that includes three individual community or technical colleges that all meet the definition of “individual community and technical colleges” as defined in section III.A.1.

Organizations may not submit more than one application in response to this SGA. However, organizations are not precluded from participating as a partner in a separate application submitted in response to this SGA. Applicants that submit requests for more than $3 million that do not meet the requirements to be considered a consortium will be considered non-responsive. Applicants that meet the requirements to be considered a consortium noted above that request more than $5 million will be considered non-responsive.

C. Strategic Planning and Partnerships

1. Strategic Planning

Applicants are strongly encouraged to engage in a concise and thorough strategic planning process before submitting an application for this SGA. If the applicant already has completed a similar strategic planning process, that process should be reviewed and evaluated, as appropriate. DOL expects the public workforce system and other required and suggested partners listed in section III.C.2 and 3, to have a strong voice and integral role in the strategy planning process. In order to effectively engage in planning and fulfill the requirements of this SGA, applicants may incorporate the following as part of their planning efforts: review and analyze the local workforce investment system’s workforce vision and goals; review and analyze other State and local planning documents, and applicable State and local policies, to align the technical proposal with overall workforce development, education, and economic development strategies; establish a collaborative strategic vision to prepare an educated and skilled workforce to meet the current and emerging needs of high growth and emerging industries in the local and/or regional area; analyze and determine the sectors where investments are or will be made and the occupations and skill needs within the high growth emerging industries that will be targeted; and analyze and determine the populations that will be targeted, and identify those population specific workforce challenges and the specific education/training activities that address the needs and demands of those targeted sectors and target populations.

The results of a strategic planning process will be valuable in informing the development of the technical proposal. Applicants should be aware they may not charge any strategic planning or other pre-award activities to the grant.

2. Required Partners and Their Roles

To be eligible for funding under this SGA, applicants must demonstrate that the proposed project will be implemented by a robust strategic partnership. By including the types of organizations referenced below in a comprehensive partnership, applicants can ensure they are maximizing available resources and organizational expertise for each project, and that individual participants within the project have all of the support they need to successfully complete education/training, overcome barriers to employment, and obtain jobs and advance in their careers. These partners can contribute a wide array of knowledge and activities to each project, and must work together to ensure that they leverage each other’s expertise and resources.

The strategic partnership must include at least one entity from each of the following required organizational categories (a labor organization partner is only required for certain applicants, identified in section III.C.2.i(ii)).

- Consortium applicants are encouraged to include more than one representative of the required and suggested partners, as needed, in order to ensure geographic representation.

i. Local Workforce Investment Boards and Their One Stop Systems

ETA requires that Local Workforce Investment Boards and their One Stop systems serve as partners in the proposed project. Further, either the Local Workforce Investment Board or their One Stop System must serve as a funded partner in the applicants’ overall strategy and project work plan (applicants may also choose to fund both the Local Workforce Investment Board and the One Stop System). The role of the workforce system may include but is not limited to the following activities: (1) Understanding and analyzing the need for education/training and employment in the local area including identifying targeted industries, occupations, and hiring needs, as well as populations to be served, and connecting the applicant to relevant sources of data including the workforce investment board’s strategic plan, Bureau of Labor Statistics (BLS) reports, and other relevant State tools or reports; (2) assessing potential participants for the CB/TG program; (3) identifying and referring candidates for education/training in the CB/TG program; (4) connecting and placing participants with employers that have
job openings; (5) collecting, tracking, and reporting participant data to ETA; and (6) providing information on potential eligibility for Pell Grants. In addition, ETA strongly encourages the workforce system to leverage, where possible, WIA core and/or intensive services. This could involve making referrals for participants in the CBJT program, if eligible, who are in need of supportive services in order to overcome barriers to education/training and employment and ensure successful outcomes.

ii. Employers and/or Labor-Management Organizations

These organizations should be actively engaged in the project and may contribute to many aspects of grant activities, such as defining the program strategies and goals, identifying necessary skills and competencies, providing resources to support education/training (equipment, instructors, funding, internships, or other work-based learning activities or situations, etc.), and where appropriate, hiring qualified program participants. Applicants that include a labor-management organization will satisfy both this requirement and the requirement that they have a labor organization partner, noted below. A labor-management organization is a nonprofit entity, such as a training fund, training trust fund, or an education trust fund, with joint participation of one or more employers and one or more labor organizations on its executive board or comparable governing body. This entity must have a formalized agreement between the employer(s) and labor organization(s) to operate a joint labor-management training program(s) affiliated with the nonprofit entity.

iii. Labor Organizations (where applicable)

Labor organizations may contribute to many aspects of grant activities, including identifying skills and competencies; developing new or modifying existing curricula; conducting occupation and skills training; and issuing industry-recognized credentials. This requirement applies only to applicants that propose to partner with employers that have a formal collective bargaining/employment agreement with a labor union or labor-related-organization. As not all employers have a formal collective bargaining/employment agreement with a labor union or labor related-organization, applicants that do not propose partnerships with such employers are not subject to this requirement.

3. Other Partners

In addition to the required partners listed in section III.C.2, we strongly encourage applicants to include other partners to further assist the project. Other partner organizations can offer additional resources and expertise such as on-the-job training activities that lead to permanent employment; development and implementation of Registered Apprenticeship and pre-apprenticeship programs; contextualized learning; internship programs; basic skills training, such as adult basic education, English as a Second Language (ESL), and job readiness training; initial assessment of skill levels, aptitudes, abilities, competencies, and supportive service needs; career counseling; case management services; and comprehensive retention strategies.

These organizations could include, but are not limited to:

i. The education and training community, including secondary schools, other community and technical colleges, four-year colleges and universities, apprenticeship programs, adult education providers, technical and vocational training institutions, and other education and training entities;

ii. Nonprofit organizations, such as community or faith-based organizations, or intermediaries, that have direct access to the target populations;

iii. State Apprenticeship Agencies (SAAs) or the Department of Labor's Office of Apprenticeship (OA), in those States where OA is the registration agency for registered apprenticeship programs. Applicants who may have included apprenticeship as a partner should note that the DOL Office of Apprenticeship is the registration agency for apprenticeship programs in 25 States and is available to partner in States with any grantee who requests to do so;

iv. Local veterans' agencies and local veterans service organizations;

v. Economic Development organizations;

vi. Industry employer associations that represent member companies within an industry or sector; and

vii. Labor organizations, such as unions, for applicants for whom these organizations are not required partners.

D. Cost Sharing

Cost sharing or matching funds are not required as a condition for application, but leveraged resources are strongly encouraged and may affect the applicant's score in section V.A.3 of the evaluation criteria.

E. Allowable Activities

The intent of this Solicitation is to fund projects that train and prepare workers for employment in high growth and other emerging industries. Allowable education/training costs include, but are not limited to the following types of costs: Faculty/instructors, including salaries and fringe benefits; in-house training staff; support staff such as lab or teaching assistants; classroom space; and books, materials, and supplies used in the training course, including specialized equipment.

Allowable activities under this SGA include:

• Classroom occupational training;
• On-the-job training activities that lead to permanent employment;
• Development and implementation of Registered Apprenticeship and pre-apprenticeship programs;
• Implementing and utilizing existing articulation agreements with universities and other educational partners;
• Training activities that help participants progress along career pathways;
• Contextualized learning;
• Distance learning;
• Internship programs;
• Customized training;
• Basic skills training, such as adult basic education, ESL, and job readiness training;
• Initial assessment of skill levels, aptitudes, abilities, competencies, and supportive service needs;
• Job search assistance, and career counseling;
• Job placement assistance;
• Case management services;
• Comprehensive retention strategies;
• Supportive services that will allow individuals to participate in grant activities; and
• Updating curriculum or replicating existing curriculum to support direct education/training provided through the grant. Grants funded under this SGA may produce tangible products and deliverables, such as updates to existing curriculum. Curriculum development is not encouraged and only appropriate if new curriculum is essential to support direct education/training activities provided through this grant and is necessary to achieve the training and employment outcomes proposed for the grant. As stated in section III.B Period of Performance, curriculum development should be completed within the first year of the grant, as it is the Department's intent that education and training activities begin no later than January 15, 2011.
Activities that are not directly related to education/training are not allowable activities under this grant. These types of allowable activities could include, but are not limited to, developing and disseminating career awareness information, and developing adequate numbers of qualified instructors, such as through train-the-trainer and professional development activities, if they are not directly related to grant-funded training. As with all costs charged to the grant, the costs of equipment must meet the standards in the applicable Federal cost principles, including that the costs are reasonable and necessary to achieve grant outcomes. While grant funds may be used to purchase equipment that is used for training and education activities provided through the proposed project, applicants are strongly encouraged to use leveraged resources to support these costs to maximize the use of their grant funds. For additional information on costs related to equipment purchases and curriculum development, please see section II.B.

F. Other Grant Specifications

1. Participants Eligible To Receive Training

   The intent of this SGA is to fund projects that provide education/training services to low and medium skill and/or low and medium income individuals to help them pursue or advance in full-time employment within the grant period of performance.

   Applicants must propose projects that primarily focus on providing services to workers in one or more of the following three targeted categories: Unemployed workers, dislocated workers, and incumbent workers. Within these categories, grantees may serve a wide range of individuals, such as individuals receiving public assistance, high school dropouts, individuals with disabilities, veterans, Indian and Native Americans, and individuals with Limited English Proficiency. These three targeted categories of workers are defined as follows:

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

   ii. Dislocated workers: For the purposes of this SGA, this term refers to individuals who were terminated or laid-off or have received a notice of termination or lay-off from employment; or were self-employed but are now unemployed.

   iii. Incumbent workers: For the purposes of this SGA, this term refers to individuals who are employed but need training to secure full-time employment, advance in their careers, or retain their current occupations. This includes low-wage and medium-wage workers who need to upgrade their skills to retain employment or advance in their careers, and workers who are currently working part-time.

   Applicants may also propose projects that could include some services for individuals who do not fall into one of the three targeted categories listed above, as long as services for these individuals align with the primary intent and focus of the proposed project and support employment within the grant period of performance. While this is permissible, applicants should note that they may only provide services to a limited number of individuals who do not fall into one of the three targeted categories listed above, and that their project must still primarily focus on providing services to workers in one or more of those three targeted categories.

2. Veterans Priority

   The Jobs for Veterans Act (Pub. L. 107-288) requires priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service can be found at 20 CFR part 1010. In circumstances where a grant recipient must choose between two qualified candidates for training, 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 admitting him or her into the training program. 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. Employment and Training Administration (“ETA”) 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.dol.gov/directives/corr_doc.cfm?DOCN=2816.

3. Grantee Training

   Grantees are required to participate in all ETA training activities related to orientation, financial management and reporting, performance reporting, product dissemination, and other technical assistance training as appropriate during the life of the grant. These training may occur via conference calls, through virtual events such as webinars, and in-person meetings.

