



**Modified: August 17, 2018**

**REQUEST FOR PROPOSALS (RFP)**

**ApprenticeshipNC Regional Collaboration and Expansion Project**

**2018-2019**

**Electronic Submission of Proposal is Due**

Tuesday, September 12, 2018, 5:00 PM

[Castelloesk@nccommunitycolleges.edu](mailto:Castelloesk@nccommunitycolleges.edu)

Contact: Kathryn Castellones, Director, ApprenticeshipNC,  
[castelloesk@nccommunitycolleges.edu](mailto:castelloesk@nccommunitycolleges.edu), 919-807-6991

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
200 W. JONES STREET                      5001 MAIL SERVICE CENTERS  
RALEIGH, NC 27603-1379                RALEIGH, NC 27699-5016

# ApprenticeshipNC Regional Collaboration and Expansion Project

*Proposal Submission Due Date*

*September 12, 2018*

## Introduction

In November 2017, ApprenticeshipNC was transferred to the North Carolina Community College System (NCCCS). A U.S. Department of Labor grant for the expansion of apprenticeship was included in this process. This expansion grant and the purpose of this request for proposals (RFP), focuses on regional efforts to boost the number of apprenticeship programs and specifically the number of apprentices in eight focused sectors of employment and training; information technology, healthcare, advanced manufacturing, logistics, hospitality, construction, energy, and public safety.

To increase the efforts of collaboration and expansion, this grant allows the NCCCS to fund seven Regional Apprenticeship Coordinators for twelve months to jump start this expansion effort. The seven Regional Apprenticeship Coordinators hired by local colleges winning this grant will be responsible for the promotion, development, and registration of apprenticeship programs within their prosperity zone. See map of prosperity zones in Appendix B.

This RFP is seeking a lead community college in a prosperity zone to spearhead the apprenticeship effort, to identify and hire a Regional Apprenticeship Coordinator who will work with the businesses and other community colleges in the prosperity zone.

### Goals:

- Hire seven Regional Apprenticeship Coordinators, one for each prosperity zone, to implement this expansion.
- Increase the number of registered apprenticeships in North Carolina by 1,100 new apprentices by December 31, 2019.

### Objectives:

- **Assess industry needs** for skilled workers in the sectors of information technology, healthcare, advanced manufacturing, logistics, hospitality, construction, energy, and public safety.
- Meet business and industry's employment and training needs through **registered apprenticeship**.
- **Develop and implement regional approaches** for the delivery of apprenticeship and pre-apprenticeship programs leading to registered apprenticeships.
- Increase significantly the number of **apprentice's and apprenticeship programs** in new and existing companies.

## Regional Apprenticeship Coordinator

The Regional Apprenticeship Coordinator (funded by this grant) will be an employee of the lead community college and will work with partnering colleges to develop and implement strategies to increase registered apprenticeships in their prosperity zone during the 12-month period of this contract. It is hoped that the program will become sustainable after the first year.

### Key Activities include:

- **Develop and maintain regional partnerships** with business and industry, workforce and economic development agencies, and a variety of education and training organizations.
- **Identify new and emerging employee training** opportunities that align with economic market trends and industry workforce needs.
- Organize, facilitate, and register apprenticeship programs and pre-apprenticeship programs.
- Work directly with business and industry to develop the key elements of a registered apprenticeship program and assist in the various stages of development including allocating resources to best accomplish the goals of programs.

- **Advise regional partners of local, state, and federal funding** and other resources available to support the apprenticeship programs.
- **Promote the best practices and trends** around existing registered apprenticeship and pre-apprenticeship programs throughout the state.

## Apprenticeship Background

*(Edited and condensed from the USDOL Apprenticeship Took Kit. Use this for further research when writing grant proposal.)*

Today there are apprenticeships in over 1,000 occupations – including information technology, healthcare, advanced manufacturing, logistics, hospitality, construction, energy, and public safety.

North Carolina boasts 6,533 apprentices in 63 counties, employed at 664 companies, with 186 of those companies actively using community colleges to provide related instruction. As of July 1, 2018, 38 community colleges provide related instruction for 2,216 apprentices with 486 companies providing related instruction in-house for some 6,533 apprentices.

