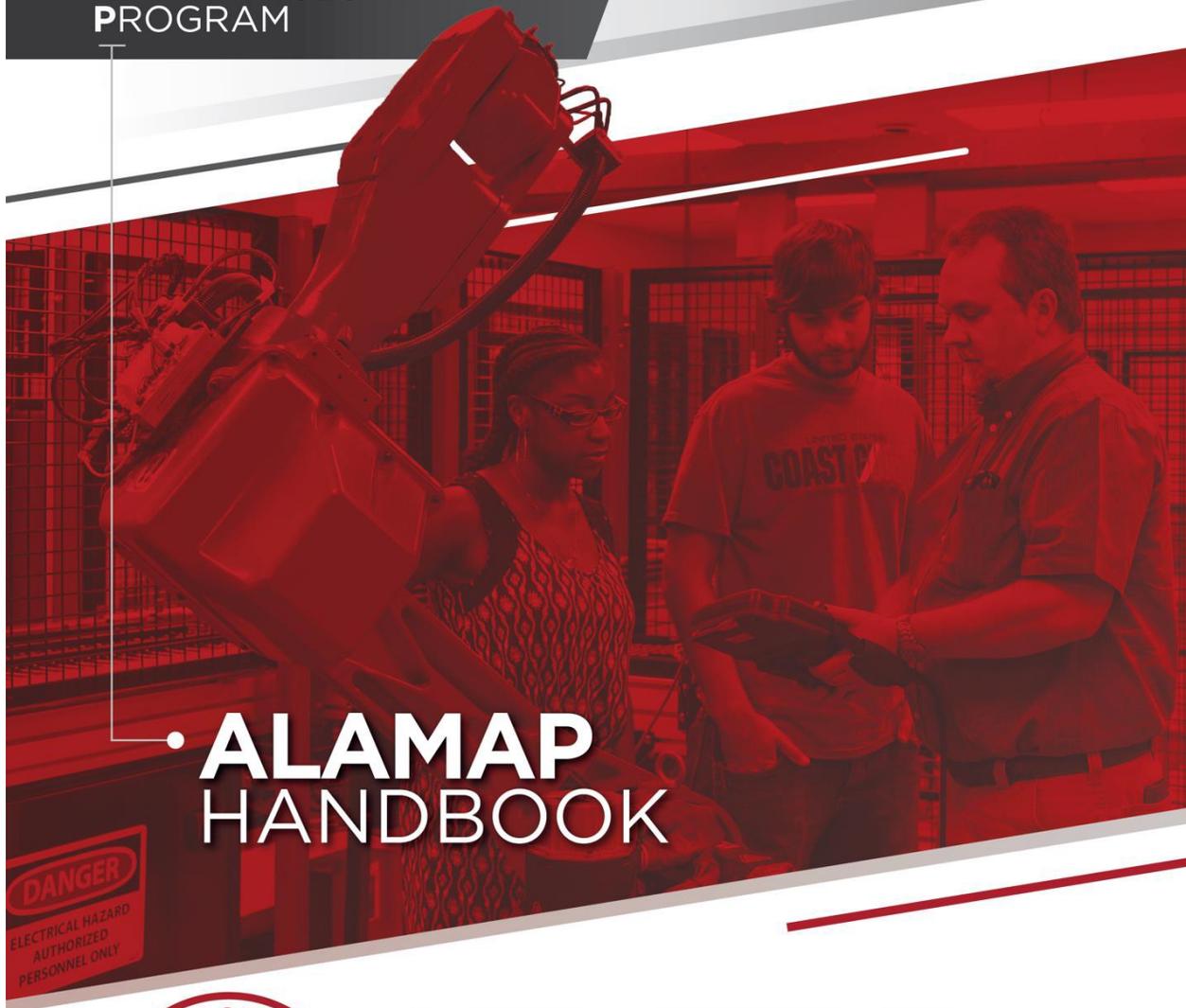
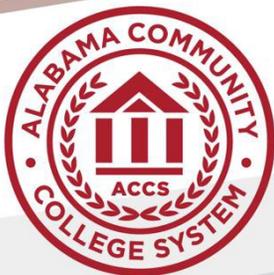


**ALABAMA
ADVANCED
MANUFACTURING
APPRENTICESHIP
PROGRAM**



**• ALAMAP
HANDBOOK**



**Scaling Apprenticeship Through
Sector-Based Strategies**

U.S. DOL FOA-ETA-18-08

Disclosures and Publication Information

Seventy-four percent (74%) of the total costs of the ALAMAP Project are financed with federal funds awarded through a \$12,000,000 grant from the U.S. Department of Labor Employment and Training Administration (DOL-ETA) through the *Scaling Apprenticeship Under Sector-Based Strategies Program*. Twenty-six percent (26%) of the total costs of the ALAMAP Project are covered by matching funds provided by the Alabama Community College System.

The development of this handbook was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The product was created by the recipient 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 product is copyrighted by the institution that created it.



The ALAMAP Project Handbook by [The Alabama Community College System](#) is licensed under [CC BY-NC-SA 4.0](#). For more information on the document, please contact the Workforce and Economic Development Division of ACCS at 334-293-4500.

Table of Contents

- INTRODUCTION5
- ALAMAP GRANT OVERVIEW5
- PROGRAM DESIGN AND APPROVAL PROCESS.....7
- PRE-APPRENTICESHIPS.....9
- ALAMAPs (Registered or Unregistered Apprenticeships).....10
- FEDERATION OF ADVANCED MANUFACTURING EDUCATION (FAME)11
- PARTICIPANT ELIGIBILITY AND RESOURCES.....12
- VETERANS AND THE 85-15 RULE.....14
- AWARDING AND DISTRIBUTING SUPPORT SERVICES FUNDING16
 - Participant Eligibility17
 - Summary Process for Awarding ALAMAP Student AID17
 - Award Limits.....18
 - Additional Constraints/Best Practices19
 - Veteran’s Priority Provisions.....21
 - Special Populations Priority21
 - Record Keeping21
- PROGRAM AND PARTICIPANT TRACKING AND REPORTING22
 - AGS Prime Software Overview23
 - Tracking and Reporting Participants and Employers23
 - Recording Employer Engagement.....23
 - Enrolling Participants.....24
 - Program Approval and Enrollment24
 - Participant Training25
 - Participant Employment (OJT and Final Job Placement).....25
 - Assessment.....26
 - Providing Services.....26
 - Recording Progress, Credentials, Completion, and Job Placement.....27
 - Enrolling and Tracking Pre-apprentices30
 - Maintaining Documentation.....32
- PERFORMANCE EXPECTATIONS33