4. CBUTCs Evaluation

   ETA is interested in determining if training provided through the CBUTCs impacts students’ future labor force outcomes. To that end, ETA expects to select grantees awarded funds through this SGA to participate in an evaluation. Applicants must be prepared to share with the evaluation contractor individual information on demographics, participant characteristics, services received, and outcomes and must be prepared to provide access to program operating personnel and participants, including after the expiration date of the grant.

IV. Application and Submission Information

A. How To Obtain an Application Package

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

B. Content and Form of Application Submission

   The proposal will consist of three separate and distinct parts: (I) A cost proposal; (II) a technical proposal; and (III) attachments to the technical proposal. Applications must include the following or will be considered non-responsive and will not be considered:

   (1) The Standard Form (SF) 424, “Application for Federal Assistance” (2) The SF 424A Budget Information Form; (3) Data Universal Numbering System (D-U-N-S®) Number; (4) Budget Narrative; (5) Requests grant funds within the appropriate funding range noted in section II.A; and (6) Abstract.

   In addition, consortium applicants must include letters of commitment from each partner college within the consortium, identifying each institution’s unique Federal Tax Identification Number. Applications that fail to adhere to the instructions in this section will be considered non-responsive and will not be considered. The applicant must ensure that the funding amount requested is consistent across all parts and sub-parts of the application. If inconsistencies are
found, the funding amount included on the SF 424 "Application for Federal Assistance" will be considered the official funding amount requested.

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

- SF 424, "Application for Federal Assistance" (available at http://www07.grants.gov/agencies/forms_repository_information.jsp and http://www.doleta.gov/grants/find_grants.cfm). 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. Applicants must supply their D-U-N-S® Number on the SF 424. If submitting a hard copy application, the SF 424 must be signed by the authorized representative. All applicants for Federal grant and funding opportunities are required to have a D-U-N-S® Number. See Office of Management and Budget (OMB) Notice of Final Policy Issuance, 68 FR 38402, June 27, 2003. The D-U-N-S® Number is a non-indicative, nine-digit number assigned to each business location in the Dun & Bradstreet (D&B) database having a unique, separate, and distinct operation, and is maintained solely by D&B. The D&B D-U-N-S® Number is used by industries and organizations around the world as a global standard for business identification and tracking. If you do not have a D-U-N-S® Number, you can get one for free through the D&B site: http://smallbusiness.dnb.com/webapp/wcs/stores/servlet/Glossary?link=GlossaryFooter&gsel=100018&indic=t

- The SF 424A Budget Information Form (available at http://www07.grants.gov/agencies/forms_repository_information.jsp and http://www.doleta.gov/grants/find_grants.cfm). 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 the costs associated with each line item on the SF-424A. It should also include a description of leveraged resources provided to support grant activities. In addition, the applicant should address specifically how the administrative costs support the project goals. The entire federal grant amount requested (not just one year) should be included on both the SF 424 and SF 424A. No leveraged resources should be shown on the SF 424 and SF 424A.

Applications that fail to provide an SF 424, SF 424A, a D-U-N-S® Number, and a budget narrative will be considered non-responsive and not reviewed.

- Applicants are also encouraged, but not required, to submit OMB Survey N. 1690-0014: Survey on Ensuring Equal Opportunity for Applicants, which can be found under the Grants.gov, Tips and Resources page. The Department of Labor section at http://www07.grants.gov/applicants/tips_resources_from_grantsors.jsp#13 (also referred to as Faith Based EEO Survey PDF Form).

Part II. The Technical Proposal. The Technical Proposal demonstrates the applicant’s capability to implement the grant project in accordance with the provisions of the solicitation. The guidelines for the content of the Technical Proposal are provided in section V.A of this SGA. The Technical Proposal is limited to 20 double-spaced single-sided 8.5 x 11 inch pages with 12 point text font and 1 inch margins. Any materials beyond the 20-page limit will not be read. Further, any tables or charts contained in the Technical Proposal are included in the 20-page limit and should be single-spaced single-sided 8.5 x 11 inch pages with 12 point text font and 1 inch margins. Applicants should number the Technical Proposal beginning with page number 1. Applications that do not include Part II, the Technical Proposal, will be considered non-responsive.

Part III. Attachments to the Technical Proposal. In addition to the 20-page Technical Proposal, the applicant must submit one letter of commitment that is co-signed by all required partners and other partners, as appropriate, that describes the roles and responsibilities of each partner. Electronic signatures are permissible in the letter of commitment. The exception to this is that in addition to the single letter of commitment from partners, consortium applicants are also required to include a letter of commitment from each partner college within the consortium partnership, indicating their support for the project, identifying the specific role they will play, and providing each institution’s unique Federal Tax Identification Number.

Applicants who may have included an apprenticeship program or State apprenticeship agency as a partner should note that the DOL Office of Apprenticeship is the registration agency for apprenticeship programs in 25 States. In the other 25 States, the District of Columbia, and U.S. Territories, the registration agency is a recognized State Apprenticeship Agency that has responsibility for registering apprenticeship programs and providing technical assistance for registered apprenticeship programs. In the 25 States where DOL’s Office of Apprenticeship is the registration agency, a signature is not required in the letter of commitment from the DOL Office of Apprenticeship. A signature is required in the letter of commitment where the registration agency is a recognized State Apprenticeship Agency. Applicants should visit the DOL Office of Apprenticeship’s Web site (http://www.doleta.gov/oas/stateoffices.cfm and http://www.doleta.gov/oas/stateagencies.cfm) to identify the appropriate state apprenticeship director representative.

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

Applicants that identify a project manager for their proposed project in the Technical Proposal should include a resume for that individual as an attachment.

The applicant also must provide an Abstract, not to exceed two pages and must include the following sections: (1) Summary of the proposed project, including applicant name; (2) applicant type as referenced in section III.A, and identifying if the lead applicant has previously been funded through a CBET SGA or has never received a grant funded through a CBET SGA (if applying as a consortium, clearly designate that the lead applicant will serve as both the programmatic and fiscal agent for the grant in this section); (3) targeted industry and/or occupations; (4) project title; (5) key partners; (6) identification of the community or communities to be served, including whether the community(ies) are located in urban, suburban, or rural areas; (7) target populations to be served; (8) projected training and placement outcomes; and (9) funding level requested. Failure to provide this information in the Abstract may have an impact on selection as a grantee. These additional materials (commitment letter, resume for the project manager if applicable, and two-page abstract) do not count against the 20-page limit for the Technical
Proposal, but may not exceed 12 pages. Any additional materials beyond the 12-page limit will not be read. Applications that do not include the abstract will be considered non-responsive and will not be considered.

Applications may be submitted electronically on Grants.gov or in hard copy by mail or hand delivery. These processes are described in further detail in section IV.C. Applicants submitting proposals in hard copy must submit an original signed application (including the SF 424) and one (1) "copy-ready" version free of bindings, staples or protruding tabs to ease in the reproduction of the proposal by DOL.

Applicants submitting proposals in hard copy are also required to provide an identical electronic copy of the proposal on compact disc (CD). If discrepancies between the hard copy submission and CD copy are identified, the application on the CD will be considered the official applicant submission for evaluation purposes. Failure to provide identical applications in hard copy and CD format may have an impact on the overall evaluation.

C. Submission Process, Date, Times, and Addresses

The closing date for receipt of applications under this announcement is April 29, 2010. Applications must be received at the address below no later than 4 p.m. Eastern Time. Applications sent by e-mail, telegram, or facsimile (FAX) will not be accepted. If an application is submitted by both hard-copy and through http://www.grants.gov/a letter must accompany the hard-copy application stating why two applications were submitted and the differences between the two submissions. If no letter accompanies the hard-copy, we will review the copy. submitted through http://www.grants.gov. For multiple applications submitted through http://www.grants.gov, we will review the latest submittal. Applications that do not meet the conditions set forth in this notice will be considered non-responsive. No exceptions to the mailing and delivery requirements set forth in this notice will be granted. Further, documents submitted separately from the application, before or after the deadline, will not be accepted.

Mailed applications must be addressed to the U.S. Department of Labor, Employment and Training Administration, Division of Federal Assistance, Attention: Donna Kelly, Grant Officer, Reference SCA/DFA, PY 09-07, 200 Constitution Avenue, NW., Room N4716, Washington, DC 20210.

Applicants are advised that mail delivery in the Washington area may be delayed due to mail decontamination procedures. Hand-delivered proposals will be received at the address below. All overnight mail will be considered to be hand-delivered and must be received at the designated place by the specified closing date and time.

Applications that are submitted through Grants.gov must be successfully submitted at http://www.grants.gov no later than 4 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 the applicant be present when the proposal, should immediately initiate and complete the "Get Registered" registration steps at http://www.grants.gov/applicants/get_registered.jsp. Applicants should read through the registration process carefully before registering. These steps may take as much as four weeks to complete, and this time should be factored into plans for electronic submission in order to avoid unexpected delays that could result in the rejection of an application. The site also contains registration checklists to help you walk through the process. The Department strongly recommends that applicants download the "Organization Registration Checklist" at http://www.grants.gov/assets/Organization_Steps_Complete_Registration.pdf and prepare the information requested before beginning the registration process. Reviewing and assembling required information before beginning the registration process will alleviate last minute searches for required information and save time.

In addition to having a D-U-N-S® Number, applicants applying electronically through Grants.gov must register with the Federal Central Contractor Registry (CCR). Step-by-step instructions for registering with CCR can be found at http://www.grants.gov/applicants/org_step2.jsp. All applicants must register with CCR in order to apply online. Failure to register with the CCR will result in your application being rejected by Grants.gov during the submission process.

The next step in the registration process is creating a username and password with Grants.gov to become an Authorized Organization Representative (AOR). AORs will need to know the D-U-N-S® Number of the organization for which they will be submitting applications to complete this process. To read more detailed instructions for creating a profile on Grants.gov visit: http://www.grants.gov/applicants/org_step3.jsp.

After creating a profile on Grants.gov, the E-Biz Point of Contact (E-Biz POC)—a representative from your organization who is the contact listed for CCR—will receive an e-mail to grant the AOR permission to submit applications on behalf of their organization. The E-Biz POC will then log in to Grants.gov and approve an applicant as the AOR, thereby giving him or her permission to submit applications. To learn more about AOR Authorization visit: http://www.grants.gov/applicants/org_step5.jsp, or to track AOR status visit: http://www.grants.gov/applicants/org_step6.jsp.

An application submitted through Grants.gov constitutes a submission as an electronically signed application. The registration and account creation with Grants.gov, with E-Biz POC approval, establishes an AOR. When you submit the application through Grants.gov, the name of your AOR on file will be inserted into the signature line of the application. 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.

An electronic time stamp is generated within the system when the application is successfully received by Grants.gov. The applicant will receive acknowledgment of receipt and a tracking number from Grants.gov with the successful transmission of the application. Only applications that are successfully submitted no later than 4 p.m. Eastern Time on the closing date and subsequently successfully validated will be considered. 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. 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. Applications received by Grants.gov after the established due date and time will be considered late and will not be considered.