Registered Apprenticeship is a tried-and-true approach for preparing workers for jobs – and meeting the business needs for a highly-skilled workforce that continues to innovate and adapt to meet the needs of the 21st century.

- Businesses that use registered apprenticeships reduce worker turnover by fostering greater employee loyalty, increasing productivity, and improving the bottom line.
- Registered apprenticeships offer workers a way to start new careers with good wages.
- Workforce organizations, community colleges, and other education and training institutions can use registered apprenticeship as a proven employment and training strategy.

Apprenticeships are created from collaboration among partners – businesses, workforce intermediaries (such as industry associations or labor organizations), educational institutions, the public workforce system, and other key community organizations. The partnership works together to identify the resources needed, design the apprenticeship program, and recruit apprentices.

Every partner has a critical role to play:

- **Business Partners** identify the skills and knowledge that apprentices must learn, hire new workers or current employees to become apprentices, provide on-the-job training, identify mentors to work with apprentices, pay progressively higher wages as skills increase, provide related instruction in-house or in partnership with others such as community colleges.
- **Industry associations, intermediaries and or community colleges** can provide specific expertise on the workforce needs and help design related instruction. They can sponsor apprenticeship programs, take responsibility for the administration of the program (thereby reducing the burden on employers), and stimulate demand for apprentices for employers who may not have the capacity to develop an apprenticeship program on their own.
- **Educational institutions** (community college, career and technical education) may develop curriculum for related instruction, deliver related instruction to apprentices, provide college credit for courses successfully completed, and even help stimulate demand for apprentices.
- **Workforce system, workforce development boards, and community college Workforce Development divisions** can help develop sector and career pathway strategies utilizing apprenticeship, recruit and screen candidates to be apprentices, provide pre-apprenticeship and basic skills preparation, provide supportive services (such as tools, uniforms, supplies, or books), and contribute funding for on-the-job training or related instruction.
- **Apprenticeship system** through the state office of apprenticeship provides technical assistance and support to new sponsors, answers questions about the apprenticeship model programs, guides the partners through the steps to develop and register a program, connect businesses with training providers, and advise partners on sources of funding to support apprenticeships.

- **Other partners** can play important roles. Economic development organizations can serve as a convener of businesses in the region. The K-12 educational system can help develop pipelines to pre-apprenticeship for their students. Community-based organizations may have capacity to help certain worker populations, such as women, veterans, minorities, individuals with disabilities, and others, prepare for apprenticeships and provide basic education and supportive services to apprentices.
- Every registered apprenticeship program has a **sponsor**. The sponsor is responsible for the overall operation of the program, working in collaboration with the partners. Sponsors can be a single business or a consortium of businesses. Alternatively, the sponsor can be a range of workforce intermediaries including an industry association or a joint labor- management organization. Community colleges and community-based organizations can also serve as sponsors for registered apprenticeship programs.

### **Build the core components**

With a strong partnership in place, the next step is to design and build the apprenticeship program. Apprenticeship programs consist of five core components; direct business involvement, on-the-job training, related instruction, rewards for skill gains, and completion resulting in a state and national occupation credential. Partnerships can help develop the details of that component, leverage the resources needed, and decide which partners will carry out that part of the program.

- **Employers** are the foundation of every apprenticeship program, and the skills needed by their workforce are at the core. Businesses must play an active role in building the program and be involved in every step in designing the apprenticeship.
- Every program includes **structured on-the-job learning/training**. Apprentices get hands-on training from an experienced mentor at the job site for not less than one year. On-the-job training is developed through mapping the skills and knowledge that the apprentice must learn over the period of apprenticeship. There are over 900 model work processes developed by the U.S. Department of Labor to assist in this process.
- Apprentices receive **related instruction** that complements on-the-job learning. This instruction delivers the technical, workforce, and academic competencies that apply to the job. It can be provided by a community college, a technical school, or by the business itself. Education partners collaborate with business to develop the curriculum based on the skills and knowledge needed by apprentices. All partners work together. In many cases there are funds available to help pay for the related instruction, including the cost to the employer. Related instruction can be based at the community college, provided at the job site, or completed on-line. It can take place during work time or after work hours.
- Apprentices receive **increases in pay as their skills and knowledge increase**. Start by establishing an entry wage and an ending wage and build in progressive wage increases through the apprenticeship as skill benchmarks are attained by apprentices. Progressive wage increases help reward and motivate apprentices as they advance through their training.
- Every graduate of a registered apprenticeship program **receives a state and nationally-recognized credential**. As you build the program, keep in mind that apprenticeship programs are designed to ensure that apprentices master every skill and have all the knowledge needed to be fully proficient for a specific occupation.