FUNDING FOR COLLEGES	34
Allowable Costs	37
Reimbursement Procedures	39
Grant Funded Personnel	40
Property Management	41
Records Retention	41
Compliance Monitoring	41
Personally Identifiable Information	42
Special Program Restrictions/Requirements	42
REFERENCE AND SOURCE MATERIAL	44
APPENDIX A: ALAMAP PRE-APPRENTICESHIP PROGRAM APPROVAL FORM	45
APPENDIX B: ALAMAP APPRENTICESHIP/FAME PROGRAM APPROVAL FORM	47
APPENDIX C: The ACCS System Office ALAMAP Team	49
APPENDIX D: ALAMAP – PARTICIPANT APPLICATION (INTAKE FORM)	50
APPENDIX E: ALAMAP Student Supportive Services and Fees Request Form	Scholarship/Testing 52
APPENDIX F: DEFINITIONS	54
APPENDIX G: ALAMAP Project Performance Outcomes and Outputs Table	58
APPENDIX H: ALAMAP PROGRAM STANDARDS OF APPRENTICESHIP	61
ALAMAP HANDBOOK REVISIONS	62

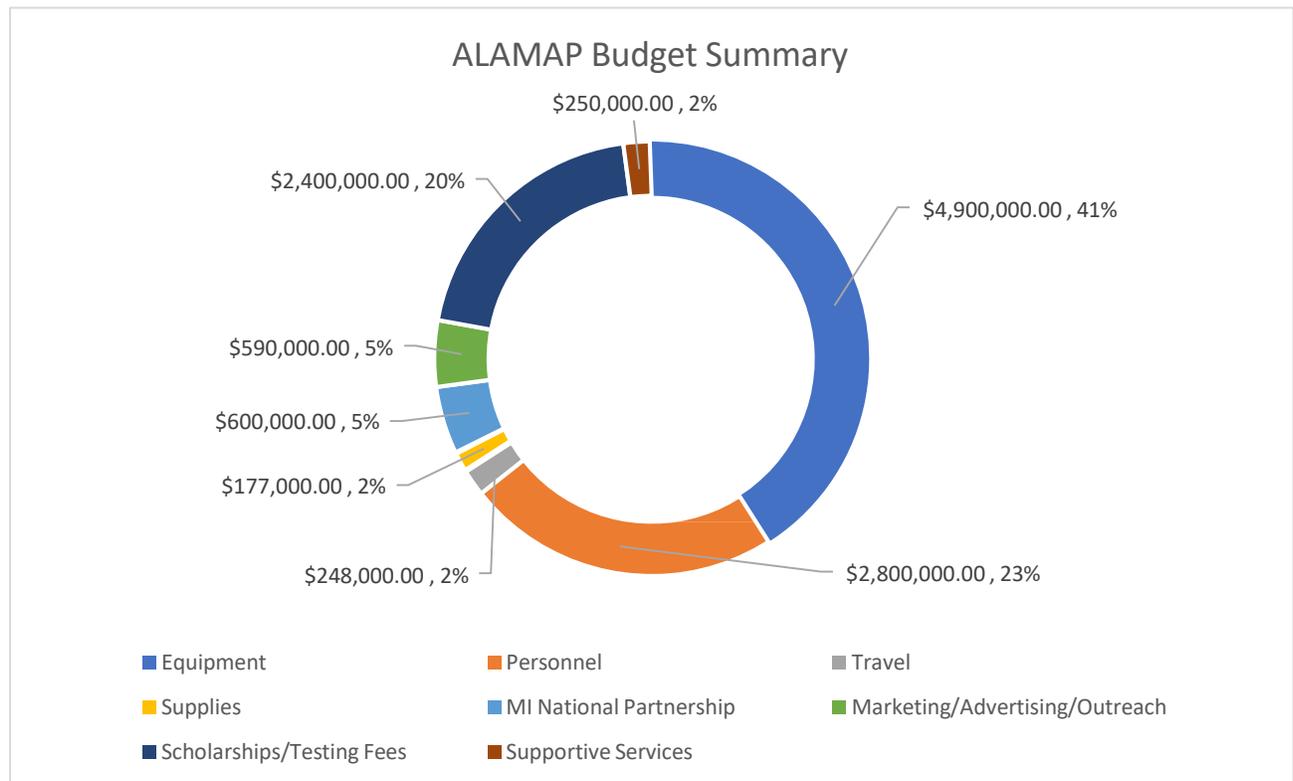
INTRODUCTION

The Alabama Advanced Manufacturing Apprenticeship Program (ALAMAP) Handbook provides an overview of the ALAMAP Project. It addresses specific questions related to the implementation of project initiatives, participant eligibility, grant services, and other allowable activities in support of the ALAMAP Project. This guide will help establish, enhance, and develop work-based learning in Advanced Manufacturing.

ALAMAP GRANT OVERVIEW

Advanced manufacturing is a rapidly expanding sector in the U.S. and crucial to the success of the economy. Alabama is a state that is leading the growth of manufacturing and needs to provide skilled workers to maintain that growth and serve its citizens. In response to a U.S. Department of Labor Employment and Training Administration (USDOL/ETA) Funding Opportunity Announcement, the Alabama Community College System (ACCS) applied for and was awarded a \$12,000,000 grant under the *Scaling Apprenticeships through Sector-Based Strategies* program.

The grant project's budget will support the expansion of pre-apprenticeship and apprenticeship opportunities for both employers and individuals in the State of Alabama. The following graph illustrates the activities that the \$12,000,000 award will support:



The ALAMAP Project will narrow the skills gap by expanding apprenticeships (registered or non-registered) in advanced manufacturing through a 3-tiered approach:

1. **Pre-Apprenticeship** programs are those which utilize employers or other program sponsors to articulate eligibility requirements and qualifications that lead to an apprenticeship. Pre-apprenticeships will demonstrate clear pathways for targeted populations to become apprentices and lead to nationally recognized certifications while delivering the skills and credentials they need to succeed in those occupations and build a career.
2. **ALAMAP** programs place individuals in one of several high-wage, in-demand occupations in advanced manufacturing while delivering them the skills and credentials they need to succeed in those occupations and build a career. ALAMAPs are flexible earn-and-learn programs embedded in a wide variety of traditional CTE programs supporting advanced manufacturing and that result in a short-term, long certificate, or associate degree.
3. **FAME Apprenticeships** expand the nationally awarded earn-and-learn model developed by Toyota and now used by over 300 companies in 10 states. FAME Apprenticeships are highly structured, 21-month cohort-based programs that lead to an Associate Degree and a career as a multi-skilled maintenance technician in advanced manufacturing.

