The background of the slide is a solid blue color. Overlaid on this background is a large, faint, circular seal of the United States Department of Education. The seal features an eagle with wings spread, perched on a globe. The text "DEPARTMENT OF EDUCATION" is written in a circle around the eagle, and "UNITED STATES OF AMERICA" is written at the bottom. A star is visible on the right side of the seal.

**Education Stabilization
Fund - Reimagine
Workforce Preparation
(ESF-RWP) Grant Program**

CDFA 84.425G

Pre-Application Webinar

June 29, 2020 | 2:00 p.m. EDT

U.S. Department of Education Office of Career, Technical, and Adult Education



Erin Berg, ESF-
RWP Program
Coordinator



Documents for Today's Discussion

- Education Stabilization Fund - Reimagine Workforce Preparation - Grant Program Federal Register Notice Inviting Applications (NIA):

<https://www.federalregister.gov/documents/2020/06/23/2020-13480/funding-opportunity-fy-2020-education-stabilization-fund-reimagine-workforce-preparation-grants>

- ESF-RWP Application Package Instructions

<https://apply07.grants.gov/apply/opportunities/instructions/PKG00262274-instructions.pdf>

Definitions: All terms used and references can be found in the Notice Inviting Applications or Application Package.



Agenda

- Welcome
- Background
- Purpose of Program
- Award Estimates
- Eligibility
- Deadlines
- Program Priorities
- Application Requirements
- Program Requirements
- Funding Restrictions
- Performance Measures
- Application Process
- Selection Criteria
- How to Apply

*Note - all terms used in this webinar and in the application documents are defined in the Notice Inviting Applications on pages 37640-37642 of the printed Federal Register.



U.S. Department of Education Office of Career, Technical, and Adult Education



Scott Stump, Assistant
Secretary



U.S. Department of Education Office of Career, Technical, and Adult Education



Dr. Casey Sacks,
Deputy Assistant
Secretary for
Community Colleges



Background

Section 18001(a)(3) of the CARES Act directs the Secretary to allocate 1 percent of the Education Stabilization Fund appropriated by the Act to provide grants to States with the highest coronavirus burden to support education and training activities, as well as economic stabilization activities, described under section 18001 of the CARES Act or the Higher Education Act of 1965, as amended.

This funding was divided between K-12 discretionary grants, the Rethink Education Models program, and this program, the Reimagine Workforce Preparation program.



Purpose of the ESF-RWP Program

To provide support to help States with the highest coronavirus burden:

1. Create or expand short-term education and training opportunities and/or or career pathways programs that help citizens return to work, become entrepreneurs, or expand their small businesses; or
2. To enable States to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow and new entrepreneurs thrive.



Award Estimates

- Type of Award: **Competitive Grants**
- Available Funds: **\$127,500,000**
- Estimated Number of Awards: **8-9**
- Estimated Range of Awards: **\$5,000,000-\$20,000,000**
- Average Award Size: **\$15,000,000**
- Project Period: **Up to 36 months**
- Cost Sharing/Match: **Not required**

The U.S. Department of Education (ED) is not bound by any of these estimates and does not set a maximum award.



Eligibility

Eligible Applicants:

State Workforce Boards

Subgrantees: Could be institutions of higher education (IHEs); local workforce development boards; business trade and professional organizations; business development organizations; non-IHE postsecondary and employer-based education and training providers; third-party work-based learning or apprenticeship intermediaries; and State, regional, and local public and private agencies.



Key Deadlines

- Application deadline: **August 24, 2020**
 - Apply on Grants.gov only
- Notice of Intent to Apply deadline: **July 13, 2020**
 - Send an e-mail to ESF-RWP@ed.gov with “Intent to Apply” in the e-mail subject line.



Program Priorities

This competition has TWO Absolute Priorities (required) and THREE Competitive Priorities (optional).