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

We strongly advise applicants to use the plethora of tools and documents, including FAQs, that are available on the "Applicant Resources" page at http://www.grants.gov/applicants/resources.jsp. To receive updated information about critical issues, new tips for users and other time sensitive updates as information is available, applicants may subscribe to "Grants.gov Updates" at http://www.grants.gov/applicants/email_subscription_signup.jsp. If applicants encounter a problem with Grants.gov and do not find an answer in any of the other resources, call 1-800-518-4726 to speak to a Customer Support Representative or e-mail support@grants.gov. The Contact Center is open 24 hours a day, seven days a week. They are closed on Federal holidays.

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

Any 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 proposed 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 address 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 13372, "Intergovernmental Review of Federal Programs."

E. Funding Restrictions

Determinations of allowable costs will be made in accordance with the applicable Federal cost principles. Disallowed costs are those charged 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. Successful and unsuccessful applicants will not be entitled to reimbursement of pre-award costs.

1. Indirect Costs

As specified in OMB Circular Cost Principles, indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective. In order to use grant funds for indirect costs incurred, the applicant must obtain an Indirect Cost Rate Agreement with its cognizant Federal agency either before or shortly after grant award.

2. Administrative Costs

Under this SGA, an entity that receives a grant to carry out a project or program may not use more than 10 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 discussed in the budget narrative and tracked through the grantees' accounting systems. To claim any administrative costs that are also indirect costs, the applicant must obtain an Indirect Cost Rate Agreement from its cognizant Federal agency.

3. Salary and Bonus Limitations

Under Public Law 109-234, none of the funds appropriated in Public Law 109-115 or prior Acts under the heading "Employment and Training Administration" that are available for expenditure on or after June 15, 2008, shall be used by a recipient or sub-recipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. Public Laws 111-8 and 111-117 contain the same limitations with respect to funds appropriated under each of these Laws. These limitations also apply to grants funded under this SGA. The salary and bonus limitation does not apply to vendors providing goods and services as defined in OMB Circular A-133 (codified with 29 CFR Parts 96 and 99). See Training and Employment Guidance Letter 3-06 for further clarification: http://wdr.doleta.gov/directives/corrs_doc.cfm?DOCN=2262.

4. Use of Grant Funds for Wages

Organizations that receive grants through this SGA may not use grant funds to pay for the wages of grant participants. Further, the provision of stipends to training enrollees for the purposes of wage replacement is not an allowable cost under this SGA. However, while grant funds may not be used to pay for wages, grant funds may be used to support the costs associated with providing on-the-job training to participants, which can include the extraordinary costs of providing on-the-job training and additional supervision. Please refer to section VI.B for more information.

5. Tuition and Other Costs of Training

Organizations that receive grants through this SGA may use grant funds to pay for the costs of tuition, as well as other training related expenses, associated with the specific education and training activities provided through these grants. Organizations may pay for these tuition and other training-related expenses directly, or may provide participants with scholarships to pay for these costs. Grantees should ensure that they use their share of grant funds to pay for the costs of tuition and other training related expenses in accordance with applicable Federal cost principles.

6. Intellectual Property Rights

The Federal Government reserves a paid-up, nonexclusive and irrevocable license to reproduce, publish, otherwise use, and to authorize others to use for Federal purposes: (1) The copyright in all products developed under the grant, including a subgrant or contract under the grant or subgrant; and (2) any rights of copyright to which the grantee, subgrantee or a contractor purchases ownership under an award.
(including but not limited to curricula, training models, technical assistance products, and any related materials). Such uses include, but are not limited to, the right to modify and distribute such products worldwide by any means, electronically or otherwise. Federal funds may not be used to pay any royalty or licensing fee associated with such copyrighted material, although they may be used to pay costs for obtaining a copy which are limited to the developer/seller costs of copying and shipping. If revenues are generated through selling products developed with grant funds, including intellectual property, these revenues are program income. Program income is added to the grant and must be expended for allowable grant activities.

If applicable, grantees must include the following language on all products developed in whole or in part with grant funds:

“This workforce solution was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This solution is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.”

F. Use of Funds for Supportive Services

Supportive services for adults and dislocated workers are defined at WIA Sections 101(46) and 134(e)(2). They include services such as transportation, child care, dependent care, and housing that are necessary to enable an individual to participate in activities funded through this grant. Further, under WIA Section 134(e)(3), supportive services can include needs-related payments (NRPs) that are necessary to enable individuals to participate in training activities funded through this grant. For the purposes of this SGA, grantees may use grant funds to provide supportive services only to individuals who are participating in activities provided through the grant (or in the case of NRPs, participating in training), who are unable to obtain such services through other programs, and when such services are necessary to enable individuals to participate in activities.

Grantees should ensure that their use of grant funds on supportive services is consistent with their established written policy regarding the provision of supportive services. Grantees may use no more than 10 percent of their grant funds on these services. However, to support the employment and training needs of the targeted populations, ETA encourages grantees to leverage other sources of funding for supportive services, including WIA Adult formula funds.

G. Other Submission Requirements

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

V. Application Review Information

A. Evaluation Criteria

This section identifies and describes the criteria that will be used to evaluate the grant proposals. These criteria and point values are:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points</th>
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<tbody>
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<td>2. Project Management and Organizational Capacity</td>
<td>20</td>
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<tr>
<td>3. Strategy and Project Work Plan</td>
<td>40</td>
</tr>
<tr>
<td>4. Outcomes and Deliverables</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
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1. Statement of Need (20 Points)

Applicants must fully demonstrate a clear and specific need for the Federal investment in the proposed activities. It is critical throughout this section that applicants be explicit and specific as possible in citing the most up-to-date, accurate sources of data and analysis. Applicants should use all relevant data from a wide variety of traditional resources (e.g., BLS reports, and State surveys) and non-traditional information sources including consultation with industry associations, or tracking private sector and government infrastructure investments, building permits, job postings, and business hiring trends. Points for this section will be based on the relevance, completeness, and quality of data and analysis which should serve as the foundation for the Strategy and Project Work Plan as follows:

1. (10 points) Data and analysis of the local or regional workforce including the unemployment rate; demonstration that the local or regional workforce has a high number of long-term unemployed individuals, such as individuals that have been unemployed for six months or more; discussion of any potential or actual layoffs; information on demographics, education, skill levels, and potential barriers to employment for the specific populations that will be targeted through the proposed project (unemployed workers, dislocated workers, and/or incumbent workers); and the skill gaps currently existing and those projected for the pipeline of future workers in the local and regional area.

2. (5 points) Data and analysis of the current and projected employment opportunities by industry and occupation and identification of the job skills necessary to obtain those employment opportunities. Specific employers that need or will need skilled workers should be identified if they are employers likely to be hiring within the grant period of performance.

3. (5 points) A brief inventory of training for the industries and occupations being targeted that is available in the community, and why current education and training offerings are not sufficient to address job seeker and employer needs. Provide a full description of the specific types of education and training available for targeted industries and occupations, including specific providers and their current capacity (e.g., number of slots per year), and why that capacity is not sufficient to address the needs of job seekers and employers.

2. Project Management and Organizational Capacity (20 Points)

The applicant must fully describe its capacity and its partners’ capacity to effectively staff the proposed initiative. The application must also fully demonstrate the applicant’s fiscal, administrative, and performance management capacity to implement the key components of this project, and the track record of the applicant and its partners in implementing projects of similar focus, size, and scope.

Scoring under this criterion will be based on the extent to which applicants provide evidence of the following:

1. Staff, Fiscal, Administrative, and Performance Management Capacity (15 points)

Strong evidence that the applicant and its partners have the staff capacity to implement the proposed initiative and have the fiscal, administrative, and performance management capacity to effectively administer this grant.

Discussion should include:

- The proposed staffing pattern for the project, including program management and administrative staff and program staff, which demonstrates
that the role(s) and time commitment of the proposed staff are sufficient to ensure proper direction, management, implementation, and timely completion of each project.
- Where a project manager is identified, the applicant must demonstrate that the qualifications and level of experience of the proposed project manager are sufficient to ensure proper management of the project, and should include the resume of this individual as an attachment. Where no project manager is identified, the applicant should discuss the minimum qualifications and level of experience that will be required for the position.
- A full description of the applicant's capacity, including its systems, processes, and administrative controls that will enable it to comply with Federal rules and regulations related to the grant's fiscal and administrative requirements.
- A full description of the applicant's capacity, including its systems and processes, that will support the grant's performance management requirements through effective tracking of participant status and performance outcomes including both participant-level data and aggregate outcomes. The applicant must include an explanation of the applicant's processes and systems for tracking participants while protecting individual privacy, as well as collecting and managing data in a way that allows for accurate and timely reporting of performance outcomes. The applicant may cite relationships with the public workforce system, as appropriate, to assist with client tracking and performance reporting, and should describe access to specific data management software for client tracking and performance reporting. The applicant should be aware that ETA will provide grantees with an existing software system to help them collect and report the performance data that is required by this grant, and will make this system available to grantees at no cost. This ETA-provided software system is an Access-based management information system that can support grantees in the tracking of participant information for required performance reporting elements. However, grantees should note that this system is not a case management system. The applicant's response to this section of the evaluation criteria could reference the use of this software system.
- Applicant's Experience (5 points)
  The applicant must demonstrate its experience leading or participating significantly in a comprehensive partnership, and the experience of the applicant and its partners in effectively implementing and operating training, education, and job placement initiatives of similar focus, size and scope. The discussion must include:
  - Specific examples of the applicant's experience in leading or participating significantly in a partnership that focused on education and training and included a wide range of stakeholders, including a description of the programmatic goals of the project, and a demonstration of the results achieved by that project.
  - Specific examples of the applicant's track record administering Federal, State, or local grants. Applicants that have not received grants before should provide specific examples of their program management experiences, or other relevant experiences administering Federal, State, or local funds. Examples should include the programmatic goals and programmatic, fiscal, and administrative results from these projects.
  - A description of the applicant's and its partners' experience in projects providing education, training, and placement services to the specific populations noted in section III.F.1 including the programmatic goals and results of the projects.