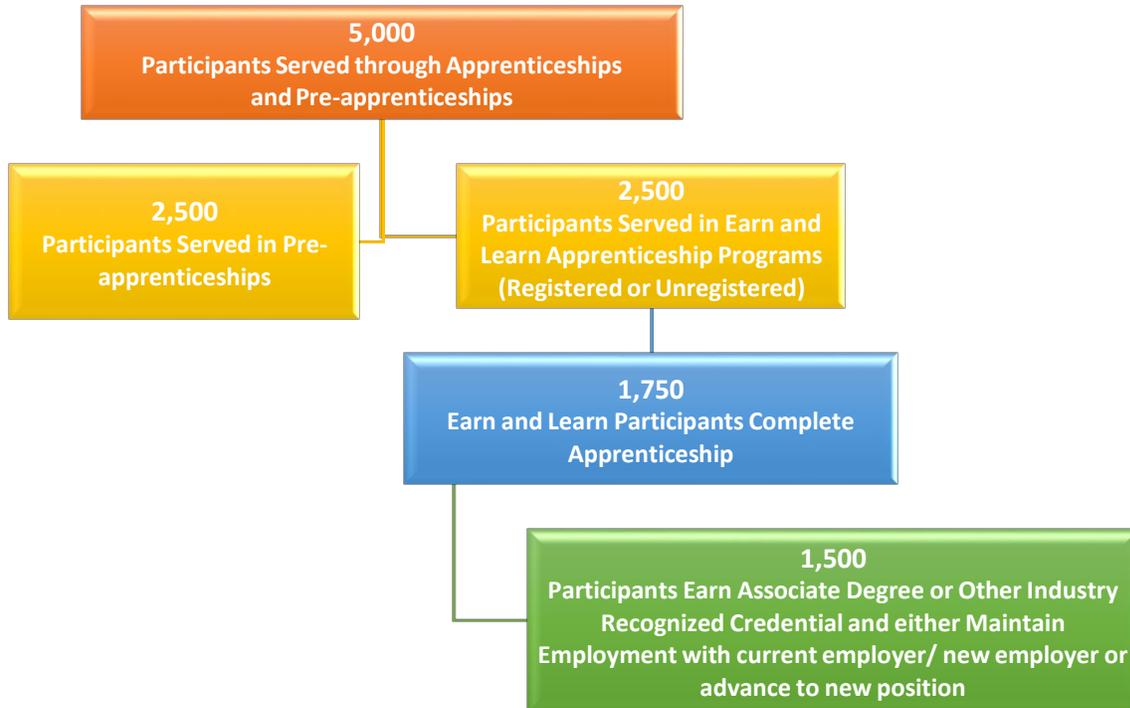
The project will provide unemployed and underemployed individuals a solid path to middle- and high-wage jobs in the targeted advanced manufacturing industry. The ALAMAP Project will serve individuals of all genders, from all racial/ethnic groups, all socioeconomic backgrounds, and with varying skill levels. Veterans, military spouses, transitioning service members, women, minorities, and ex-offenders will receive priority consideration for scholarships and just-in-time supports for student success.

The primary goal of this project is to expand apprenticeships in advanced manufacturing. Since many different jobs are found in advanced manufacturing companies, the ALAMAP Project seeks to expand apprenticeships to a variety of occupations. The following table gives examples of the kinds of jobs for which apprenticeships that are supported by the ALAMAP Project may train, so long as the associated on-the-job training is provided in a manufacturing setting.

Advanced Manufacturing Occupations*		
• Welder	• Electrical Engineering Technician	• Engine and Machine Assemblers
• CNC Operator	• Manufacturing Technician	• Drafting and Design Technician
• Industrial Automation Technician	• Automotive Service Technician	• Machinist
• Tool and Die Technician	• IT Support Specialist	• Network Administrator
• Industrial Machinery Mechanics	• Tool and Die Makers	• Millwright

***Additional manufacturing occupations may apply.**

The period of performance for the ALAMAP Grant is July 15, 2019 through July 14, 2023. Over that four-year period the ALAMAP Project will serve a total of 5,000 participants through industry-recognized apprenticeship and pre-apprenticeships. The performance outcomes for the ALAMAP Project are as follows:



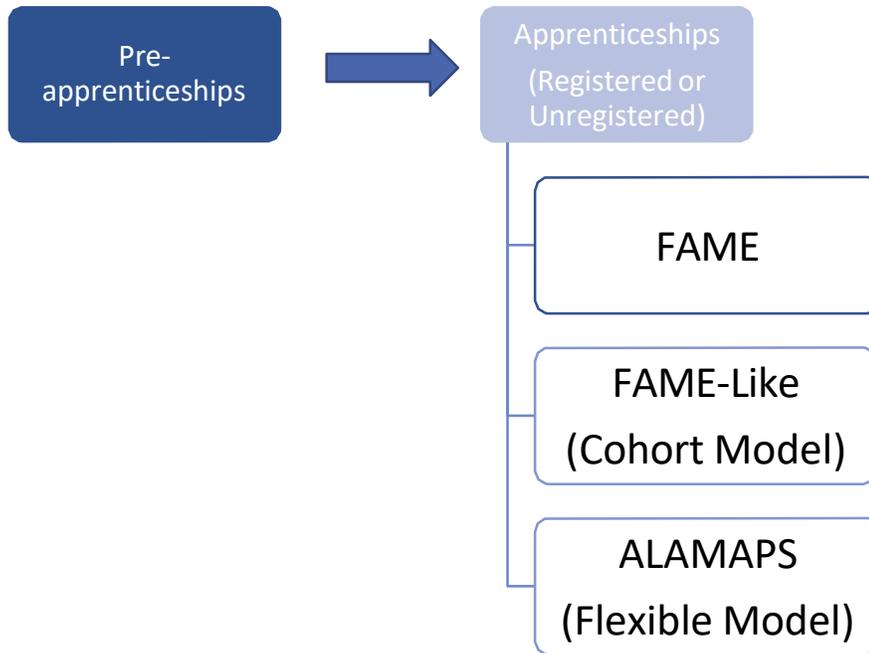
The ALAMAP Project will create 26 new ALAMAPs, expand 33 existing apprenticeship programs, and engage at least 75 new employers in apprenticeship. The 26 new apprenticeship programs will be comprised of 4 new comprehensive FAME programs and 22 new ALAMAPs. Detailed breakdown of performance outcomes and outputs is provided in the appendix labeled ALAMAP Project – Performance Outcomes and Outputs Table.

