

Youth Apprenticeship Readiness Grant Program

Release Date: April 6, 2020

Funding Agency: U.S. Department of Labor Employment and Training Administration (ETA)

Funding Opportunity Number: FOA-ETA-20-06

CFDA Number: 17.285

Due Date: Wednesday, May 6 not later than 4:00 p.m. Eastern Time

Amount Available: \$42.5 million

Estimated Number of Awards: 15 to 25

Award Range: \$1,000,000 to \$5,000,000

Period of Performance: 48 months

- Expected grant start date is July 1, 2020.
- This period is expected to include all necessary implementation and start-up activities.
- Grant recipients to begin enrolling apprentices no later than nine months after the date of the grant award.

Program Summary:

- The central goal of The Youth Apprenticeship Readiness grant is to increase the number of youth enrolled in RAPs. It supports the enrollment of youth (16-24 years, in-and-out of school) into new or existing Registered Apprenticeship Programs (RAP), and ensures that wraparound services, such as childcare, transportation, and other support services that enable a participant's participation in the program, are provided to improve youth apprentices' prospects for success in the program. Grants will be awarded to the lead organization of a youth apprenticeship partnership, which will serve as the applicant and have overall fiscal and administrative responsibility of a resultant grant.
- Through this grant program, the partnership will directly engage educational entities, including traditional, alternative, and non-traditional schools, as well as programs that serve out-of-school youth, school boards, workforce boards, employers, workforce partners, and other apprenticeship intermediaries, to develop comprehensive approaches to establishing new apprenticeship models for youth or expanding existing apprenticeship programs for youth.
- Successful applicants must demonstrate strategies resulting in the design of new RAPs for youth that respond to labor market demands where there are unfilled jobs and unskilled workers. They must develop methods for promoting the models and assisting education stakeholders and employers of all sizes – particularly small- and medium-sized businesses – in adopting them.
- Allowable activities under this grant include establishing or expanding existing RAPs for youth, pre-apprenticeship leading to a RAP, and wrap-around/supportive services that enable youth to participate and succeed in a pre-apprenticeship leading to a RAP.
- Grant recipients may establish new RAPs for youth, create the training infrastructure or network necessary to deploy these programs, expand existing RAPs for youth, develop or expand pre-apprenticeship program pathways into RAPs, or promote all grant-funded RAPs for youth within a local/regional, statewide or national scope.

Allowable costs:

- Allowable costs include developing and delivering training through the educational or instructional components; paid, work-based learning components; and some supportive services, such as childcare and transportation, designed to assist youth to participate and remain in a RAP. The grants will also support the development of curriculum (both for on-the-job learning/training (OJL/OJT) and classroom training) that satisfy the requirements of a RAP, as well as the development of appropriate quality assurance and processes to ensure consistency and quality of apprenticeship.

Award Type and Amount:

Minimum Goal Examples for Registered Apprentices Enrolled During the Grant Period Based on Funding Request	
Funding Request	Minimum Registered Apprentices Enrolled During Grant Period
\$1,000,000 - 1,499,999	200
\$1,500,000 - 1,999,999	300
\$2,000,000 – 2,499,999	400
\$2,500,000 – 2,999,999	500
\$3,000,000 – 3,499,999	600
\$3,500,000 – 3,999,999	700
\$4,000,000 – 4,499,999	800
\$4,500,000 – 5,000,000	900

Geographic Scope:

- Local/regional means serving a part of one state or a contiguous area that includes multiple sites that may cross more than one state;
- Statewide means serving an entire state or multiple non-contiguous sites within one state; and
- National means serving multiple states in multiple locations across the country. The service area does not need to be contiguous.

Eligible Applicants:

- Education and Training Providers
- Workforce Development System Entities
- Organizations Functioning as Workforce and Industry Intermediaries
- State Agencies

Required Partners:

The lead applicant must also include the following organizations, in the quantity specified below, as required partners on the application if not the lead applicant:

- A minimum of two employer partners, or an industry/trade associations that represents at least two employers;
- Education or Training Provider;
- The State Apprenticeship Agency; and
- An entity carrying out activities under WIOA, such as a local workforce development board.

Optional Partners

- Applicants are strongly encouraged to collaborate with other partners that can support and advance the work of the youth apprenticeship partnership. These include, but are not limited to, organizations functioning as workforce intermediaries, labor-management organizations, community-based organizations, training providers, and service providers; other organizations to support outreach and training activities, such as: industry-led training organizations, industry intermediaries, unions, or educational organizations; Small Business Development Centers; American Job Centers; community organizations that provide social support and/or wrap-around services; YouthBuild programs; Job Corps centers; WIOA Youth programs; foundations and philanthropic organizations; and federally-funded youth-serving programs.

Eligible Participants:

- Participants must be in-school or out-of-school youth (as defined in Section 129 of WIOA) between the ages of 16 to 24 at the time of program participation. Within this population of youth, applicants may serve a wide range of individuals, such as in-school and out-of-school youth, youth who are employed or unemployed, youth ex-offenders, underrepresented populations (i.e., women, people of color, ex-offenders, and persons with disabilities), and other youth with barriers to employment including foster youth, parenting youth, homeless youth, and youth offenders/ex-offenders.