1. Absolute Priority 1

1. Competitive Priority 1
2. Competitive Priority 2

2. Absolute Priority 2

3. Competitive Priority 3



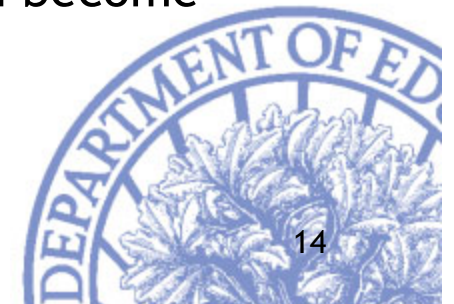
Absolute Priority 1

Projects that will focus on:

(a) Creating, developing, implementing, replicating, or taking to scale short-term educational programs and training courses or programs, and/or career pathways programs, including those focused on facilitating and strengthening entrepreneurship and small business ownership.

Applicants must propose a project that focuses on one or more of the following activities:

- (1) Helping displaced workers return to gainful employment;
- (2) helping new workers enter jobs within in-demand industry sectors or occupations (as identified at the national, State or local level);
- (3) transitioning underemployed workers to new fields, or
- (4) assisting small business owners to gain the skills needed to create new businesses or grow current businesses and become more resilient; and/or



Absolute Priority 1 (continued)

(b) Funding the creation, development, implementation, replication, or scaling of industry sector-based education and training models and programs that:

(1) Are initiated and organized by employer stakeholders, which may include business leaders, trade associations, professional societies or community business organizations;

(2) May partner with institutions of higher education or other post-secondary education and training providers; and

(3) May include the engagement of third-party intermediaries, which are organizations that help bridge the gap between employers and educational institutions to the benefit of students.



Absolute Priority 1 (continued)

Projects under Absolute Priority 1(a) and 1(b) may include apprenticeships and other work-based learning programs and must provide individuals the opportunity to earn badges, certifications, micro-credentials, licenses, or other credentials that employers affirmatively signal will contribute to qualifying a candidate for employment or promotion in an in-demand industry sector or occupation (as defined in this notice).



Competitive Preference Priorities (within Absolute Priority 1)

Within this Absolute Priority, we give competitive preference to applications that address one or both of the following Competitive Priorities:

- 1. DISTANCE EDUCATION (0 TO 5 POINTS)**
- 2. SERVING LIFELONG LEARNERS IN DISTRESSED COMMUNITIES (0 TO 3 POINTS)**



Competitive Preference Priorities (within Absolute Priority 1) (continued)

COMPETITIVE PREFERENCE PRIORITY 1: DISTANCE EDUCATION (0 TO 5 POINTS)

- The extent to which an application [that] proposes a project in which the short-term educational programs and training programs described above include didactic education that will be principally delivered through distance education (as defined in the notice).



Competitive Preference Priorities (within Absolute Priority 1) (continued)

COMPETITIVE PREFERENCE PRIORITY 2: SERVING LIFELONG LEARNERS IN DISTRESSED COMMUNITIES (0 TO 3 POINTS)

- The extent to which an application proposes a project that focuses on the unique needs of individuals who reside in rural communities or Opportunity Zones, and that is designed to enable economic growth and development in those regions. This could include focusing primarily on in-demand jobs available to individuals in these communities, aligning education and job training opportunities with the strategic planning goals for economic development in the community, or meeting the unique needs of individuals who may have challenges related to transportation, childcare or limitations in access to technology associated with living and working in these communities.



Competitive Preference Priorities (within Absolute Priority 1) (continued)

- For purposes of this competition, we will consider a community as rural if the community meets qualifications for rural applicants established in section 114(e)(5)(A) of Perkins V, and the applicant certifies that it meets those qualifications in its application.
- Opportunity Zones must be census tracts designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code. An applicant must provide the census tract numbers of the Qualified Opportunity Zone(s) in which it proposes to provide services.



Absolute Priority 2

Projects that will focus on creating or supporting one or more IHE-based or IHE-affiliated small business incubators that leverage the facilities and/or instructional resources of one or more IHEs to support high-quality job growth, the establishment of small businesses important to the local economy or the development of technology commercialization.

Applicants must propose a plan to provide education, training and mentorship; offer shared facilities, services, space or equipment; and facilitate partnerships and networks among business leaders that help entrepreneurs start or expand their core businesses or develop business adjacencies that will enable them expand into new markets, products or services.