The ALAMAP Project will be supported through a robust statewide marketing and outreach campaign. Marketing materials will contain messages encouraging priority population candidates to apply and will feature graphics of women and minorities in advanced manufacturing work. One-fourth of the recruitment activities will target organizations such as National Guard units, Alabama Career Centers, and Alabama Board of Pardons and Paroles. In addition, Manufacturing Institute (MI) will aid in developing marketing materials specifically focused on FAME that will be shared at the national level upon completion.

PROGRAM DESIGN AND APPROVAL PROCESS

The ALAMAP Project is designed to offer individuals options for career pathways in advanced manufacturing: pre-apprenticeships, highly flexible apprenticeships (identified as ALAMAPs), and highly structured apprenticeship programs such as FAME. All programs will incorporate both

Related Technical Instruction (RTI) and work-based learning such as job shadowing and on-the-job training (OJT) as well as the design elements required by the U. S. Department of Labor.



Colleges interested in participating in the ALAMAP Project should work with the ALAMAP Director to either create new or expand existing advanced manufacturing programs. For a pre-apprenticeship or an apprenticeship to be considered for inclusion in the ALAMAP Project, it must have a partnership with one or more Advanced Manufacturing career pathway programs. The following table shows examples of college CTE programs that can effectively incorporate ALAMAP apprenticeships with intentional planning and partnerships with local and regional manufacturers:

Programs Leading to Advanced Manufacturing Apprenticeships		
• Welding	• Electrical	• Logistics
• Robotics	• Automotive	• Drafting and Design
• Industrial Maintenance	• HVAC	• Machining
• Tool and Die	• Information Technology/CIS	• Industrial Electronics
• Diesel Mechanics	• Process Controls	

The ALAMAP Director can provide guidance regarding eligibility requirements for program approval. Apprentices in such programs can only be supported by the ALAMAP Project and counted toward meeting the grant performance goals when they are working in an advanced

manufacturing facility. For example, if an ALAMAP program's RTI is in Welding, the apprentice must work in an advanced manufacturing facility with a welding OJT assignment. The following section provides information regarding the specific program options, program requirements, and approval process for the ALAMAP Project.

PRE-APPRENTICESHIPS

ALAMAP pre-apprenticeships lead to nationally recognized credentials and prepare individuals for in-depth apprenticeships or entry-level jobs in advanced manufacturing. Each pre-apprenticeship will be assessed to ensure it meets the quality hallmarks of pre-apprenticeships as defined by the USDOL. These hallmarks include:

1. Ensure that training and RTI align with the skill needs of employers in that region.
2. Provide access to educational and career counseling and other supportive services.
3. Provides meaningful hands-on learning activities that are connected to education and training activities such as exploring career options and understanding how the skills acquired through coursework can be applied to a future career.
4. Provide opportunities to attain an Industry Recognized Credential(s).
5. Is recognized by one or more apprenticeship programs that may facilitate direct entry of pre-apprentices into their program.
6. Recruit and prepare underrepresented populations to be successful in an apprenticeship program and gives priority to Veterans and their spouses.

The following documentation is required to assess a program and approve it as an ALAMAP pre-apprenticeship:

1. ALAMAP Pre-Apprenticeship Program Approval Application. (See Appendix A)
2. Evidence that training and curriculum are high-quality and adequate to aid pre-apprentices to achieve their proficiency goals and earn industry recognized credentials.
3. Plan for career counseling, support, and mentoring for the pre-apprenticed student directly or indirectly.
4. Evidence that the pre-apprenticeship has a partnership between one or more apprenticeship programs.
5. Policies and procedures for a safe working environment for training and supervision both in the lab and on the job, if applicable.

All pre-apprenticeships accepted for inclusion in the ALAMAP Project will be approved and documented by the ALAMAP Director. Approved programs with the required documentation are required to be added and maintained in the AGS Prime system (the online participant tracking system) for reporting purposes as part of the *Scaling Apprenticeship through Sector-Based Strategies* grant.

ALAMAPs (Registered or Unregistered Apprenticeships)

ALAMAPs are flexible, non-cohort-based apprenticeship programs that place individuals in high-wage, in-demand occupations in advanced manufacturing. ALAMAPs provide earn-and-learn experiences lasting a minimum of 1 semester (or its equivalent) and are embedded in career tech programs culminating in short-term certificates, certificates, or associate degrees, a corresponding recognized credential, and a job that supports advanced manufacturing. All apprenticeship programs have paid OJT. Apprentices are required to work a minimum number of hours per week, dependent on the type of apprenticeship, in the facility of the employer sponsor and it is required for the employer sponsor to provide information on wage progression to the apprentice at the time of employment.

ALAMAPs may be either registered or unregistered apprenticeship programs. USDOL requires that all unregistered and registered apprenticeships under the grant meet the five quality hallmarks of an apprenticeships:

1. **Paid Work Component:** Apprenticeship program must pay apprentices at least the applicable Federal, state, or local minimum wage and must describe wage progression requirements. Additionally, programs must address how they will provide apprentices the opportunity to gain upward mobility in the industry.
2. **Work-based Learning and Mentorship:** An important aspect of apprenticeship programs is offering apprentices the opportunity to apply what they are learning to their work through well-designed and highly structured work experiences. While they are learning on the job, programs must provide mentors to support apprentices and provide guidance on an industry culture, and industry or workplace policies and procedures.
3. **Educational and Instructional Component:** Apprenticeship programs must provide or arrange for classroom or related instruction that is high-quality and adequate to help apprentices achieve their proficiency goals and earn certifications or equivalent credentials. As an important indication of quality programs must lead to an industry recognized, portable credential, and may also be designed to ensure that apprentices receive college credit for classroom or related instruction.
4. **Industry Recognized Credentials Earned:** Apprentices must earn industry recognized credentials as part of their apprenticeship programs. The credentials earned in the program must be portable, and applicants must identify all the portability benefits in the application. In sectors in which generally accepted credentials already exist or will be issued by industry organizations or credentialing bodies, applicants must describe whether program completion will result in one or more of these existing credentials or qualify an apprentice to sit for relevant credentialing exams. In sectors where independent credentials exist and are not issued by the apprenticeship program, the applicant must describe the alternative credentials that apprentices may earn and information on who is offering the exam.
5. **Safety, Supervision, and Equal Opportunity:** Apprenticeship programs must have policies and procedures in place to ensure a safe working environment that adheres to all

applicable Federal, state, and local safety, employment, and equal opportunity laws and regulations.