3. Strategy and Project Work Plan (40 Points)
The applicant must provide a complete and very clear explanation of its proposed strategy and its implementation plans. The applicant must describe the proposed workforce development strategy in full, explain how the proposed education/training addresses the applicant's statement of need, and, demonstrate how the proposed project will effectively deliver education/training. ETA is interested in applicants describing any evidence-based research that they considered in designing the strategy. The applicant must present a comprehensive work plan for the project, following the format provided later in this section. Points for this criterion will be awarded for the following factors:
- Roles and Commitment of Project Partners (5 points)
  Scoring on this section will be based on the extent to which the applicant fully demonstrates the breadth and depth of their partners' commitment to the proposed project, by addressing the following factors:
  - Applicants must fully demonstrate they have assembled a comprehensive and representative partnership of both the target industries and of the organizations that can address gaps in education and training offerings identified in the statement of need in their local or regional area. If appropriate, applicants should include a clear description of partner involvement in the suggested strategic planning process outlined in section III.C.1 to support the development of the technical proposal. The applicant should fully describe the specific roles and level of participation of each of the project partners, including education/training, supportive services, expertise, and/or other activities that partners will contribute to the project.
  - The applicant must also demonstrate a strong commitment from its partners by providing a letter of commitment signed by all partners, as well as letters of commitment from partner colleges if the applicant is applying on behalf of a consortium of community or technical colleges. (See section IV.B for instructions on submitting a required letter of commitment). ii. Proposed Recruitment and Pre-Training Activities, Education/Training, Placement, and Retention Strategies (15 points)
  - Recruitment and Pre-Training Activities: The applicant must provide a comprehensive outreach and recruitment strategy that is inclusive of diverse populations as defined in the statement of need, that defines a clear process for finding and referring workers to the education/training programs, and describes pre-training activities such as case management services and assessment services, if applicable. The applicant must clearly identify how the proposed strategy will enable the project to effectively recruit those populations and identify any potential barriers to employment.
  - Training: DOL encourages applicants to base their education/training strategies on program models that have shown promising outcomes for serving the populations targeted through this SGA. The applicant must provide a detailed explanation of the proposed education/training activities that describes how the project will comprehensively address the education/training needs of the targeted populations (unemployed workers, dislocated workers, and/or incumbent workers), and other populations to be served (if applicable), including a discussion of how the design of the education/training activities will accommodate the current skill and education level, age, language barriers, and level of work experience of the targeted populations. The applicant must also describe how the project will address barriers to employment by combining education/training services
with supportive services, such as child care or transportation, as appropriate for each targeted population. The applicant must demonstrate that education/training will focus on the specific industries and occupations it has proposed to target and focuses on skills and competencies demanded by the selected industries and occupations; that the project will integrate basic skills training where appropriate; and that the education/training will lead to an appropriate employer- or industry-recognized credential (which can include an educational certificate or degree, an occupational license, an industry-sponsored certificate or certification, as well as a Registered Apprenticeship certificate or degree) and to employment; take place at times and locations that are convenient and easily accessible to the target populations; provide education/training for jobs currently available or job openings that are anticipated during the life of the grant; educate individuals about opportunities for career advancement and wage growth within the targeted industry and/or occupation; provide comprehensive coaching to help individuals take advantage of those opportunities; and describe how participant education/training costs will be paid, such as directly through the grant or through other resources.

- **Placement:** The applicant must provide a clear strategy for placing individuals into employment. The applicant must describe the specific employers and methods for engaging employers, identifying specific job needs, and referring participants to employers. Wherever possible, the applicant should identify specific employers that indicate plans to hire project participants that complete education/training. Applicants serving incumbent workers should include a clear strategy for working with employers to support incumbent worker career advancement, if applicable.

- **Retention:** The applicant must provide a clear strategy for job retention, identifying specific activities and partners that are important to help participants retain employment. This should include strategies for engaging employers, as well as for identifying the barriers to retention that participants face after placement and for providing them with supportive services to address these barriers.

iii. Leveraged Resources (5 points)

The applicant clearly and fully describes any funds and other resources that will be leveraged to support grant activities and how these funds and other resources will be used to contribute to the proposed outcomes for the project, including any leveraged resources related to the provision of supportive services for program participants. This includes funds and other resources leveraged from businesses, labor organizations, education and training providers, WIA core and/or intensive services, and/or Federal, State, and local government programs. Examples of leveraged resources include the costs of personnel, supplies, and equipment provided by the applicant and/or its partners that will support grant activities. Applicants will be scored based on the extent to which they fully demonstrate the resources provided, including the source(s) and type(s) of leveraged resources provided, the strength of commitment to provide these resources (such as in a commitment letter), the breadth and depth of the resources provided, and how well these resources support the proposed grant activities.

iv. Project Work Plan (15 points)

The applicant must provide a comprehensive project work plan. Factors considered in evaluating the project work plan will include: (1) the presentation of a coherent plan that demonstrates the applicant's complete understanding of all the activities, responsibilities, and costs required to implement each phase of the project and achieve projected outcomes within the timeframe of the grant; (2) the demonstrated feasibility and reasonableness of the timeline for accomplishing all necessary start-up and education/training activities, including the ability to begin start-up activities immediately following the grant start date of no later than July 1, 2010, and to begin education and training activities no later than January 15, 2011; and (3) the extent to which the budget aligns with the proposed work plan and is justified with respect to the adequacy and reasonableness of resources requested. Applicants must present this work plan in a table that includes the following categories:

- **Project Phase:** Lay out the timeline in six phases—Startup, Recruitment and Pre-Training Activities, Training, Placement, Retention, and Deliverables.

- **Activities:** Identify the major activities related to each phase of the project. For each activity, include the following information: (a) Start Date; (b) End Date; (c) Project partner(s) that will be primarily responsible for performing each activity; (d) Key tasks associated with each activity; (e) Key project milestones, with a list of the target dates and associated outcomes projected for recruitment, education/training, placement, and retention activities; and (f) As accurately as possible, list the sub-total budget dollar amount associated with each activity.

The Project Work Plan must also include a plan for developing a sustainability strategy and any other specific deliverables which applicants propose to develop, such as curriculum. It must include adequate time throughout the life of the grant to conduct sustainability planning that involves the public workforce system, employers, and other key partners, where appropriate, to help ensure that strategic partnerships and core education/training, placement, and retention activities are sustained after the grant ends. Applicants must build in specific meetings or activities and deliverables in the Project Work Plan that will focus on sustainability planning and the development of a written sustainability plan, which will be a required document submitted to ETA at the end of the grant. It is ETA's expectation that grantees will develop a robust plan for sustainability that leverages a variety of partnerships and funding streams to sustain all or a portion of their project.

4. Outcomes and Deliverables (20 Points)

The applicant must demonstrate a results-oriented approach to managing and operating its project by providing projections for all outcome categories relevant to measuring the success or impact of the project, providing an estimated cost per participant, describing the products and deliverables that will be produced as a result of the grant activities, and fully demonstrating the appropriateness and feasibility of achieving these results within the grant period of performance. The applicant must include projected outcomes, which will be used as goals for the grant. The applicant must comprehensively address each of the areas outlined below.

i. Projected Performance Outcomes (10 points)

The applicant must provide projections and track outcomes for each of the following outcome categories for all participants served with grant funds:

- **Total participants served;**
- **Total number of participants beginning education/training activities;**
- **Total number of participants completing education/training activities;**
- **Total number of participants who complete education/training activities**
that receive a degree, certificate, or other type of credential:

- For participants who complete education/training activities that receive a degree, certificate, or other type of credential, identify the type(s) of credentials to be received and the total number of credentials to be received for each type identified;

- Total number of participants who complete education/training activities who enter employment. This outcome refers to placement into unsubsidized employment and includes individuals who are employed when they begin education/training and enter a new position of employment after completion of education/training activities, even if the new position is with the same employer, as long as the individuals use the competency or competencies they acquired through education/training in their new position;

- Total number of participants who complete education/training activities who are placed into unsubsidized employment, as noted in the bullet above, who retain an employed status in the first and second quarters following initial placement; and

- Total number of participants who complete education/training activities who enter training-related unsubsidized employment. This outcome refers to placement into unsubsidized employment and includes individuals who are employed when they begin education/training and enter a new position of employment after completion of education/training activities, even if the new position is with the same employer, as long as the individuals use the competency or competencies they acquired through education/training in their new position and their new position is in the industry or occupation on which the grant-funded education/training focused.

The applicant must collect participant-level data on individuals who receive education/training and other services provided through the grant. These data should be the basis for reporting against the outcomes listed above, and may be required for reporting on other employment-related outcomes in the future.

An applicant must collect and report participant-level data from the following categories:

- Demographic and socioeconomic characteristics;
- Services provided; and
- Outcomes achieved.

ii. Appropriateness and Feasibility, Degrees, Certificates, or Other Credentials Resulting From Training, and Deliverables (10 points)

- The applicant must fully demonstrate the appropriateness and feasibility of its projections of the project outcomes by addressing four factors: (1) The extent to which the expected project outcomes are realistic and consistent with the objectives of the project and the needs of the community; (2) the ability of the applicant to achieve the stated outcomes and report results within the timeframe of the grant; (3) the appropriateness of the outcomes with respect to the requested level of funding; and (4) the cost per participant and the appropriateness of those costs in relation to the nature of the education/training, the targeted populations served, and similar education/training in the community(ies).

- Project activities must lead to an employer- or industry-recognized credential (which can include an educational certificate or degree, an occupational license, an industry-sponsored certificate or certification, as well as a Registered Apprenticeship certificate or degree), and the applicant must identify the credential that participants will earn as a result of the proposed education/training, and the employer-, industry-, or State-defined standards associated with the credential. If the credential targeted by the education/training project is performance-based, applicants should either: (a) Demonstrate employer engagement in the curriculum development process; or (b) demonstrate that the credential will translate into concrete job opportunities with an employer.

- If applicable, the applicant must provide a comprehensive list of the expected deliverables consistent with the project work plan and timeline (required in section V.A.3.iv) that includes a brief description of the deliverable (such as updated curriculum), the anticipated completion date, and an estimated timeframe and method for electronic delivery to ETA. Electronic delivery may include e-mail for smaller documents, DVDs or other electronic media for transmission of larger files.

- Applicants must describe their process for identifying subject matter experts and conducting reviews of the deliverables produced through the grant activity. Applicants should allot funds in their budget for the independent review of their deliverables by subject matter experts. Subject matter experts are individuals with demonstrated experience in developing and/or implementing similar deliverables. These experts could include applicants' peers, such as representatives from neighboring education and training providers. The applicant must provide ETA with the results of the review and the qualifications of the reviewer(s) at the time the deliverable is provided to ETA.

B. Review and Selection Process

Applications for grants under this solicitation will be accepted after the publication of this announcement and until the closing date. A technical review panel will carefully evaluate applications against the selection criteria. These criteria are based on the policy goals, priorities, and emphasizes set forth in this SGA. Up to 100 points may be awarded to an application, depending on the quality of the responses to the required information described in section V.A. The ranked scores will serve as the primary basis for selection of applications for funding, in conjunction with other factors such as urban, rural, and geographic balance; representation among eligible organizations that have never received a CBT grant; representation among the high growth and emerging industries targeted through this SGA; 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 and non-selected applicants will be notified by mail. Selection of an organization as a grantee does not constitute approval of the grant application as submitted.

Before the actual grant is awarded, ETA may enter into negotiations about such items as program components, staffing and funding levels, and administrative systems in place to support grant implementation. If the negotiations do
The following administrative standards and provisions may be applicable:


ii. 29 CFR part 29 and 30—Apprenticeship and Equal Employment Opportunity in Apprenticeship and Training;

iii. 29 CFR part 37—Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act of 1998. The Department notes that the Religious Freedom Restoration Act (RFRA), 42 U.S.C. section 2000bb, applies to all Federal law and its implementation. If your organization is a faith-based organization that makes hiring decisions on the basis of religious belief, it may be entitled to receive Federal financial assistance under Title I of WIA and maintain that hiring practice even though Section 188 of WIA contains a general ban on religious discrimination in employment. If you are awarded a grant, you will be provided with information on how to request such an exemption.

iv. Under WIA section 181(b)(4), health and safety standards established under Federal and State law otherwise applicable to working conditions of employees are equally applicable to working conditions of participants engaged in training and other activities. Applicants who are awarded grants through this SGA are reminded that these health and safety standards apply to participants in these grants.