Competitive Preference Priority (within Absolute Priority 2)

Within this Absolute Priority, we give competitive preference to applications that address the following Competitive Priority

COMPETITIVE PREFERENCE PRIORITY 3—SERVING ENTREPRENEURS AND BUSINESSES IN DISTRESSED COMMUNITIES (0 TO 3 POINTS)

(a) The applicant will locate the business incubator, or include as an affiliated partner in managing and administering an off-campus business incubator, at least one minority-serving institution of higher education that is eligible to receive assistance under sections 316 through 320 of part A of Title III, under part B of Title III, or under Title V of the Higher Education Act of 1965. An applicant must identify the minority-serving institution of higher education with which it will partner; or



Competitive Preference Priority (within Absolute Priority 2) (continued)

(b) The applicant will locate the IHE-affiliated business incubator in a rural community or Opportunity Zone in order to support the business development goals of those communities and to enable businesses that are located in those regions and that employ individuals who live in those communities to thrive.

For purposes of this competition, we will consider a community as rural if the community meets qualifications for rural applicants established in section 114(e)(5)(A) of Perkins V, and the applicant certifies that it meets those qualifications in its application.

Opportunity Zones must be census tracts designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code. An applicant must provide the census tract numbers of the Qualified Opportunity Zone(s) in which it proposes to provide services.



Application Requirements

- The Federal Register notice established 6 application requirements for this ESF-RWP Grant competition. Applicants must address **each** of the following application requirements:



Application Requirement 1

Include a description of the State's coronavirus burden based on indicators and information factors *other than those provided in Appendix 1* (Percentile calculation of Coronavirus burden by State) that demonstrate the significance of the impact of COVID-19 on students, employers, small businesses and economic development in the State.

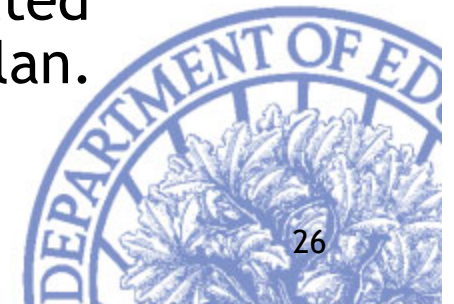
This may include additional data, including other public health measures such as coronavirus-related deaths per capita, or any other relevant education, labor, or demographic data.



Application Requirement 2

Describe the applicant's approach to addressing Absolute Priority 1 or 2. This description must include:

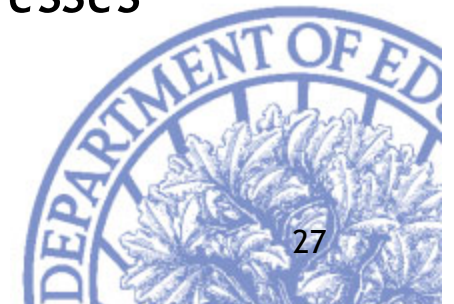
- A list of organizations and entities that will be included as partners in developing and implementing the planned activities,
- An implementation plan and timeline for key grant activities,
- A plan for how the applicant will collect data to report on the performance measures for this program,
- Estimated number of students, businesses, and IHEs, if applicable, that the applicant intends to serve with grant funds, and
- A list of other sources of Federal funds it is seeking or has secured, under the CARES Act or other Federal grant programs, to carry out the same, similar or related activities to those proposed in the applicant's plan.



Application Requirement 3

Provide an analysis of State assets and collaborative efforts (including supports already provided from Federal and non-Federal sources) to respond to the economic impacts of COVID-19 and the need for:

- Short-term educational programs, including those that support small business owners and entrepreneurs and/or those that provide industry sector-based education and training programs that lead to industry-recognized credentials *in the case of an application that addresses Absolute Priority 1* or
- Short-term educational programs and courses for small business and/or small business incubators (or similar entities) *in the case of an application that addresses Absolute Priority 2.*



Application Requirement 4

A description of the steps the State is taking at the time of the application to identify and address the State's immediate needs outlined in Application Requirement 2, including:

- (a) For applicants addressing Absolute Priority 1(a)—
 - (i) How the State is meeting the education, support, and mentorship needs of individuals who seek career preparation or advancement through short-term educational programs and career pathways programs;
 - (ii) Which short-term educational programs or career pathways programs will be the focus of the grant activities; and
 - (iii) Which occupations or occupational clusters will be the focus of the grant activities; or



Application Requirement 4 (continued)

- (b) For applicants addressing Absolute Priority 1(b)—
- (i) How the State will identify the industry sectors and sector leaders that will engage in developing and implementing sector-based education, training, and credentialing programs;
 - (ii) Prior experience the State has in leading sector-based education and training activities, including in the development of sector-based apprenticeship programs;
 - (iii) How the State will recruit businesses and employers that will participate in the program and rely on credentials earned through industry sector-based education and training programs to hire and promote employees; and
 - (iv) Which educational providers, which may include IHEs or other post-secondary education and training providers, have experience in working with industry leaders or employers to develop or provide competency-based education programs and which educational providers have committed to partner with the applicant on the proposed project; or



Application Requirement 4 (continued)

(c) For applicants addressing Absolute Priority 2—

- (i) How the State is currently providing education, training and support to entrepreneurs and small business owners;
- (ii) How the State will build upon prior experiences with small business incubators or identify which kinds of small businesses it can best serve through one or more small business incubators that are affiliated with one or more IHEs;
- (iii) How the State will identify institutional partners, geographic location(s) or industry sector(s) to be served by one or more small business incubators developed with these grant funds;
- (iv) The specialized assistance, facilities, shared equipment and other shared resources that will be provided by the proposed small business incubator; and
- (v) Other sources of funding or continuing support that will enable the small business incubator to continue operating after the expiration of these grant funds.



Application Requirement 5

Describe how the applicant will recruit unemployed or dislocated workers; workers seeking job transition or advancement; entrepreneurs; small business owners or other participants who would benefit from the education, training and/or business development opportunities that will be provided with grant funds, and how the applicant will determine participation if demand exceeds supply.





Application Requirement 6

Provide an assurance that the applicant will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out.



Program Requirement

Grantees must make information on all credentials (including badges, certificates, certifications, licenses, and degrees of all levels and types) and competencies (knowledge, skills and abilities) achieved as a result of funding under this program publicly accessible through the use of linked open data formats that support full transparency and interoperability. Such information must include the industry sector for or by which the credential was developed, the entities involved in the development of the credential, the competencies or skills assessed in awarding the credential, the form of assessment used to verify an individual's eligibility to be awarded the credential, and the body engaged in overseeing the awarding of such credentials.

Note: A webinar specifically on this requirement for ESF-RWP eligible applicants (State Workforce Boards) will be held July 16th at 2 p.m. EDT. We recommend all eligible applicants attend this webinar, please email ESF-RWP@ed.gov for a registration link.





Funding Restrictions

To maximize the funds available for services to students and the public, the Department encourages each eligible entity to minimize the amount of administrative costs charged to the program. *See the NIA for more information on funding restrictions.*



Funding Restrictions (continued)

- Note: ESF-RWP projects should be designed to cover a student's cost of attendance—including through funds provided by this grant, employer contributions, contributions made by trade associations or labor organizations, or other sources of funding—without requiring the student to take Direct student loans. Additionally, students whose tuition and fees are covered by grant funds must be eligible for public benefits as described in section 431 of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 ([8 U.S.C. 1611](#)).



Program Performance Measures

For Applications Addressing Absolute Priority 1

- (a) The number of students served by the project; the percentage of students who enrolled in a program receiving grant funds who completed the program;
- (b) The percentage of individuals who enrolled in a program receiving grant funds who were employed in the second quarter after exiting the program;
- (c) The percentage of individuals employed in the second quarter after exit who are employed full-time in an occupation that is directly related to the program of study; and
- (d) The median earnings of individuals in (b) and (c).