To determine eligibility of an ALAMAP program, the following documentation is required to assess the program and approve as an ALAMAP:

1. Submit the ALAMAP Apprenticeship/FAME program approval form. (See Appendix B)
2. Submit the policies and procedures that document how the college and employer(s) will ensure a safe working environment for training and supervision in the lab and on the job.
3. Documentation that a qualified training mentor is provided for each apprentice during the on-the-job Training (e.g. Mentor Assignment/Agreement).
4. Submit evidence that industries pay apprentices at least the applicable Federal, state, or local minimum wage. Additionally, programs must address how they will provide apprentices the opportunity to gain upward mobility in the industry along with a progressive wage schedule.
6. Determine the industry-recognized credentials that the apprentices will earn and how they relate to the competencies gained in the program. Upon completion of the ALAMAP program, apprentices must earn industry-recognized credential(s). Once earned, these credentials must be uploaded to the AGS PRIME system.
7. In collaboration with the employer sponsors, design and develop the related technical instruction to ensure that it is high-quality and adequate to help apprentices achieve their proficiency goals and earn credentials and/or certifications.

All apprenticeships approved for the ALAMAP Project will be documented and maintained by the ALAMAP Director. Approved programs will also be added to the AGS Prime system for reporting purposes as part of the Scaling Apprenticeship through Sector-Based Strategies Grant.

FEDERATION OF ADVANCED MANUFACTURING EDUCATION (FAME)

Comprehensive FAME Apprenticeships expand the nationally awarded earn-and-learn model developed by Toyota and now used by over 300 companies in 10 states. FAME Apprenticeships are 21-month programs that lead to an Associate Degree and a career as a multi-skilled maintenance technician in advanced manufacturing. FAME programs are 2-year associate degree programs that include paid OJT to support the automotive manufacturing industry. The FAME program is a recognized apprenticeship directly addressing the technical and soft skills gaps commonly reported by advanced manufacturers. Upon graduation, students have at least 1,800 hours of OJT.

The following steps are required to enroll a new FAME program in the ALAMAP Project:

1. Review with ALAMAP Director and FAME USA (<https://fame-usa.com/>)
2. Submit the ALAMAP Apprenticeship/FAME program approval form. (See Appendix B)

3. Submit the program policies and procedures that document how the college and employer(s) will ensure a safe working environment for training and supervision in the lab and on the job.
4. Documentation that a qualified training mentor is provided for each apprentice during the on-the-job Training (e.g. Mentor Assignment/Agreement).
5. Submit evidence that industries pay apprentices at least the applicable Federal, state, or local minimum wage. Additionally, programs must document how they will communicate the opportunity to gain upward mobility in the industry and progressive wages to apprentices.
6. Determine the industry-recognized credentials that the apprentices will earn and how they relate to the competencies gained in the program. Upon completion of the ALAMAP program, apprentices must earn industry-recognized credential(s). Once earned, these credentials must be uploaded to the AGS PRIME system.
7. In collaboration with the employer sponsors, design and develop the related technical instruction to ensure that it is high-quality and adequate to help apprentices achieve their proficiency goals and earn credentials and/or certifications.

PARTICIPANT ELIGIBILITY AND RESOURCES

The ALAMAP Project will provide unemployed and underemployed individuals a solid path to middle-skilled, high-wage jobs in the targeted advanced manufacturing industry. The ALAMAP Project will serve individuals of all genders, from all racial/ethnic groups, all socio-economic backgrounds, and with varying skill levels. Program participants should meet the following criteria:

1. Over age 17 and not enrolled in a local education agency and,
2. Unemployed, seeking to enter or re-enter the workforce or,
3. Underemployed, seeking fulltime or higher skilled work or,
4. Incumbent workers seeking to remain employed or advance in their career.

Priority consideration for participation and services in ALAMAP programs will be given to underrepresented populations, including the following groups:

1. Veterans
2. Military Spouses
3. Transitioning Service Members
4. Women
5. Minorities
6. Ex-offenders

Priority consideration for scholarships and just-in-time supports for student success will also apply. Priority consideration to Veterans is required and adheres to the Jobs for Veterans Act (Public Law 107-288) which as applied to *Scaling Apprenticeship grantees*, is summarized as follows:

The Jobs for Veterans Act (Public Law 107-288) requires recipients to provide priority 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 the 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 first providing him or her that service. To obtain priority of service, a Veteran or spouse must meet the program's eligibility requirements. Recipients must comply with the DOL guidance on Veteran's priority. ETA's Training and Employment Guidance Letter (TEGL) No. 10-09 provides guidance on implementing priority of service for Veterans and eligible spouses in all qualified job training programs funded in whole or part by DOL. TEGL No. 10-09 is available at http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2816.

Basic requirements and/or assessments in determining eligibility into the specific programs identified as part of the ALAMAP Project are provided below. Additional requirements and/or assessments may be required by the respective college as part of the enrollment process into a credit or non-credit program.