In accordance with section 18 of the Lobbying Disclosure Act of 1995 (Pub. L. 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.

Except as specifically provided in this SGA, DOL/ETA's acceptance of a proposal and an award of Federal funds to sponsor any programs does not provide a waiver of any grant requirements and/or procedures. For example, the OMB Circulars require that an entity's procurement procedures must ensure that all procurement transactions are conducted, as much as practical, to provide open and free competition. If a proposal identifies a specific entity to provide services, the DOL's award does not provide the justification or basis to sole source the procurement, i.e., avoid competition, unless the activity is regarded as the primary work of an official partner to the application.

2. Special Program Requirements

i. Evaluation

DOL may require that the program or project participate in an evaluation of the overall performance of CB/JTJGs, as described in section III.P.4.

ii. Definition of Credential

A credential is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards are not included in this definition. Work readiness certificates are also not included in this definition. A credential is awarded in recognition of an individual's attainment of technical or occupational skills by:

* A State educational agency or a State agency responsible for administering vocational and technical education within a State.

* An institution of higher education described in Section 102 of the Higher Education Act (20 U.S.C. 1002) that is qualified to participate in the student financial assistance programs authorized by title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs.

* A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.

* A Registered Apprenticeship program.

* A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, State certified asbestos inspector).

* A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
C. Reporting

Quarterly financial reports, quarterly progress reports, and MIS data will 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 On-Line 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. In order to submit these quarterly reports, the grantee will be expected to track participant-level data on the individuals who are involved in education/training and other services provided through the grant and report on participant status in a variety of fields and outcome categories, as well as provide narrative information on the status of the grant. The last quarterly progress report that grantees submit will serve as the grant’s Final Performance Report. This report should provide both quarterly and cumulative information on the grant’s activities. It must summarize project activities, employment outcomes and other deliverables, and related results of the project, and should thoroughly document the training or labor market information approaches utilized 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. Grantees must agree to meet DOL reporting requirements.

3. 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.

VII. Agency Contacts

For further information regarding this SGA, please contact Janice Sheelor, Grants Management Specialist, Division of Federal Assistance, at (202) 693-3538 (This is not a toll-free number). Applicants should e-mail all technical questions to Sheelor.janice@dol.gov and must specifically reference SGA/DFA PY 09-07, and along with question(s), include a contact name, fax and phone number. This announcement is being made available on the ETA Web site at http://www.doleta.gov/grants and at http://www.grants.gov.

VIII. Additional Resources of Interest to Applicants

A. Web-Based Resources

DOL maintains a number of Web-based resources that may be of assistance to applicants. For example, the 2009 State Workforce Investment Act Plan modifications (http://www.doleta.gov/usworkforce/WIA/plansstatus.cfm) and America’s Service Locator (http://www.servicelocator.org), which provides a directory of our nation’s One-Stop Career Centers.

B. Industry Competency Models and Career Clusters

ETA supports an Industry Competency Model Initiative to promote an understanding of the skill sets and competencies that are essential to an educated and skilled workforce. A competency model is a collection of competencies that, taken together, define successful performance in a particular work setting. Competency models serve as a starting point for the design and implementation of workforce and talent development programs. To learn about the industry-validated models visit the Competency Model Clearinghouse (CMC) at http://www.careeronestop.org/CompetencyModel. The CMC site also provides tools to build or customize industry models, as well as tools to build career ladders and career lattices.

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

C. Promising Training Approaches

ETA encourages applicants to propose promising training approaches in order to inform their proposals. The following list of Web sites provides a starting point for this research, but by no means should be considered a complete list:

- ETA’s Web site (http://www.doleta.gov) and the ETA Research Publication Database (http://wdr.doleta.gov/research-keyword.cfm);
- ETA’s knowledge sharing site (http://www.workforce3one.org), including the “workforce solutions” section that contains over 6,000 additional resources applicants may find valuable in developing workforce strategies and solutions;
- The National Governors Association Center for Best Practices (http://www.nga.org);
- The National Association of State Workforce Agencies (http://www.workforceatin.org) and
- The National Association of Workforce Boards (http://www.nawb.org).

IX. Other Information

OMB Information Collection No. 1225-0096, Expires November 30, 2012

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 20 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding 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 Darrin A. King, Departmental Clearance Officer, 200 Constitution Avenue, NW, Room N1301, Washington, DC 20210. Comments may also be e-mailed 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 SGA will be used by DOL to ensure that grants are awarded to the applicant best suited to perform the functions of the grant. Submission of this information is required in order for the applicant to be considered for award of this grant.
DEPARTMENT OF LABOR

Employment and Training Administration

American Recovery and Reinvestment Act of 2009; Notice of Availability of Funds and Solicitation for Grant Applications for Trade Adjustment Assistance Technical Assistance and Outreach Partnership Grants

AGENCY: Employment and Training Administration (ETA), Labor.

ACTION: Notice of Solicitation for Grant Applications (SGA).

DATES: The closing date for receipt of applications under this announcement is April 14, 2010. Applications must be received no later than 4 p.m. (Eastern Time), or submitted electronically by the deadline and in accordance with the instructions in Section IV. C. of this solicitation.

ADDRESSES: Mailed applications must be addressed to the U.S. Department of Labor, Employment and Training Administration, Division of Federal Assistance, Attention: James Stockton, Grant Officer, Reference SGA/DFA PY-09-06, 200 Constitution Avenue, NW., Room N4716, Washington, DC 20210.

For complete “Application and Submission Information” please refer to Section IV of the solicitation.

FOR FURTHER INFORMATION CONTACT: Rahel Bizuyene, Grants Management Specialist, Division of Federal Assistance, at (202)–693–3256 (this is not a toll free number). Applicants should e-mail all technical questions to Bizuyene.Rahel@dol.gov and must specifically reference SGA/DFA PY 09–06, and along with question(s), include a contact name, fax and phone number.

SUPPLEMENTARY INFORMATION:

Background

The Department of Labor (DOL, or the Department) announces the availability of approximately $1.2 million in grant funds authorized by the American Recovery and Reinvestment Act of 2009 (the Recovery Act) from the dislocated workers assistance national reserve to provide technical assistance and outreach to dislocated workers impacted by foreign trade. Proposed projects must be developed and implemented through strategic partnerships.

This SGA or solicitation provides background information on the grant opportunity and critical elements required of projects funded under this grant. It also describes the application submission requirements, the process that eligible applicants must use to apply for funds covered by this solicitation, and how grantees will be selected. The eligible applicants for this SGA are National Employer Associations, National Labor Union Organizations, other Labor Union Affiliates, Non-profit Organizations and National Associations with connections to the Trade Adjustment Assistance for Workers (TAA) program or TAA-certified workers. Additional specific eligibility guidance is included in Section III.A under “Eligibility Information.”

Funding Opportunity Number: SGA/DFA PY 09–06.

Catalog of Federal Domestic Assistance (CFDA) Number: 12.260.

SUMMARY: The Department of Labor (DOL, or the Department) announces the availability of approximately $1.2 million in grant funds authorized by the American Recovery and Reinvestment Act of 2009 (the Recovery Act) from the dislocated workers assistance national reserve to provide technical assistance and outreach to dislocated workers impacted by foreign trade. Proposed projects must be developed and implemented through strategic partnerships.

This SGA or solicitation provides background information on the grant opportunity and describes the critical elements required of projects funded under this grant. It also describes the application submission requirements, the process that eligible applicants must use to apply for funds covered by this solicitation, and how grantees will be selected. The eligible applicants for this SGA are National Employer Associations, National Labor Union Organizations, other Labor Union Affiliates, Non-profit Organizations and National Associations with connections to the TAA program or TAA-certified workers. Additional specific eligibility guidance is included in Section III.A under “Eligibility Information.”

Supplementary Information

The Department’s Employment and Training Administration (ETA) is responsible for administering programs to assist dislocated workers under the Workforce Investment Act of 1998 (WIA). This includes workers dislocated because of foreign trade and who are therefore potentially eligible for benefits under the TAA program authorized by the Trade Act of 1974, as amended, a partner in the WIA One-stop delivery system. The Recovery Act expanded the TAA program to help trade-affected workers in the services sector of the economy as well as even greater numbers of workers in the manufacturing sector who have lost their jobs or who are threatened with job losses. The TAA program makes available to these dislocated workers a variety of benefits either before or after their job loss, including employment and case management services, job training, income support, job search and relocation allowances, a tax credit to help pay the costs of health insurance, and a wage supplement to certain reemployed trade-affected workers 50 years of age and older. Under WIA, individuals are able to access services tailored to their employment and training needs through the One-stop delivery system, such as: Assessment of skills and interests, job development, job placement, counseling, training, and supportive services to enable individuals who need such assistance to participate in training for reemployment or to find new employment without enrolling in a training program. While these services may also be available to trade-affected workers through WIA-funded staff, the Recovery Act expanded the TAA program to include additional funding to provide such employment and case management services to this pool of dislocated workers.

The ETA is seeking to better assess State needs and to gauge effective practices that assist workers in specific trade industry sectors in an effort to address high unemployment levels as a result of trade competition, and also to heighten public awareness of services, training, and other benefits available through the TAA program. The Secretary of Labor has made it a priority to “Ensure Good Jobs for Everyone” and to “Help Protect Middle-class and Working Family Incomes.” Therefore, the intent of this SGA is for grantees to provide additional technical assistance and outreach to the dislocated worker populations hardest hit by foreign trade to ensure that workers receive the benefits of the TAA program to achieve this reemployment goal.

The Recovery Act expanded the TAA program to include trade-affected workers in the services sector of the economy. The broadened pool
Division of Cost Determination
List of Addresses and Telephone Numbers

As of March 2010

National Office address and contact information: 200 Constitution Avenue, N.W., S-1510
Washington, D.C. 20210
(P) 202-693-4100
(F) 202-693-4099

Chief: Victor M. Lopez
E-mail address: lopez.victor@dol.gov
(P) 202-693-4106

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<td>(F) 202-693-4099</td>
</tr>
</tbody>
</table>
| 4 Stephen Cosinski | cosinski.stephen@dol.gov | Philadelphia    | 125 Oak Drive
|                  |                           |                 | Sellersville, PA 18960          | (P) 215-257-8712 |
|                  |                           |                 |                                  | (F) 215-257-8994 |
| 5 Ronald Goolsby | goolsby.ronald@dol.gov    | Chicago         | 230 South Dearborn
|                  |                           |                 | St. Room 1016
|                  |                           |                 | Chicago, IL 60604-1505          | (P) 312-886-5247 |
|                  |                           |                 |                                  | (F) 312-353-0704 |
| 6 Carol McKone   | mckone.carol@dol.gov      | Dallas          | P.O. Box 821067
|                  |                           |                 | Ft. Worth, TX 76182             | (P) 817-281-1503 |
|                  |                           |                 |                                  | (F) 817-281-1530 |
| 7 Arthur Campbell | campbell.arthur@dol.gov   | Seattle         | P.O. Box 3433
|                  |                           |                 | Renton, WA 98056                 | (P) 425-271-3848 |
|                  |                           |                 |                                  | (F) 425-271-5295 |

Cost Negotiators are generally responsible for organizations located in their regions, as follows:


Chicago region: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, North Dakota, South Dakota, Nebraska, Ohio, and Wisconsin.