- Priority service must be given 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.

Cost-Sharing/Matching: Not required.

Review Criteria:

Criterion	Points (maximum)
1. Statement of Need	12 total
2. Expected Outputs and Outcomes	10 total
3. Project Design	40 total
4. Organizational, Administrative, Fiscal Capacity, and Sustainability	12 total
5. Past Performance—Programmatic Capability	20 total
6. Budget and Budget Justification	6 total
TOTAL	100
Priority Consideration: Opportunity Zone	1

Questions: Andrea Chism, Grants Management Specialist, Office of Grants Management, at (202) 693-2655. Applicants should e-mail all technical questions to chism.andrea.n@dol.gov and must specifically reference FOA-ETA-20- 06, and along with question(s), include a contact name, fax and phone number.

Additional Considerations

All RAPs consist of the following five core components:

- **Direct Business (Employer) Involvement.** Employers are the foundation of all RAPs and are an essential component in every design of a RAP program. Employers must play an active role in developing and expanding RAPs and are most critical in delivering the OJL/OJT of the apprenticeship program.
- **Structured On-the-Job Learning/ Training.** All RAPs include structured OJL/OJT in a RAP. Companies hire apprentices and provide hands-on training from an experienced professional. This training is developed by mapping the skills and knowledge the apprentice must learn over the course of the program to be fully proficient in the occupation. At a minimum, OJL/OJT for apprentices must last a year (for competency- based occupations) or 2000 hours (for time-based occupations).
- **Related Instruction (RI).** Apprentices receive RI (sometimes referred to as related technical instruction) or classroom style training that complements the OJL/OJT. 29 CFR 29.2, Part A, defines “Related Instruction” as "an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence courses of equivalent value, electronic media, or other forms of self-study approved by the Registration Agency.” Federal regulations recommend a minimum of 144 hours of Related Instruction annually for apprentices. This instruction helps refine the technical and academic skills that apply to the job. An accredited training provider such as a community college, technical school or college, an apprenticeship training school, an online provider, the sponsor, or a combination of sources, may provide related instruction. This instruction can be provided at the school, online, or at the work site. It can also be front-loaded, where the related instruction occurs upfront and prior to the OJL/OJT, it can be simultaneously provided with the OJL/OJT (e.g., in the evenings or weekends), or it could be segmented or provided sporadically throughout the OJL/OJT. These different modalities highlight the flexibility inherent in this apprenticeship model in order to meet unique industry and youth apprentice needs.

- **Rewards for Skill Gains.** Apprentices receive increases in pay as their skills and knowledge increase. Progressive wage increases motivate apprentices as they advance through training and become more productive and skilled at their job. Apprentices must receive at least one pay increase during the RAP.
- **National Occupational Credential.** Every graduate of RAPs receives a nationally recognized credential, referred to as a Certificate of Completion, which is issued by the DOL or a federally recognized SAA. This portable credential signifies that the apprentice is qualified to perform in an occupation. Many RAPs (particularly in high-growth industries such as healthcare, advanced manufacturing, and transportation) also offer interim credentials as apprentices master a variety of skills as part of a career pathway. These interim credentials, based on specific measurable and technical skills, may also positively count towards the WIOA Credential Attainment Rate.

Quality Framework for Pre-Apprenticeship Programs

- **Designed in Collaboration with RAP Sponsors.** Quality pre-apprenticeship programs are designed by organizations with input from a RAP sponsor. A pre-apprenticeship program's educational and pre-vocational services prepare individuals to meet the entry requisites of one or more RAPs. They have training goals to teach participants a defined set of skills required and agreed upon by the RAP sponsor for entry into their programs. The start date and length of specific pre-apprenticeship programs may vary. Ideally, pre-apprenticeship programs provide an industry-recognized credential and possibly stipends or wages.
- **Meaningful Hands-on Training that Does Not Displace Paid Employees.** Quality pre-apprenticeship programs provide hands-on training to individuals in 1) a workplace, 2) simulated lab experience, or 3) work-based learning environment, and which also do not supplant a paid employee, while accurately simulating the industry and occupational conditions of the partnering RAPs, which includes observing proper supervision and safety protocols.
- **Facilitated Entry and/or Articulation.** The purpose of a pre-apprenticeship program is to train individuals for entry into a RAP. A quality pre-apprenticeship program assists in exposing participants to local, state, and national apprenticeship programs and provides direct assistance to participants applying to those programs. When possible, formalized agreements exist with RAPs that enable individuals who have successfully completed the pre-apprenticeship program to enter directly into a RAP. These may also include articulation agreements that allow the individual to earn advanced credit/placement for skills and competencies already acquired.
- **Sustainability through Partnerships.** To support the ongoing sustainability of a quality pre-apprenticeship partnership, such partnerships collaboratively promote the use of RAPs as a preferred means for employers to develop a skilled workforce and to create career opportunities and pathways for individuals.
- **Access to Appropriate Supportive Services.** Quality pre-apprenticeship programs facilitate access to appropriate supportive services during the program; these supportive services may continue after the participant leaves the pre-apprenticeship program and enters a RAP. Services may include counseling, transportation assistance, childcare, and rehabilitative services.