- **Pre-apprenticeships:** Pre-apprenticeship applicants will be assessed for proper placement prior to enrollment. Non-high school graduates will be tested for program readiness using the TABE (Test of Adult Basic Education). For example, students must score at the 10th grade reading level and 9th grade mathematics level to qualify for enrollment in the MSSC-CPT or MSSC- CLT courses of the pre-apprenticeship. Those who do not meet the minimum test scores should be referred to an Adult Education program for remediation and score improvement.
- **ALAMAPs:** Applicants for an ALAMAP apprenticeship must meet the umbrella CTE program standards for admission, which include a high school diploma or GED. These applicants are assessed with a review of high school and college transcripts, GPAs, and ACT/SAT scores, and/or ACCUPLACER scores.
- **FAME:** FAME students must be at least 18 years of age, demonstrate eligibility for college-level English and math, and express a desire to work in a manufacturing environment. (A student that has a GED but does not need remedial assistance for acceptance into the CTE program providing the related technical instruction for the FAME program will need to take the ACCUPLACER or ACT and test into ENG 101 or MTH 100). FAME classes are limited in space, so participants must be carefully screened to ensure only the best candidates with the highest probability of success are accepted.

Collecting and reporting specific personal, demographic, and training information on all ALAMAP Project participants (both pre-apprentices and apprentices) is a grant requirement. Supporting document requirements include:

1. ALAMAP Participant Application (Intake Form) (See Appendix D)
2. ALAMAP Student Supportive Services and Scholarship/Testing Fees Application

3. (See Appendix E) and award documentation (if student requests and receives funding)
4. FERPA Signature Release (part of Intake Form)
5. Case Management Notes

Eligible participants in the ALAMAP Project may also apply for support services and/or scholarship funds that support completion of training/education in the ALAMAP approved program. (See section Awarding and Distributing Support Services Funding section for additional details.)

VETERANS AND THE 85-15 RULE

The following information is taken directly from the guidance provided by the US Department of Veterans Affairs:

What is the 85-15 Rule? The 85-15 Rule prohibits paying the Department of Veterans Affairs (VA) benefits to students enrolling in a program when more than 85% of the students enrolled in that program are having any portion of their tuition, fees, or other charges paid for them by the school or VA. If the ratio of Supported Students to Non-Supported Students exceeds 85% at the time a new VA student enters or reenters (such as after a break in enrollment), the student cannot be certified to receive benefits in the program.

What is the purpose of the 85-15 Rule? Congress was concerned that schools would develop courses specifically designed for Veterans with available Federal monies and that the ready availability of Federal funds could serve as a strong incentive for some schools to enroll eligible Veterans. The rule of a minimum enrollment of students not wholly or partially subsidized by the VA was a way of protecting Veterans by allowing the free-market mechanism to operate. Congress also wanted to ensure that the price of programs was also required to respond to the general demands of the open market as well as to those with available Federal monies to spend. The passage of the 85-15 Rule required that a minimal number of non-Veterans be required to find the course worthwhile and valuable for the payment of Federal funds to Veterans who enrolled would not be authorized.

What is a “Supported Student”? Supported Students are students who are (1) in receipt of VA benefits or (2) receiving institutional aid, where the institutional policy for determining the recipients of such aid is unequal with respect to Veterans and non-Veterans.

Example 1: The school offers a \$500.00 tuition scholarship to students who get or maintain a 3.5 Grade Point Average (GPA) or higher. This scholarship is not offered to students receiving VA benefits. All students receiving the scholarship would now be counted as Supported Students.

Example 2: The school waives all tuition costs for the spouses and children of faculty members. This waiver is not offered to the spouses and children if they are receiving VA benefits. All students receiving this waiver would now be counted as Supported Students.

What is a “Non-Supported Student”? Non-Supported Students are students who are (1) not in receipt of institutional aid, (2) in receipt of any Federal-aid (other than Department of Veterans Affairs benefits), (3) undergraduate or non-college degree-seeking and receiving any assistance provided by an institution, if the institutional policy for determining the recipients of such aid is equal with respect to Veterans and non-Veterans alike, or (4) graduate students in receipt of institutional aid.

Example 1: The school offers a \$500.00 tuition scholarship to all students who get or maintain a 3.5 GPA or higher. This scholarship is offered to all students, regardless if they are receiving VA benefits or not. Students not receiving VA benefits who receive this scholarship can be counted as Non-Supported Students.

Example 2: The school waives all tuition costs for the spouses and children of faculty members. This waiver is offered to all spouses and children, even if they are receiving VA benefits. Students not receiving VA benefits who receive this waiver can be counted as Non-Supported Students.

The following groups may be counted as Non-Supported Students (so long as they don’t possess a qualifier that would make them a Supported Student):

- Students receiving Title IV Department of Education aid (i.e. Pell Grants)
- Students receiving Tuition Assistance through the Department of Defense
- Students receiving non-institutional aid (scholarships, grants, or other types of aid offered by a third-party entity not formally affiliated with the school).

How does the 85-15 Rule impact the ALAMAP Project? Because of the preference provided to Veterans for acceptance to grant-funded programs and receipt of grant-funded services and because certain ACCS colleges provide institutional scholarships to all students enrolling in apprenticeships that are supported in part by funding from the ALAMAP Project, ACCS sought guidance from the Alabama State Approving Agency on the application of the 85-15 Rule to the Project. The State Approving Agency consulted with the VA ELR (Education Liaison Representative) for Alabama, and both agreed that giving preference to Veterans does not constitute unequal treatment of Veterans of non-Veterans under the 85-15 Rule, since it does not exclude non-Veterans from consideration. ALAMAP-funded programs and services in those programs are available to all students, regardless of military service. Thus, nothing about the ALAMAP Project inherently violates the 85-15 Rule.

In a similar fashion, awarding all students in a given program institutional aid does not violate the 85-15 rule so long as the policy for determining the recipients of such aid is equal with respect to Veterans and non-Veterans. However, all colleges will still need to monitor their instructional

programs that provide the related technical instruction for ALAMAP pre-apprenticeships and apprenticeships to ensure that those programs do not violate the 85-15 Rule. The VA has published a helpful slide presentation on the 85-15 rules, from which much of the above information was taken. The slides are available at:

<https://uswaves.org/images/conference/Conference2019/Presentations/85-15.pdf>

Also, the State Approving Agency is housed at the ACCS System Office and is available to help colleges navigate the 85-15 Rule. Please contact James Thompson, SAA Program Manager, at 334-293-4708 or james.thompson@accs.edu for assistance.