PART IV - SPECIAL CONDITIONS

1. **Federal Project Officer:** The DOL/ETA Federal Project Officer (FPO) for this grant/agreement is:

   Elina Fandunts
   George W. Bush Federal Building
   90 7th Street, Suite 17-300
   San Francisco, California 94103-1516
   415-625-7964
   Fandunts.Elina@dol.gov

   The FPO is not authorized to change any of the terms or conditions of the grant/agreement. Such changes, if any, will be accomplished by the Grant Officer by the use of a properly executed grant/agreement modification.

2. **Equipment:** Awardees must receive **prior approval** from the DOL/ETA **Grant Officer** for the purchase and/or lease of any equipment with a **per unit acquisition cost of $5,000 or more, and a useful life of more than one year.** This includes the purchases of ADP equipment. The grant award does not give approval for equipment even if it is specified in a grantee's statement of work unless specifically approved in the grant award execution letter by the Grant Officer. If not, the awardee must submit a detailed description list to the FPO for review within 30 days of the grant/agreement award date. Failure to do so will necessitate the need for approval of equipment purchase on an individual basis.

3. **Program Income:** The awardee is authorized to utilize the addition method if any **Program Income** is generated throughout the duration of this grant/ agreement. The awardee is allowed to deduct costs incidental to generating Program Income to arrive at a net Program Income [29 CFR Part 95.24(c)]; or [29 CFR Part 97.25(c)(g)(2)].

4. **Pre-Award:** The awardee hereby agrees that all costs incurred by the awardee prior to the start date specified in the grant agreement issued by the Department are **incurred at the awardee’s own expense.**

5. **Reports:** Pursuant to Training and Employment Notice (TEN) 12-07, Implementation of New OMB Approved Form ETA 9130, U.S. DOL ETA FINANCIAL REPORT, dated October 1, 2007, all ETA grantees are required to report quarterly financial data on the ETA 9130, beginning with the quarter ending September 30, 2007. (From the September 30, 2007 reporting quarter and forward, previously required financial reporting forms, including the Standard Form 269, are no longer accepted by ETA.) The ETA on-line reporting system has been modified to accommodate the ETA 9130 required data elements, which include a new Federal cash section. Expenditures are required to be reported on an accrual basis, cumulative from the beginning of the life of a grant, through the end of each reporting period. Upon receipt of an ETA award, grantees will receive instructions for accessing both the online financial reporting system and the HHS Payment Management System. Copies of the ETA 9130 and detailed reporting instructions are available at [www.doleta.gov/grants](http://www.doleta.gov/grants). The ETA Basic reporting format is applicable for the WIA Incentive grants.
Grantees are required to submit a brief narrative quarterly and final report to the designated Federal Project Officer (FPO) and the Grant Officer (GO) on grant activities funded under this agreement. All reports become due no later than 45 days after the end of each reporting quarter. Reporting quarter end dates are June 30, September 30, December 31, and March 31.

(B) QUARTERLY PROGRESS REPORTS

The awardee shall submit the QUARTERLY progress report to ETA not later than 45 days after the end of the calendar quarters; and FINAL progress reports not later than 90 days after all funds have been expended, or the period of grant funds availability has expired. For the last calendar quarter in which awardees are active, they will not submit a quarterly progress report, but will include information on their activities that quarter in the FINAL progress report. The awardee’s FINAL progress report should provide information on their grant activities during that last quarter and cumulative information on grant activities during the grant’s entire period of performance. **(DO NOT MAIL REPORTS DIRECTLY TO THE GRANT OFFICER).**

1. The awardee shall use any standard forms and instructions to report on training and employment outcomes and other data relating to the progress reports as provided by ETA.

2. The awardee shall utilize standard reporting processes and electronic reporting systems to submit their quarterly progress reports as provided by ETA.

6. **Consults:** Consultant fees paid under this grant/agreement shall be limited to $585 per day without additional DOL Grant Officer approval.

7. **Rebates:** The awardee agrees to advise the Grant Officer, in writing, of any **forthcoming** income resulting from lease/rental rebates or other rebates, interest, credits or any other monies or financial benefits to be received directly or indirectly as a result of or generated by these award dollars. Appropriate action must be taken to ensure that the Government is reimbursed proportionally from such income.

8. **Publicity:** No funds provided under this grant shall be used for publicity or propaganda purposes, for the preparation, distribution or use of any kit, pamphlet, booklet, publication, radio, television or film presentation designed to support or defeat legislation pending before the Congress, except in presentation to the Congress itself. Nor shall grant funds be used to pay the salary or expenses of any grant or agreement awardee or agent acting for such awardee, related to any activity designed to influence legislation or appropriations pending before the Congress.

9. **Public Announcements:** When issuing statements, press releases, requests for proposals, bid solicitation, and other documents describing project or programs funded in whole or in part with Federal money, all awardees receiving Federal funds, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with Federal money, and (2) the dollar amount of Federal funds for the project or program.
10. **Executive Order 12928:** In compliance with Executive Order 12928, the Grantee is strongly encouraged to provide subcontracting/subgranting opportunities to Historically Black Colleges and Universities and other Minority Institutions such as Hispanic Serving Institutions and Tribal Colleges and Universities; and to Small Businesses Owned and Controlled by Socially and Economically Disadvantaged Individuals.

11. **Procurement:** Except as specifically provided, DOL/ETA acceptance of a proposal and an award of federal funds to sponsor any program(s) **does not** provide a waiver of any grant requirements and/or procedures. For example, the OMB circulars require an entity's procurement procedures must require that **all procurement transactions** shall be conducted, as practical, to provide open and free competition. If a proposal identifies a specific entity to provide the services, the DOL/ETA's award **does not** provide the justification or basis to sole-source the procurement, i.e., avoid competition.

12. **Veteran's Priority Provisions:** The Jobs for Veterans Act (Public Law 107-288) requires grantees to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service 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.

13. **Audits:** The awardee agrees to comply with the required financial and compliance audits in accordance with the Single Audit Act of 1984.

14. **Salary and Bonus Limitations:** Under Public Law 109-234 and Public Law 111-8, Section 111, none of the funds appropriated in Public Law 111-5 or prior Acts under the heading "Employment and Training" that are available for expenditure on or after June 15, 2006, shall be used by a recipient or sub-recipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. These limitations also apply to grants funded under this SGA. The salary and bonus limitation does not apply to vendors providing goods and services as defined in OMB Circular A-133. See Training and Employment Guidance Letter number 5-06 for further clarification: http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2262.

15. **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. Federal funds
may not be used to pay any royalty or licensing fee associated with such copyrighted material, although they may be used to pay costs for obtaining a copy which are limited to the developer/seller costs of copying and shipping. If revenues are generated through selling products developed with grant funds, including intellectual property, these revenues are program income. Program income is added to the grant and must be expended for allowable grant activities.

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

This workforce solution was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This solution is copyrighted by the institution that created it. Internal use, by an organization and/or personal use by an individual for non-commercial purposes, is permissible. All other uses require the prior authorization of the copyright owner."

16. **Evaluation, Data, and Implementation:** The grantee agrees to cooperate with the U.S. Department of Labor (USDOL) in the conduct of a third-party evaluation, including providing to USDOL or its authorized contractor appropriate data and access to program operating personnel and participants in a timely manner.

17. **ACORN Prohibition:** Section 511 of the Consolidated Appropriations Act, 2010 (P.L. 111-117, Division E) ("CAA"), requires that no direct or indirect funding from the Consolidated Appropriations Act may be provided to the Association of Community Organizations for Reform Now ("ACORN") or any of its subsidiaries through Federal grantees or contractors. DOL is required to take steps so that no Federal funds from the Consolidated Appropriations Act, 2010, are awarded or obligated by DOL grantees or contractors to ACORN or its subsidiaries as subgrantees, subcontractors, or other subrecipients. This prohibition applies not only to a direct recipient of Federal funds, but also to a subrecipient (e.g., a subcontractor, subgrantee, or contractor of a subrecipient).

In the near future, ETA will issue Training and Employment Guidance Letter ("TEGL") number 8-09 change 1, to provide detailed guidance concerning this prohibition. The TEGL will be on ETA’s website at [http://wdr.doleta.gov/directives](http://wdr.doleta.gov/directives). If you have any additional questions, please contact your Grant Officer.

Signing this award agreement, or the expenditure of grant funds, certifies that your organization has read and will comply with all parts of this grant agreement.
PERALTA ACHIEVEMENT COLLABORATIVE: LETTER OF AGREEMENT

Purpose
This agreement outlines the roles and commitments of partner agencies in the Peralta Achievement Collaborative (PAC). These commitments are not binding upon signatories until funding is committed from the U.S. Department of Labor (DOL), but they do constitute a good faith agreement to collaborate. Binding commitments will be made upon signature by partners of a binding MOU, subcontractor agreements, and a funding commitment from DOL.

Structure
PAC is a collaboration that includes a local community college (Merritt), the Oakland Workforce Investment Board and its one stop system operated by the Oakland Private Industry Council, several community-based organizations, (CBOs), labor organizations, and employers from the targeted industries. PAC will be overseen by Merritt College, under the guidance of an Advisory Board composed of the major partners (Merritt College, Oakland WIB, Oakland PIC, employers, labor unions, and CBOs). Program activities will be coordinated through a Steering Committee composed of representatives from the implementing agencies (Merritt College, Oakland PIC, CBOs). Merritt College is the lead fiscal and operational agency.

Project Description
The Peralta Achievement Collaborative will utilize an evidence-based model to expand training opportunities for key underserved populations (formerly incarcerated, long-term unemployed, LEP) in four key industries: green construction, human/social services, transportation and logistics, and allied healthcare. The targeted geographical area is Alameda County, with an emphasis on the city of Oakland.

This application will create new training capacity at Merritt College leading to the following certifications:

- Green construction certification leading to careers in the green building industry.
- Medical Assistant certification leading to employment as a medical assistant in the allied healthcare industry and creating access to career ladders in the allied healthcare field, including Medical Assistants II, Chronic Care Assistants, and Medical Interpreters.
- Certification in Human Services, leading to entry-level positions in the social services/mental health field, and an AA degree in Community Social Services, leading to employment as para-professional counselors in the mental health/substance abuse fields.
- Certification in Basic Logistics and Warehousing, Class A/B Driver’s Certificate, and creating access to certification as RFID/GIS Systems Specialist, Logistics Clerical Administration, and Diesel Mechanic/Green Diesel Conversion.