Apprenticeship programs can be customized to meet the needs of business. Apprenticeships can be time-based programs where apprentices complete a required number of hours in on-the-job training and related instruction or competency-based programs where apprentices progress at their own pace – they demonstrate competency in skills and knowledge through proficiency tests but are not required to complete a specific number of hours. Many apprenticeship programs are built using a hybrid approach, using minimum and maximum range of hours and the successful demonstration of identified and measured competencies.

The training components can be arranged in different ways to develop a model that works for both businesses and apprentices.

- In a **traditional apprenticeship model**, apprentices receive both related instruction and on-the-job

training concurrently throughout the program.

- In a **front-loaded model**, apprentices complete some related instruction that may be with the employer or a partner such as a community college before starting a job, in order to learn the critical skills required for the first day on the job site.
- Programs can also be built using a **segmented** model in which apprentices alternate between related instruction and on-the-job training.
- A **pre-apprenticeship** can also be built into the program, where essential basic skills are learned first, and then individuals are accepted into the apprenticeship program, sometimes receiving credit for prior experience.

After building the apprenticeship program, it is registered by a regional ApprenticeshipNC consultant. Registered apprenticeship programs are those programs that have met state and national standards for registration with the NCCCS office of apprenticeship and recognized by the U.S. Department of Labor.

Businesses that register their apprenticeship programs can access many benefits, including a nationwide network of expertise and technical assistance and support, funding, national credentials, and other resources from federal programs.

**Registered Apprenticeship programs** assist apprentices in applying for federal financial aid under certain circumstances. If the apprenticeship is connected to a school's program of study, then apprentices may be eligible for Pell Grants, \$3,000 on average per apprentice, and the school may choose to provide federal work-study grants, \$2,000 on average per apprentice.

By becoming approved for the GI Bill®, registered apprenticeship programs can assist their current and future veteran apprentices with the benefits they've earned. Veterans who qualify for the GI Bill® can receive a monthly stipend (paid by Veteran Affairs) in addition to the wages they receive in an apprenticeship. Registered Apprenticeship program sponsors can be certified under the GI Bill® usually within 30 days.

**Selected Resources** for background and information on Registered Apprenticeship:

- ApprenticeshipNC ([www.apprenticeshipnc.com](http://www.apprenticeshipnc.com))
- ApprenticeshipNC Youth Handbook
- Code of Federal Regulations, 29.29 and 29.30 ([www.dol.gov/general/cfr/title\\_29](http://www.dol.gov/general/cfr/title_29))
- Workforce GPA – Apprenticeship Blog ([apprenticeshipusa.workforcegps.org](http://apprenticeshipusa.workforcegps.org))
- Connecting Apprenticeship to Higher Education ([newamerica.org/education-policy/events/connecting-apprenticeship-and-higher-education](http://newamerica.org/education-policy/events/connecting-apprenticeship-and-higher-education))
- SkillsUSA Employability Skills ([careeressentials.org](http://careeressentials.org))
- US Department of Labor, Apprenticeship ([dol.gov/apprenticeship](http://dol.gov/apprenticeship))
- Adult Education Employability Skills curriculum
- Adult Education Content Standards ([ncccommunitycolleges.edu/college-and-career-readiness/adult-education-content-standards](http://ncccommunitycolleges.edu/college-and-career-readiness/adult-education-content-standards))
- GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