AWARDING AND DISTRIBUTING SUPPORT SERVICES FUNDING

All ACCS colleges participating in the ALAMAP Project receive funding for student aid. The purpose of these funds is to eliminate or reduce barriers to program completion. The ALAMAP Project student aid funding is allocated in two separate line items on the college’s budget:

Budget Line Item	Budget Narrative
Scholarships and Testing Fees	Scholarships and testing fees for pre-apprentices and apprentices. Average of \$150 per pre-apprentice and the average of \$806 per apprentice; covers tuition, fees, books, required uniforms, required tools, and/or testing fees for exams necessary to earn industry-recognized credentials.
Supportive Services	Wrap-around social services for apprentices (average of \$100 each). Covers emergency transportation, child/dependent care, housing, food, healthcare, and other needs that present barriers to continued participation and completion of the program.

As a condition of receiving the federal award that funds the ALAMAP Project, participating colleges must comply with DOL-ETA requirements for use of such funds. Specifically, the Conditions of Award for the ALAMAP Project grant state the following:

Under the Scaling Apprenticeship grants, supportive services for training apprentices include services such as transportation, childcare, dependent care, housing, and needs-related payments that are necessary to enable an individual to participate in education and training activities funded through this grant. Grantees may provide supportive services in various ways, including, but not limited to, providing the supportive service itself (e.g., childcare); providing apprentices with a voucher for the service (e.g., public transportation cards or tokens); or providing a stipend directly to the apprentice. Where stipends for supportive services are provided, the stipend amount must be for costs of a specific supportive service (e.g., childcare), rather than simply based on an unidentified need.

Under the Scaling Apprenticeship FOA, grantees may use grant funds, up to the percentage specified above, to provide supportive services only: 1) to individuals who are participating in education and training activities provided through the grant, 2) when participants are unable to obtain such services through other programs, and 3) when such services are necessary to enable individuals to participate in education and training activities under the grant.

Thus, student aid funds must be considered “last dollar” funds for students and should only be awarded when all other sources of support have been exhausted.

Please adhere to the following guidelines in the disbursement of funding to participants:

Participant Eligibility

- Must be enrolled in a FAME or other ALAMAP-approved apprenticeship and have met the requirements for classification as an apprentice or be enrolled in an MSSC or other ALAMAP-approved pre-apprenticeship.
- Must be in satisfactory academic standing according to the colleges and program’s published standards.
- For participants in **for-credit** programs only - Must have completed and submitted a FAFSA application, the results of which are on file with the college’s financial aid office.
- Must have exhausted all other sources of financial aid that would cover the cost of the requested support.

Summary Process for Awarding ALAMAP Student AID

- Have the student complete, sign, and submit the application for aid (See Appendix E: Student Supportive Services and Scholarship/Testing Fees Request Form).
- Review the student’s application with him/her and ensure it is complete and accurate.
- Verify the student’s eligibility for ALAMAP aid and verify that the student’s request represents an eligible expense.
- Check the student’s financial aid account at the college. Ensure that any readily available Pell grant funds, WIOA funds, or other types of financial aid such as institutional scholarships, Veteran’s benefits, etc. are utilized first (if they will pay for the requested expenditure).
- Make referrals to external support agencies before awarding ALAMAP funds when appropriate but reflect on the urgency of the student’s need. When warranted, meet the student’s immediate need with an ALAMAP award first and provide the appropriate referrals afterward for future needs. Rely on professional judgment in each case. Make sure to notate all actions and any extenuating circumstances in the student’s AGS Prime case file.
- Apply this process in a consistent manner to all students.

Award Limits

The budget narrative for each of the line items associated with student support funding describes the amounts allocated per apprentice/pre-apprentice as “**averages**”. This provides some flexibility for the awarding of funding to participants. The goal is to provide what is needed to each student to enable him/her to complete the program, understanding that students’ socio-economic backgrounds and individual circumstances differ, making some students’ needs greater. All colleges must adhere to the following upper limits for funding awards:

Type of Award	Participant Type	Target for the Average of Awards	Cumulative Lifetime Award Limit Per Student
Scholarships and Testing Fees	Apprentice	\$806	\$2,500
	Pre-Apprentice	\$150	\$250
Supportive Services	Apprentice	\$100	\$500
	Pre-Apprentice	Not Available	\$0

Individual students who experience catastrophic life events during apprenticeship training or who enter the program already in extreme financial difficulties may require financial support for program continuance above the cumulative lifetime limit for ALAMAP student aid awards. Colleges may apply for a waiver of the lifetime award limit of either Scholarships/Testing Fees or Supportive Services in order to provide such students with the assistance they need to persist in the program. Applications for such waivers should represent situations that have been thoroughly vetted and found to represent legitimate, critical needs that cannot be met through other resources. To apply, submit the student’s application for aid and supporting documentation along with a letter of request for the waiver that includes the following information outlined in the same order shown:

1. The amount is currently requested for any amounts previously awarded, and the total that will have been awarded to the student through the ALAMAP Project if the waiver is approved.
2. Details on the student’s circumstances that justify an award above the lifetime limit.
3. Steps were taken by the college to connect the student to applicable internal and external resources and the reasons those efforts were insufficient to meet the need.
4. A discussion of whether the student’s needs being filled with this ALAMAP award will be recurring and if so, a plan for meeting those needs at the next recurrence.
5. A review of the college’s ALAMAP Project performance as related to the distribution of student aid (the ratio of total aid awarded to the number of students enrolled in the program). This should verify that the college is meeting the target established for the average dollar value per award.

Address all letters of request for waivers to the ALAMAP Project Director at the ACCS System Office and submit by email with a copy to the ALAMAP Project Secretary using the contact information provided in Appendix C of this Handbook. The Director will verify the college's performance as related to the distribution of student aid and then meet with the other members of the System Office ALAMAP Team to review the application and make a recommendation for approval or disapproval. The Team will, through consensus, make a final approval decision, which will be conveyed by letter to the college. Please allow 7 to 10 days for processing.

Colleges should keep in mind their performance outcomes goals for the ALAMAP Project when distributing student aid. Awarding the maximum amount to too many participants early in the grant period of performance may cause the college to run out of student aid funding early and jeopardize the ability of the college to support participants with legitimate needs later. On the other hand, not fully promoting the availability of student supports or being unnecessarily frugal with aid funding may jeopardize the completion of participants and negatively affect the college's performance outcomes. Ensuring the optimal distribution of student aid is a balancing act that will need to be intentionally monitored.

IMPORTANT NOTE: For colleges, whose ALAMAP sub-awards *only* contain funding for student aid, it is critical to award support funding to ***as many students as possible since*** doing so counts as one of the few "grant-funded services" that the college and/or ACCS can provide. Remember that a student cannot be counted as an ALAMAP Project participant until he/she receives a grant funded service, and student aid funding may be the only grant-funded service the student ever receives.