PAC will use grant funding to expand training capacity at Merritt College, support outreach to targeted populations, the greater integration of WIA services into existing vocational training, expansion of supportive services, and the development of contextualized basic skills training. We will also enhance placement and retention services specifically tailored to these particularly hard-to-serve populations.

Overall Partnership Agreement
In addition to agency-specific responsibilities, all PAC partners agree to the following general provisions by signing this joint commitment letter:

- That PAC is under the specific direction of Merritt College, Peralta Community College District.
• Agree to participate on the Advisory Board and cooperate with the guidance of the Steering Committee as a general condition of participation except where that guidance conflicts with the rules, regulations and/or operations of the partner agency, as determined by the partner agency.
• That case management, training, and other services will be conducted by clearly understood protocols and standards which will be outlined in MOUs and contracts.
• That all subcontracts will include specific objectives or outcome deliverables which must be achieved in order to realize full payment,
• To provide participant data and adhere to reporting processes for PAC which incorporates centralized assessment, intake, data tracking, and placement systems monitored and coordinated by the Merritt in partnership with Oakland Private Industry Council.
• That as the fiduciary and responsible agency, Merritt College reserves the right to mandate changes in partnerships, operations or contractual agreements to ensure the successful achievement of the grant outcomes.

The signature of the PAC partner agencies on this document signifies an understanding of these general project parameters and agreement to move forward quickly on implementation upon notification of grant funding.

Individual Partner Agreements
Merritt College

• Act as fiscal lead for PAC, including convening the project advisory board and steering committee, financial tracking, reporting, and responsibility for overall grant deliverables and performance.
• Leverage additional funds in the amount of $$$$ through (HERE stipulate where leverage coming from)
• House primary project staff including the program director and faculty.
• Supervise contracts and MOUs with other project partners, including monitoring appropriate expenditures, maintenance of appropriate audit trails, and compliance with reporting and project outcomes. Merritt College will be responsible for oversight to ensure compliance of contractors with all contract conditions, including project outcomes, and, should agreed-upon outcomes not be met, Merritt will take the corrective action it deems necessary to ensure overall contract compliance with the Department of Labor.
• Act as primary training provider including the use of grant resources to provide instruction, facilities, and materials to meet the grant objectives and outcomes.
• Work with employer and CBO partners to adapt contextualized basic skills training.
• Identify and assist students eligible for special program services such as EOPS, DSPS, CalWORKs, Work Study, Financial Aid, tutoring, or other specialized college services.
• Share information on individual trainees with the consortium partners to support wraparound case management services, provide adequate project evaluation data, and meet DOL reporting requirements.

Robert Adams, President Merritt College
Oakland Workforce Investment Board

- Participate in PAC quarterly Advisory Board meetings in order to further develop a framework for employer engagement and coordination of services.

- Work with PAC partners to explore additional leveraging or partnership opportunities that will support expanded training, placement and retention capacity.

Earl Johnson, Director
Oakland WIB Director

Oakland Private Industry Council

- Disseminate information about PAC to staff at the One Stop Centers, undertake outreach, and to co-enroll PAC trainees as WIA participants when appropriate to facilitate leveraging of WIA resources for participants. The approximate value of WIA co-enrollment for intensive services is at least $2,500 per participant and the approximate value of any ITA funds used for training services is $1,000 per participant.

- Participate in PAC quarterly Advisory Committee meetings to further increase employer engagement and coordination of services.

- Work with the partners to explore additional leveraging or partnership opportunities to increase PAC’s capacity to train and place workers in employment offering career paths.

- Undertake a comprehensive job skills assessment for every participant in the program using WorkKeys, a system that estimates the skill benchmarks for specific job positions and assesses how close each test taker is to being able to perform the skills necessary for a specific job. Make these assessments available to Merritt and other partners to ensure tailored provision of services to participants, and information-sharing between all service delivery partners on specific clients in order to provide appropriate, tailored services.

- Utilize and expand existing client data tracking systems to conduct uniform collaboration-wide data gathering.

- Track participant data, including demographic information, services provided, educational enrollment and completion, certifications received, and placement and retention.

- Provide case management services to participants enrolled through PIC

- Share information regarding assessment instruments and processes, case management protocols and other local service delivery processes to help PAC implement a consistent assessment and service delivery system.
Education and Training Organizations

*The Workforce Collaborative*

- Provide case management, life skills training, placement and retention services for trainees in the transportation and logistics industries, and assist in identification of potential employers for program graduates in this industry field.

John Brauer, Executive Dir

Signature

Name & Title

Institution

Date
Community-Based Organizations

- Conduct extensive outreach and recruitment activities designed to recruit the specific populations targeted.
- Provide case management and referrals to supportive services, including access to childcare, housing, transportation, mental health, substance abuse treatment, public benefits, and any other services specific to the needs of the client. The majority of these supportive services will be contributed as a leveraged resource not paid for by the grant.
- Provide retention support through case managers.
- Provide, where available, access to additional training—including GED, basic skills, and vocational training onsite, and link employees to entry-level part-time employment. These employment opportunities are particularly important for trainees with felony records unable to access public benefits and/or financial aid in order to ensure program retention and to prevent recidivism.

John Harrison, Esq.
Executive Director
DJASSTA

Signature

Name & Title
Institution
Date

Sincerely Williams, Nina Williams
Executive Director
Berkeley Youth Alternatives

Signature

Name & Title
Institution
Date

Douglas Butler
Executive Director
Men of Valor

Signature

Name & Title
Institution
Date
Industry and Employers

To assist PAC in providing industry-certified and cutting edge training in allied healthcare, green construction, transportation and logistics, and human services/social services, we agree to provide the following:

- Assist in identification of areas of job growth within the industry, including new hiring needs in the targeted industries.
- Participate in the Advisory Board and through other means in order to provide input into curricula and identify skill sets required for new hires or for specific positions.
- Provide information to PAC on potential new hires when openings occur at our company/site.
- If relevant, work with PAC to ensure that any training provided through this grant is compliant with our current labor requirements governing any union represented workers at our site or industry.

Michael Harrison, President
Energy Conservation
Barrick Inc.

Dahlia Moodie, CEO
ACRC

Barbara Humphreys, Chairperson
APA

Richard de Jouergui, Executive Director
Alameda County Youth Development Center

LEN TURNER
President
TURNER Group

Ralph Sitter
Executive Director
Alameda Health Consortium

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Date
Eric V. Gravenberg
2694 Highland Hills Drive
El Dorado Hills, CA 95762
(916) 358-5447 (h)
(916) 217-8071 (c)

Professional Experience

Merritt College
Vice President, Student Services (2009-Present)

- Provides leadership, direction and coordination for enrollment development and student retention to assure maximum student access, progress, and success. This includes the continuous improvement and development of outreach/school relations, financial aid, orientation, assessment, admissions, counseling, student health and student life programs, transfer and career attainment services.
- Directs and oversees a complex student services budget, requiring coordination of categorical and District funds. Maintains compliance with Federal, State and local regulations, including District policies and procedures and insures submission of timely reports.
- Assesses the student services needs and implements appropriate student support programs in concert with Instructional Services to provide continuous quality improvement.
- Provides leadership for the development and revision of the College’s Institutional Master Plan and the development of student services short and long-term goals.
- Develops and administers the student services budget and assists the President in the development of the total college budget.
- Develops and coordinates in-service training and staff development for student services staff, academic and classified personnel to provide excellent customer service.
- Coordinates student services technologies.
- Oversees commencement ceremony with the assistance of a campus-wide committee.
- Serves as college liaison with the District Office and other District and Statewide educational institutions, on matters relating to the College’s student services program and information systems.
- Implements a systematic process for the selection, supervision and evaluation of student services staff.
- Adjudicates student appeals and grievances within areas of responsibility.
- Administers the code of conduct, due process and student discipline.
- Directs the School Relations Programs with middle and secondary schools, and colleges and universities.
- Oversees special programs, such as Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSP&S), California Work Opportunity and Responsibility to Kids (CalWORKs), Student Activities, Transfer Center, Child Care Center and Campus Safety Aides.
- Develops initiatives for new student support service programs and participates in development activities and grants.
- Coordinates publication of college catalog, schedules and other publications in concert with the Vice President of Instruction and the Executive Director of Marketing, Public Relations and Communications.
- Performs other duties as assigned by the President.
The Gravenberg Group
President/CEO (2008- present)

The Gravenberg Group is a performance management consulting company specializing in helping organizations and individuals achieve optimal efficiencies. Rapidly changing demographics and the need to educate an elite workforce for an increasingly global and multicultural society is a high demand for colleges, universities and organizations. Additionally, competition for an educated workforce compels organizations to look beyond increasing market share to identifying and developing new markets. Customer-driven markets are requiring organizations to develop new strategies that focus on increasing net revenue.

The Gravenberg Group provides a portfolio of enrollment management and leadership products and services for its clients. Colleges and universities are the primary clients though increasingly corporate, government and K-12 are realizing the value of its core products and services. These include:

- Performance audits - products and services.
- Marketing and image management (market research & analysis of publications, website and advertising).
- Executive coaching and leadership development.
- Customer relationship management.
- Workflow analysis, integration and staff alignment.
- Staff development and team building.
- Project management.
- Financial leveraging analysis.
- Diversity training.

Key leadership seminars and workshops include:

A. Customer Relationship Management:
   - Customer Service Leadership-Keys for Leading at Higher Levels.
   - Providing Quality Service-Keys to Superior Customer Service.

B. Competitive Intelligence:
   - High Performance Strategic Planning
   - Change Management Leadership
   - Teambuilding
   - Business Continuity Planning

C. Integrated marketing and communications:
   - Marketing surveys and focus groups
Alliant International University
Vice President, Undergraduate Education and Student Academic Services (May 2005 - 2008).
Vice President, Enrollment Management & Student Services (February 2003 - May 2005)

Alliant International University is a newly formed university as a result of a merger between the California School of Professional Psychology and United States International University. The University is comprised of five regional campuses in California and one international campus in Mexico City. My responsibilities included providing overall system wide leadership of undergraduate enrollment management and student academic services. As a member of the President’s cabinet, I collaborated with Vice Presidents, Deans, faculty and administrative staff, to develop strategic plans, formulate and implement university-wide policies and procedures, develop goals and objectives, and created new initiatives to meet or exceed enrollment and revenue goals. Primary duties included creating and implementing marketing plans, and establishing partnerships with high schools, community colleges, businesses and governmental agencies. I coordinate the development of publications, web and micro sites and collateral marketing and admissions information.

As Vice President for Enrollment Management and Student Services, I had system-wide responsibilities for recruitment, admissions, financial aid, and student services for all six domestic campuses and the campus in Mexico City.