Program Performance Measures (continued)

For Applicants Addressing Absolute Priority 2

- (a) The number of individuals who participated in the short-course or programs offered by the business incubator and one year after its completion had started a new business venture or maintained/expanded their existing small business;
- (b) For small business owners who participated in a small business incubator, the number of employees employed at the start of their participation in this program, and at the end of their participation in the program and whether or not they were still in business one year after completing the program.





Project-Specific Performance Measures

Applicants must also propose project-specific performance measures and performance targets consistent with the objectives of the proposed project.



Performance Measures

As noted in Application Requirement 2, applicants must provide the following information in their application:

- (a) Performance Measures. How each proposed performance measure would accurately measure the performance of the project and how the proposed performance measures would be consistent with the performance measures established for the program funding the competition.

*Reminder - all terms used in this webinar and in the application documents are defined in the Notice Inviting Applications on pages 37640-37642 of the printed Federal Register.



Baseline Data and Performance Targets

(b) Baseline Data

- (i) Why each proposed baseline is valid; or
- (ii) If the applicant has determined that there are no established baseline data for a particular performance measure, an explanation of why there is no established baseline and of how and when, during the project period, the applicant would establish a valid baseline for the performance measure.

(c) Performance Targets. Why each proposed performance target is ambitious yet achievable compared to the baseline for the performance measure and when, during the project period, the applicant would meet the performance target(s).



Data Collection and Reporting

(d) Data Collection and Reporting.

- (i) The data collection and reporting methods the applicant would use and why those methods are likely to yield reliable, valid, and meaningful performance data; and
- (ii) The applicant's capacity to collect and report reliable, valid, and meaningful performance data, as evidenced by high-quality data collection, analysis, and reporting in other projects or research.



Reporting

If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in [2 CFR part 170](#) should you receive funding under the competition. This does not apply if you have an exception under [2 CFR 170.110\(b\)](#).

In addition to annual performance reporting, a grantee must submit to the Department a quarterly report that provides data and information meeting the requirements of section 15011 of the CARES Act.

See the NIA for the full text associated with the reporting requirements.



Selection Criteria

The maximum total score for all of the selection criteria is 100 points.

- A) Highest Coronavirus Burden (Up to 40 Points)
- B) Quality of Project Services and Quality of the Project Design (Up to 35 Points)
- C) Quality of the Management Plan and Adequacy of Resources (Up to 25 Points)



Selection Criteria (continued)

A. Highest Coronavirus Burden (Up to 40 Points)

In determining the States with the highest coronavirus burden, the Secretary considers the extent to which the State has a high coronavirus burden as follows:

- (1) The extent to which the applicant, based on the factors listed in the Appendix, when weighted equally, is in the—
 - (i) Up to 20th percentile of coronavirus burden (4 points);
 - (ii) 21st to 40th percentile of coronavirus burden (8 points);
 - (iii) 41st to 60th percentile of coronavirus burden (12 points);
 - (iv) 61st to 80th percentile of coronavirus burden (16 points); or
 - (v) 81st to 100th percentile of coronavirus burden (20 points)
- (2) The extent to which the applicant has a high coronavirus burden based on indicators and information factors identified by the applicant in response to Application Requirement 1 (20 points)



Selection Criteria (continued)

B. Quality of Project Services and Quality of the Project Design (Up to 35 Points)

The Secretary considers the quality of the services to be provided by the proposed project and the quality of the design of the proposed project. In determining the quality of the project services and the quality of the design of the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (up to 5 points)

In addition, the Secretary considers—

(1) The extent to which the proposed project is an exceptional approach to the absolute priority being addressed and includes a detailed project plan for addressing the absolute priority. (up to 10 points)



Selection Criteria (continued)

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (up to 10 points)

(3) The likelihood that services to be provided by the proposed project (for applicants under Absolute Priority 1) will expand access to remote learning options and lead to improvements in student outcomes; or the likelihood that services to be provided by the proposed project (for applicants under Absolute Priority 2) will increase the number and success of small businesses in a state or region. (up to 5 points)

(4) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (up to 5 points)