## Definitions

**Apprenticeship Agreement** shall contain the following in order to be registered:

1. The contact information, including names, addresses, telephone numbers, and e-mail addresses of the program sponsor or employer, and their signatures;
2. A statement showing:
  - The number of hours to be spent by the apprentice in work on the job in a time-based

- program; or a description of the skill sets to be attained by completion of a competence-based program, including the on-the-job learning component; or the minimum number of hours to be spent by the apprentice and a description of the skill sets to be attained by completion of a hybrid program; and
    - The number of hours to be spent in related instruction in technical subjects related to the occupation, which is recommended to be not less than 144 hours per year;
- 3. Acknowledgement that the apprenticeship agreement may be deregistered if policies are not followed;
- 4. A procedure to allow for complaints to be addressed;
- 5. A guarantee that the apprentice will be afforded equal opportunity in employment and training;
- 6. A reference to the program standards of apprenticeship as they exist on the date the agreement is executed, and as they may be revised or amended during the period of the agreement; and
- 7. Such other terms of agreement between the parties as are consistent with the policies and the purposes of apprenticeship in general.

**Apprenticeable Occupation** means an occupation having the following characteristics:

1. It is customarily learned in a practical way through a structured, systematic program of on-the-job supervised learning;
2. It is identified and commonly recognized by an industry;
3. It involves manual, mechanical, or technical skills and knowledge that is not less than 2,000 hours of reasonably continuous on-the-job learning; and
4. It requires not less than 144 hours of related instruction for every 2,000 hours of on-the-job learning to supplement the on-the-job supervised learning.

**Fully Qualified Worker** means a worker has attained a level of skill, abilities, and competencies recognized within an industry as having mastered the skills and competencies required for the occupation.

**Group Program** means an apprenticeship or pre-apprenticeship program including or designed to include more than one employer.

**Journeyman** means a fully qualified worker in an apprenticeable occupation. Use of the term may also refer to a mentor, technician, specialist, or other skilled worker who has documented skills and knowledge in an occupation through either formal apprenticeship or through practical on-the-job experience and formal training.

**Registration** means the recognition by the director and the recording with the division of an apprenticeship or pre-apprenticeship program, signifying that the program, agreement, or individual complies with the rules, requirements, criteria, and standards of apprenticeship or pre-apprenticeship.

**Related Instruction** means an organized and systematic form of instruction designed to provide the apprentice or trainee with knowledge of the theoretical and technical subjects related to his trade or occupation. Such instruction may be given in a classroom, through occupational or industrial courses, by correspondence courses, through electronic media, or through other forms of self-study.

**Technical Assistance** means guidance provided by apprenticeship consultants in the development, revision, amendment, or processing of a potential or current program sponsor's Standards of Apprenticeship, Apprenticeship Agreements, or advice or consultation with a program sponsor to further compliance.

## General Grant Administrative Guidelines:

- These grants will be awarded to local community colleges.
- The college submitting the proposal will serve as the lead college and host for the Regional Apprenticeship Coordinator.
- The lead college will recruit, identify and hire the Regional Apprenticeship Coordinator in

collaboration with partner colleges in the prosperity zone and the local Apprenticeship Consultant.

- The lead college should consider partner colleges in collaborating on this grant, in the recruitment of apprentices, and in the development of related instruction through continuing education and curriculum programs of study.
- Oversight of the activities, budget, and braided funding for this project are the responsibility of the lead college in collaboration with the ApprenticeshipNC Regional Consultant; college administrators, and the ApprenticeshipNC Director. These partners can offer advice and related funding for successful project implementation.

## **Budget Information and Constraints**

We anticipate funding seven community colleges at a maximum of \$80,213 for a 12-month period between November 2018 to December 31, 2019. Expenditures of these funds should be earmarked to hire and support a Regional Apprenticeship Coordinator. Funds are designated as \$ 75, 213 for salaries and benefits, and \$ 5,000 per position for travel.

- Funds will not be used to supplant a current employee's salary
- Funds are for salaries, benefits, travel and may not be used for cost of meetings, curriculum development, furniture, or equipment.
- The allocation of these funds is contingent upon the availability of funds from the U.S. Department of Labor and approval from the State Board of Community Colleges.
- Funds must be used in accordance with the NCCCS Accounting Procedures Manual and the U.S. Education Department General Administrative Regulations (EDGAR).