California State University, Sacramento
Associate Vice President for Enrollment Management and Student Affairs
(October 1996 - January 30, 2003)

I provided leadership for and coordination of the University’s enrollment management efforts which included the established strategic plans, development of goals, measurable objectives, and action plans. Coordinated the planning, organizing, implementing and evaluating the Offices of Admissions, Records, Student Recruitment, Financial Aid, Academic Advising Center, Athletic Advising, Orientation, Educational Opportunity Program, Testing, Faculty Student Mentor Program, MESA, Migrant Education, and specialized outreach and retention programs to meet or exceed the institution’s enrollment goals. I cultivated relationships with secondary schools and community colleges to improve student academic preparation, increase student recruitment and enrollment to the university. During my tenure the enrollment growth at CSU, Sacramento was unprecedented.

Managed a budget of $9.6 million dollars, and provided leadership to 350 student affairs staff. Planned and coordinated the annual budget request process for the division. In a corollary capacity, served as a member of the University’s budget work group that coordinated the entire university’s budget process and I oversaw the conversion of three student information software for the Office of Financial Aid.
USA Group/Noel-Levitz, Denver, Colorado  
_Vice President, National Center for Enrollment Management_  
*(December 1994 - September 30, 1996)*

Located in Denver, Colorado with several branch offices throughout the United States, Noel-Levitz is the premiere higher education consulting agency. With over 750 clients world-wide, they provide comprehensive services to the higher education community. As an executive in the National Center for Enrollment Management, my duties and responsibilities include providing enrollment management consultation to client institutions. This included the following:

- institutional assessment of recruitment and retention
- market and enrollment analysis
- financial aid and scholarship leverage analysis
- developing/coordinating data management systems
- staff training and development
- conducting extensive student surveys and focus groups
- presentations to executive and academic leadership via detailed written reports

Conceptualized, developed, and successfully implemented several innovative enrollment management institutes and training opportunities for specific market segments including, historically black colleges and universities, community colleges, and colleges and universities assisting predominately Hispanic student populations. Moreover, I have conducted a series of regional training workshops and presented at several national conferences. My particular expertise emphasizes institutional team building, strategic planning, and executive coaching.

Howard University, Washington, D.C.  
_Associate Vice President, Enrollment Management (September 1993 - November 1994)*

Provided leadership and overall planning and coordination of all University activities related to enrollment management. Direct supervision and support to the offices of Recruitment, Admissions, Registrar, Financial Aid and Student Employment. Oversaw a budget of $4 million, and supervised ninety staff to implement strategic plans to achieve the University’s enrollment goals. Supervised staff in the implementation of an integrated student information system. Additional automated enhancements were created to improve services to students in the areas of telephone registration, financial aid processing, admissions processing, and recruitment.

University of California, Riverside  
_Director, Undergraduate Admissions (August 1986 - August 1993)*

Overall responsibility included planning, implementation, coordination, and evaluation of comprehensive student recruitment, application processing, and admission operations. This
included the establishment of goals, objectives, and plans of action to meet or exceed enrollment targets. University enrollments increased an average of 8% each year during my tenure. This included analyzing student demographic trends, assessing academic programs and resources. Consulted regularly with faculty to assess admission policies and collaborated with administrative offices and student support units to coordinate university-wide enrollment management efforts. Furthermore, directed the efforts of staff to implement an on-line student information system for undergraduate admissions, and implemented innovative programs and community-based activities to maintain the university’s competitive edge in attracting academically talented students. This included the establishment of a Saturday Academy for underrepresented students.

Office of the Chancellor, California State University  
Associate Dean, Educational Support Services (February 1981 - July 1986)

Duties included system wide coordination of Relations with Schools services and programs, and Student Affirmative Action initiatives for the California State University system. Developed and implemented statewide policies, programs and procedures designed to strengthen campus outreach and recruitment efforts to reach Latino and other underserved populations. Successfully implemented resource allocation processes that improved fiscal stability and accountability for campus-based programs. Implemented a comprehensive evaluation process to assess program outcomes. As a consequence, the state legislature increased funding for programs. Conceptualized and procured $500,000 in extramural resources from the California State Legislature to establish a Graduate Equity Fellowship Fund. Conferred with state legislative entities, faculty groups, and administrative areas to build consensus about statewide goals and programs. Planned, organized, and hosted state and regional conferences on diverse educational issues.

California State University, Hayward  
Director, Intercultural Education and Resource Center (September 1980 - January 1981)

The purpose of the resource center was to recruit, admit, and retain African American, Latino, and Native American students at California State University, Hayward. The center was successful in increasing the number of students who enrolled and graduated from the university. The center staff provided academic advising, tutoring, career services and proactive intervention services. Responsibilities included securing outside funding, developing strategic plans, supervising staff, conducting program evaluation and fiscal management.
California State University, Chico
Director, Educational Opportunity Program (August 1979 - August 1980)

The Educational Opportunity Program was designed to recruit, admit, and retain low income, academically capable students. My responsibilities included: developing measurable, short and long-term goals and objectives; supervision often professional and support staff; fiscal management of unit budget; financial aid need analysis; administration of state BOP grant; program evaluation; recruitment and admission of target students; and staff development. Planned and coordinated a summer enrichment/orientation program for newly admitted students. Longitudinal data indicated that participants in the summer program graduated at rates comparable to other cohort groups.

California State University, Northridge
CSU Administrative Fellow (September 1978 - July 1979)

One of eighteen educators selected to participate in an Executive Management Fellowship sponsored by the California State University Chancellors Office. Administrative Fellows were chosen for their leadership abilities and their potential to assume executive leadership positions in the CSU. Fellows were assigned a mentor at a specific campuses based upon their career aspirations. Assigned to the Dean of Students office at CSU—Northridge, I participated in divisional planning and staff development activities. Authored and presented the Student Affirmative Action plan for the University.

Humboldt State University
Associate Dean, Special Support Programs (September 1977 - August 1978)
Director, Special Services/Learning Center (July 1974 - July 1977)

Overall direction, leadership, and coordination of the Educational Opportunity Program, TRIO programs (Upward Bound, Special Services), the Learning Resource Center, and the Children’s Center, and the Veterans office. As chief administrator, my primary duties encompassed procuring extramural resources, interpreting a myriad of complex policies and regulations from local, state, and federal agencies and the various detailed programmatic and budgetary procedures that accompany these programs.

Responsible for providing support services designed to retain students from low-income and academically challenged backgrounds. Developed an early academic monitoring system, conducted study skills workshops, and de-centralized tutoring and counseling efforts. Instituted procedures for data collection and evaluation of program efforts, co-authored proposals for funding and participated in efforts to raise levels of support for TRIO programs at both the national and state levels.
California State University, Chico  
Associate Director of Student Activities (June 1972 - June 197)

Advised and coordinated the activities of student clubs and organizations including student government, fraternities, ethnic clubs, and social organizations. Planned and conducted leadership training programs and activities. Planned, coordinated, and managed major campus events such as concerts, lectures, and co-curricular programs. Developed policies to maximize student involvement and thereby promote a healthy student-centered environment.

Education

Columbus University, New Orleans  
Ph.D., Educational Administration (2001)

California State University, Chico  
MA Public Administration (1974)

California State University, Chico  
BA Black Studies (1972)

Additional Credentials

California Designated Teaching Credential, Social Science, Community College Administrative Supervisory Credential, Community College

Teaching Experience

“Curriculum and Instruction” - Graduate Seminar, University of California, Riverside, (spring 1993)

“Critical Thinking and Pan-African Studies - Saturday Academy, University of California, Riverside, (1990 - 1993)

“Office Management” - Business Administration, Humboldt State University, (1976)

“Methodologies of Effective Tutoring” - Education, Humboldt State University, (1976)

Professional Membership and Activities

Faculty, Executive Management Leadership Institute, National Association of College and University Business Officers (NACUBO), Stanford University (August 2004 - present)

Member, Legacy Foundation, Inland Empire (2004 - present)

Member, Board of Directors, Sacramento Black Chamber of Commerce, Chair, Education Committee (2006 - present)
Member, President’s Advisory Council, Foundation for Excellence, San Diego, California (2004 - 2007)

President, Board of Directors, St. Hope Academy Foundation, Sacramento California (1998 - 2004)

Co-Chair, High School Reform Advisory Committee, Sacramento City Unified School District (2001)

Founder, Superintendent, member of the Board of Trustees, Saturday Scholars Leadership Academy, California State University, Sacramento (1999 - 2002)

Member, Executive Council on Affirmative Action, Congresswoman Patricia Schroeder, Denver, Colorado (1996)

Vice President, Board of Directors, Foundation for Pluralistic Leadership, Chicago, Illinois (1992)

Dean, Institute for Admission Counselors of Color, National Association of College Admission Counselors (NACAC), Hampton University, Hampton, VA (1989 - 1994).

Founder, Superintendent, member of the Board of Trustees, Saturday Academy, University of California, Riverside (1990 - 1993)

Chair, College Collaborative, San Bernardino, CA (1990 - 1992)

Founder, Dean of Faculty, Institute for Contemporary Leadership (ICL), Western Association of College Admission Counselors, Loyola Marymount University, Los Angeles, CA (August 1989 - 1991)

Chair, Minority Issues Committee, Western Association of College Admission Counselors (1988 - 1990)

Member, Editorial Board, “The Educational Challenge,” newspaper, Riverside, CA (1990 - 1993)

Chair, Select Committee on Ethnic Diversity, Chamber of Commerce, City of Riverside (1988 - 1990)


Member, Human Relations Committee, National Association of College Admissions Counselors (1988 - 1990)

Member, Educational Advisory Committee, California State Legislature (1987 - 1989)
Member, Transfer and Articulation Professional Committee, American Association of Collegiate Registrars and Admissions Officers (1989 - 1990)

Member, National Committee on Access Services, The College Board, New York, New York (1985 - 1986)

Member, Community College Transfer Center Advisory Boards, Mt. San Antonio College, San Bernardino Valley College, and Citrus College (1986 - 1993)

Member, Admissions and Guidance Committee, The College Board, Western Region, San Jose, CA (1982 - 1985)

Member, Equal Educational Opportunity Advisory Committee, California Postsecondary Education Commission, Sacramento, CA (1981 - 1984)

Member, Humboldt State University Foundation, Arcata, CA (1975 - 1976)

Publications


"The Right Practice of Teaching,” The Educational Challenge, Riverside, CA (1991)

"Cultivating A Holistic Approach to Transfer Admission,” The Educational Challenge, Riverside, CA (1990)

"African Americans and Latinos: Collision or Coalition?" The Educational Challenge, Riverside, CA (1989)


"The Decline in the College Enrollment of Blacks - A Status Report,” Riverside Black Voice, Riverside, CA (1987)


"Learning Assistance Programs,” Increasing Student Retention, The ACT National Center for

**Major Papers Delivered (selected listings)**

“Competitive Intelligence”, Executive Leadership Management Institute for National Association of College and University Business Officers, Stanford University (August 2007)

“Transforming Undergraduate Education,” Press Release, Alliant International University (October 2006)

“Emotional Intelligence”, National Association of College and University Business Officers (NACUBO) Webinar (March 2006)

“Relational Leadership” ACE Fellows Workshop, San Pedro, California (December 2004)


“Eligibility versus Entitlement: Policy Initiatives and Institutional Practices to Facilitate Successful Access to Postsecondary Education within a Multicultural Society,” National