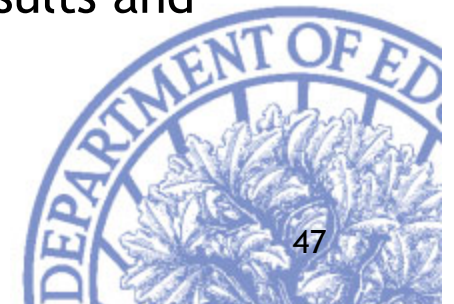


Selection Criteria (continued)

C. Quality of the Management Plan and Adequacy of Resources (Up to 25 Points)

The Secretary considers the quality of the management plan and adequacy of resources for the proposed project. In determining the quality of the management plan and adequacy of resources for the proposed project, the Secretary considers:

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (up to 5 points)
- (2) The extent to which the budget is adequate to support the proposed project. (up to 5 points)
- (3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (up to 5 points)
- (4) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (up to 10 points)





HOW TO APPLY

The Application

- Go to [Grants.gov](https://www.grants.gov) and download the application and instructions. Search CDFA **84.425G** for the full listing when you are ready to apply, but the [Instructions can be downloaded via this link](#).
- Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on February 13, 2019 ([84 FR 3768](#)) and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf, which contain requirements and information on how to submit an application.
- Read the [Grants.gov](#) Submission Procedures and Tips for Applicants.



Abstract and Narrative

- Abstract should include
 - The primary goal of the project;
 - A succinct description of the key project objectives and activities;
 - A brief description of the key uses of grant funds;
 - A list of participating partners in the project, if applicable.
- Narrative should include
 - Table of Contents;
 - A description of the proposed project;
 - The applicant's response to the selection criteria; and,
 - The applicant's response to the Absolute Priority, the Competitive Priority (if applicable) and Application and Program Requirements.
 - We recommend that you limit the project narrative to no more than 25 pages.

See the NIA for more information on the recommended page limit and other submission standards.

Note: Links to outside information is strongly discouraged



ED Budget Summary Form 524 A and B

Section A: Budget Summary:

U.S. Department of Education Funds

Should include all requested ESF-RWP funds

Section B: Budget Summary:

Non-Federal Funds

Should include any non-federal funds that will be used



Budget Narrative

The budget narrative should be consistent with the **ED 524 budget Form** and should --

- Give an **itemized budget breakdown** for each year of the proposed project (36 months);
- Show the **basis for estimating the costs** of personnel salaries, benefits, travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures;
- Show the **relationship** between the requested funds and project activities and outcomes;
- Show the **total amount that will be expended** as shown in the ED 524 Form;
- Enable reviewers and project staff to understand how the requested funds in the **ED 524 Form** will be used.



Budget Review

Section A: In accordance with 34 CFR 75.232, Department of Education staff perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project, and are **reasonable, allowable and allocable**. We may delete or reduce costs from the budget during this review.



Application Checklist

ED Standard Forms

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information for SF 424
- Department of Education Budget Summary Form (ED 524) Sections A & B
- Disclosure of Lobbying Activities (SF-LLL)

Assurances and Certifications

- GEPA Section 427
- Assurances - Non-Construction Programs (SF 424B)
- Grants.gov Lobby form (formerly ED 80-0013 form)

Application Narrative

- ED Abstract Narrative Form
- Project Narrative Form
- Budget Narrative Form
- Other Attachments Form (Upload Appendices here)

Appendices:

- Appendix 1: Individual Resumes for Project Director and Key Personnel
- Appendix 2: Current Indirect Cost Rate Agreement
- Appendix 3: List of proprietary information found in the application, if applicable
- Appendix 4: Assurance that Applicant will participate in an evaluation, pursuant to Application Requirement 5

NOTE: Eligible applicants should attach all appendices to the Other Attachments Form. The Grants.gov system will allow applicants to attach as many as ten separate appendices in this section.



Grants.gov

<https://www.grants.gov/>

Applications **MUST** be submitted by
the eligible applicants via
Grants.gov

Register EARLY! Submit EARLY!

VERIFY your submission!



Questions?

We have limited time to answer a few questions that have been typed into the chat box. If your question is not answered live today, please email the address below for a response.

Contact Information

ESF-RWP Grant Program Mailbox:

ESF-RWP@ed.gov