## **Proposal Development Guidelines**

To receive grant funding, the proposal must follow the guidelines and requirements included in this document. The proposal should provide a straightforward and concise description of activities planned to satisfy the requirements of this request for proposals (RFP). Emphasis should be placed on completeness and clarity of content. All information requested must be submitted.

Each proposal shall include the following:

5. Executive summary (one page)
6. Narrative description, which should not exceed seven double-spaced pages (using a 12-point font and 1" margins all around) and should address each of the items outlined in the Proposal Review Form in Appendix A.
7. Certification page (Attachment A)
8. Proposed budget (Attachment B)
9. Regional Apprenticeship Coordinator job description (Attachment C)
10. Support letters from partners (Attachment D)

## **Reporting Requirements**

The Regional Apprenticeship Coordinator will be required to submit quarterly reports that will be due December 31, 2018, March 29, 2019, June 29, 2019, September 30, 2019, and December 31, 2019. The format of these reports will be determined after the regional partnerships awards are selected. A final report on outcomes achieved and plans for sustainability of the partnership will be due October 31, 2020.

ApprenticeshipNC staff will conduct a post-project evaluation based on expected outcomes of the project.

## Submission Instructions

- A PDF copy of the signed proposal must be emailed to **castelloesk@nccommunitycolleges.edu** by **5:00 pm on September 12, 2018**.
- The original, signed proposal must be received by the system office no later than close of business, September 13, 2018.

Submit your proposal package to:  
Kathryn Castellones, ApprenticeshipNC Director  
North Carolina Community College System Office  
**U. S. Postal Address:** 5016 Mail Service Center, Raleigh, NC 27699-5016  
**FedEx, UPS, et al. Address:** 200 West Jones Street, Raleigh, NC 27603-1379

- **Faxed copies will NOT be accepted.**

## Grant Proposal Review and Selection Process

Each application, meeting the basic guidelines, will be evaluated by a panel of three or more individuals, including system office and apprenticeship stakeholders. This independent review committee will score each application. The committee will then meet, discuss each proposal, and reach a consensus score on each proposal. See Appendix A for the Proposal Review Form.

One college in each prosperity zone, receiving the highest number of points in that zone will be recommended for funding to the State Board of Community Colleges.

The review team reserves the right to request modifications to the selected proposal. In addition, the review team reserves the right to reject proposals that do not meet the RFP requirements.

## Grant Timeline

1. August 9, 2018 – Release of the Request for Proposals (RFP)
2. August 15, 2018 -- Informational webinar about the grant  
(<https://register.gotowebinar.com/register/4212350384906777090>)
3. September 12, 2018 -- Grant proposals due to Kathryn Castellones by 5:00 PM
4. September 13, 2018 to September 27, 2018 -- review and selection of proposals
5. October 15, 2018 -- Recommended grants sent to State Board of Community Colleges
6. November 5, 2018 – Grant recipients notified
7. November 15, 2018 -- Deadline for grantees to assign or hire the Regional Apprenticeship Coordinator
8. November 30, 2018 -- Draft due for strategies for local grant implementation
9. December 31, 2018 -- Quarterly report due
10. March 29, 2019 -- Quarterly report due
11. June 29, 2019 -- Quarterly report due
12. September 30, 2019 -- Quarterly report due
13. December 31, 2019 -- Quarterly report due
14. October 30, 2020 – Project completed, final report due

## Additional Information

This RFP has been posted on the [NCCCS Requests for Proposal \(RFPs\)](http://www.nccommunitycolleges.edu/requests-proposal-rfps) webpage at <http://www.nccommunitycolleges.edu/requests-proposal-rfps>.

Questions about this RFP process may be directed to Kathryn Castellones at (919) 807-6991 or





**Attachment A**

**ApprenticeshipNC Regional Collaboration and Expansion Project  
2018-2019  
CERTIFICATION PAGE**

**College:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Phone:** ( \_\_\_\_\_ ) \_\_\_\_\_ **Extension:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Institutional Certification:**

\_\_\_\_\_ agrees to serve as the (Community  
College Name)  
Lead College for the ApprenticeshipNC Regional Collaboration and Expansion Project.

We have read and understand the requirements contained in the grant's request for proposals and hereby make application for the funds. The proposal stresses the involvement of appropriate industry representatives, the commitment to develop programming or curriculum for each apprenticeship program, and coordination among partner colleges. The project will be managed by a project coordinator. Furthermore, all expenditures will follow federal and state administrative requirements, cost principles, and audit requirements.

**Grant Coordinator's Name (please print or type): (Optional)**

\_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College Chief Academic Officer's Name (please print or type):**

\_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College President's Name (please print or type):**

\_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Attachment B**

**ApprenticeshipNC Regional Collaboration and Expansion Project  
November 2018- December 2019**

**PROPOSED BUDGET**

**College:** \_\_\_\_\_

<b>Line Item</b>	<b>Description</b>	<b>Projected Expenditures 2018-2019*</b>
1.	Base Salary (base = \$55,000)	
2.	Retirement 17.13%	
3.	Workers Compensation 0.30%	
4.	Unemployment Insurance 1.0%	
5.	FICA 7.65%	
6.	Health Insurance (\$20,213/ 12 months)	
7.	Travel (\$5,000 per position)	
	Total (not to exceed \$80,213)	

\* Colleges may add columns to show institutional support for any line items.

**Appendix A**

*(provided for reference)*

**ApprenticeshipNC Regional Collaboration and Expansion Project 2018-2019**

**PROPOSAL REVIEW FORM**

College Name: \_\_\_\_\_

Reviewer's Name \_\_\_\_\_

Use the evaluation criteria on the following five pages to evaluate each proposal. Space is provided for recommendations and/or comments. Please use the following rating scale and circle the number indicating your rating beside each item:

1. Not present in proposal
2. Weak in concept, presentation, and/or planning
3. Average in concept, presentation, and/or planning
4. Above average in concept, presentation, and/or planning
5. Outstanding in concept, well presented, and shows extensive planning

This review is divided into five parts. Enter the points awarded in each section here, then add for a total.

\_\_\_\_\_ Part I: Identification of Need (15 points maximum)

\_\_\_\_\_ Part II: Project Design and Implementation (30 points maximum)

\_\_\_\_\_ Part III: Outcomes/Project Evaluation (20 points maximum)

\_\_\_\_\_ Part IV: Leadership, Capacity, and Commitment (30 points maximum)

\_\_\_\_\_ Part V: Budget (5 points maximum)

\_\_\_\_\_ Total Points (100 points maximum)

**Part I: Identification of Need (15 Points)**

<b><i>Item #</i></b>	<b><i>Weight</i></b>	<b><i>Criteria</i></b>	<b><i>Rank</i></b>
1	10 points	<ul style="list-style-type: none"> <li>• Describes or defines the issues and needs that support the development of a regional partnership for apprenticeship.</li> <li>• Identifies recent changes and the emerging issues that impact the prosperity zone. This might include job market developments, advances in technology, sociological or economic changes, changes in enrollment patterns, and implementation of state or national educational initiatives that potentially could be impacting the local workforce.</li> </ul>	1 2 3 4 5
2	5 points	<ul style="list-style-type: none"> <li>• Lists the employers in the region and their greatest needs for workers and how apprenticeship will meet those needs.</li> <li>• Support letters from partners (Attachment D)</li> </ul>	1 2 3 4 5

Comments:

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**Part II: Project Design and Implementation (30 Points)**

<b><u>Item #</u></b>	<b><u>Weight</u></b>	<b><u>Criteria</u></b>	<b><u>Rank</u></b>
3	10 points	<ul style="list-style-type: none"> <li>• Project design relates to the identified needs</li> <li>• Indicates a strong understanding of registered apprenticeship</li> <li>• Describes goals and objectives and how to reach them</li> <li>• Describes activities; industry engagement, and registered apprenticeship program development activities</li> </ul>	1 2 3 4 5
4	10 points	<ul style="list-style-type: none"> <li>• Includes a realistic action plan and timetable to increase apprenticeships in the prosperity zone</li> <li>• Plan will meet anticipated needs of employers and workforce in the region.</li> <li>• Includes a plan for targeted marketing to local populations and businesses</li> </ul>	1 2 3 4 5
5	10 points	<ul style="list-style-type: none"> <li>• Includes a plan for developing partnerships with regional employers, other community colleges, high schools, and workforce development in the entire prosperity zone</li> <li>• Clearly defined roles for all regional partners, roles of partners in delivering programs, and field testing</li> <li>• Collaborative efforts designed to increase registered apprenticeships through engaging employers, developing programs, writing work processes, integrating related instruction, developing and implementing work processes for the apprentice</li> <li>• Lists the colleges involved and how the grant funding will formalize the regional partnership</li> </ul>	1 2 3 4 5

Comments:

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**Part III: Outcomes/Project Evaluation (20 Points)**

<b><i>Item #</i></b>	<b><i>Weight</i></b>	<b><i>Criteria</i></b>	<b><i>Rank</i></b>
6	10 points	<ul style="list-style-type: none"> <li>• Identifies number of projected apprenticeship programs to be registered during the grant period</li> <li>• Identifies the projected number of new employers that will add apprenticeship and pre-apprenticeship programs</li> <li>• Identifies measures of other goals and objectives</li> </ul>	1 2 3 4 5
7	10 points	<ul style="list-style-type: none"> <li>• Includes projected long-term sustainability of the project to the prosperity zone and partnering community colleges</li> </ul>	1 2 3 4 5

Comments:

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**Part IV: Leadership, Capacity, and Commitment (30 Points)**

<b><i>Item #</i></b>	<b><i>Weight</i></b>	<b><i>Criteria</i></b>	<b><i>Rank</i></b>
8	10 points	<ul style="list-style-type: none"> <li>• Evidence the college has the capacity, commitment and understanding to launch, manage, and complete this apprenticeship project within the grant period, including administrative support, oversight, coordination, and supervision</li> <li>• Describes the involvement of the college's administrative leadership in providing oversight, supervision, and support for project activities</li> <li>• Demonstrates capacity to manage a project's budget, meetings, and travel arrangements</li> <li>• Demonstrates past effectiveness in setting up registered apprenticeships and pre-apprenticeship programs leading to registered apprenticeship</li> </ul>	1 2 3 4 5
9	10 points	<ul style="list-style-type: none"> <li>• Shows the partnering colleges have implemented innovative strategies to enhance student learning and success in the classroom and on the job in the any of the eight focus sectors of information technology, healthcare, advanced manufacturing, logistics, hospitality, construction, energy, and public safety</li> <li>• Provides evidence of the regional collaboration of colleges' capacity and commitment to launch and manage this regional project</li> </ul>	1 2 3 4 5
10	5 points	<ul style="list-style-type: none"> <li>• Describes any regional apprenticeship efforts and innovative strategies that have been implemented to enhance or expand work-based learning in the prosperity zone</li> <li>• Shows evidence of employer engagement through current registered pre-apprenticeships and registered apprenticeships</li> </ul>	1 2 3 4 5
11	5 points	<ul style="list-style-type: none"> <li>• Includes qualifications for a Regional Apprenticeship Coordinator</li> <li>• Includes Regional Apprenticeship Coordinator job description (Attachment C)</li> </ul>	1 2 3 4 5

Comments:

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**Part V: Budget (5 Points)**

<b><i>Item #</i></b>	<b><i>Weight</i></b>	<b><i>Criteria</i></b>	<b><i>Rank</i></b>
12	5 points	<ul style="list-style-type: none"><li>• Proposed budget conforms to budgeting guidelines in RFP and according to the NCCCS guidelines.</li><li>• Budget does not exceed maximum \$75,213</li></ul>	1 2 3 4 5

Comments:

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**Overall Grant Proposal Comments and Recommendations:**

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Appendix B.

North Carolina Prosperity Zones