Additional Constraints/Best Practices

The following are additional constraints and best practices for the awarding of student support funding:

- Support services can be issued only for eligible purposes as described in the DOL-ETA condition of an award given in the Overview section of this guidance and as requested on the participant's application for support, and only for amounts that closely match the stated need.
 - Example 1: A participant requests funding to cover his/her electric bill to ensure power is not disconnected from his/her home. The participant presents a power bill for \$87.56. The college has elected to provide such supportive services through direct stipends to the student. If the college has chosen to disburse such stipends by check, then a check for the exact amount of \$87.56 should be issued directly to the student. If the college has chosen to disburse such stipends using gift/debit cards, then cards should be issued in a total amount as close to the actual bill as possible. In this case, \$100.00 would be an acceptable disbursement since it exceeds the actual bill amount by less than \$25, which is typically the smallest dollar increment in which gift/debit cards may be purchased.
 - Example 2: A participant requests funding to cover 2 weeks of childcare. The participant presents documentation of the weekly charge (\$175) for childcare at the

facility that the participant previously has been using. The college has elected to provide supportive services only through direct payment to the service provider. In this case, if the participant's request for aid is approved, the college would establish the childcare facility as an approved vendor through normal business office procedures, and then issue a check directly to the vendor and include an appropriate reference to the participant and the participant's child receiving services.

- Colleges that choose to disburse student aid through direct student stipends using gift/debit cards should purchase at least some of those cards in small enough denominations (\$25 or less) to enable accurate matching of disbursement amounts with actual needs. Colleges should ensure that disbursements exceed the actual need by no more than 10%, or alternatively by no more than \$25 if the requested amount is less than \$250.
- Colleges must avoid purchasing gift/debit cards in mass quantities since student demand is unpredictable and purchasing in large quantities could result in stockpiling, a practice prohibited under federal grants.
- While colleges should strive to support all ALAMAP participants as fully as possible, no student is guaranteed an award of student support funding. All such awards are based on the availability of funds, both from a standpoint of the college's approved sub-award budget and from a standpoint of the approved ACCS budget for the grant.
- Students may apply and receive funds multiple times, but every application must be reviewed on a case-by-case basis.
- Every effort must be made to ensure that all other available support resources have been exhausted before an award is made to a given participant. For example, colleges should check with their financial aid offices to ensure there are no other federal funds in a student's account that have not yet been expended that could be used for the requested purpose before making an award of scholarship funds. Likewise, if a student acknowledges that he/she qualifies for certain federal or state programs (such as WIOA, SNAP, or TANF) that typically provide funding and services to support education and workforce training, the college is obligated to investigate whether the student can receive the needed support through those programs before awarding ALAMAP student supports. If students do not know if they qualify for these other state or federal programs, the college should refer the student to those programs for an eligibility determination.
- A student who has received a refund of excess Pell grant funding may still qualify for student aid under the ALAMAP Project.
 - Example: A participant in an approved apprenticeship applies for \$225 in student aid funding to enable her to purchase safety shoes and uniforms that are required by the employer for OJT. The college's financial aid records show a refund of Pell monies issued to her earlier in the same semester for \$325. The college interviews the student, and the student explains that she has already expended the \$325 Pell refund on food and on gasoline needed to get back and forth to school and work. The student indicates that she does not qualify for any other programs that would cover the needed shoes and uniforms. The college determines that the need is legitimate and makes an award. The college must document the justification for

its decision and submit that documentation with its request for reimbursement.

Veteran's Priority Provisions

The jobs for Veteran's Act (Public Law 107-288) requires ACCS and all sub-recipients to provide priority service to Veterans and spouses of certain Veterans for the receipt of employment, training, and placement services. The regulations implementing this priority of service can be found at 20 CFR part 1010. In circumstances where a college must choose between two qualified candidates for a service one of whom is a Veteran or eligible spouse, the Veterans' Priority of Service provisions requires that the college give the Veteran or eligible spouse priority of service by first providing him or her that service. This rule applies to the awarding of scholarships and supportive services as well as training and placement. To obtain priority of service, a Veteran or spouse must meet the ALAMAP eligibility requirements. ETS'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.

Special Populations Priority

In addition to the regulatory requirement that gives Veterans and eligible Veterans' spouses priority for services, the ALAMAP Project statement of work requires that colleges give priority consideration to other special populations when awarding grant funds for scholarships, testing fees, or emergencies supportive services. These additional special populations are active-duty military spouses, transitioning service members, women, minorities, and ex-offenders. When all other factors to be considered are equal, and multiple qualified requests are submitted at the same time with not enough funding to cover every request, priority must be given to funding requests from participants who are members of one or more of these special groups. Doing so increases the accessibility of apprenticeship to traditionally under-represented populations and helps the ALAMAP Project fulfill one of the goals of the *Scaling Apprenticeship Program*.

Record Keeping

Accurate and complete records of all applications for student supports, approvals or denials, and any subsequent disbursements are critical. Please follow these steps to document the supportive services provided to the student:

1. Scan and upload all documentation, including the participant's application and award letter or other notification of approval/disapproval as an attachment to the participant's record in the AGS Prime participant-tracking software.
2. In Prime, record any award as an official service provided by creating a new Service record and selecting the appropriate type of service (Supportive) in the drop-down Service menu and by entering the amount of funding awarded in the Cost field.
To determine the total amounts previously awarded before issuing further awards, be sure to check the participant's service records to ensure that awards to the participant do not exceed the cumulative lifetime award limit.

PROGRAM AND PARTICIPANT TRACKING AND REPORTING

Tracking and reporting on participants, employers, and programs of the ALAMAP Project is critically important, not only because it is required by the grantor, but also because it allows ACCS and partner colleges to frequently assess grant-funded programs and gauge progress toward project goals. As the primary grantee, ACCS must submit three reports quarterly to the Department of Labor:

- **Quarterly Narrative Report (QNR):** summarizes project activities, challenges, and successes during the preceding quarter.
- **Quarterly Financial Report:** including reimbursement request.
- **Participant data file:** from which DOL builds the Quarterly Performance Report (QPR).

While it is ACCS's responsibility to write and submit the QNR, colleges are expected to assist in the development of the QNR by responding to ACCS's requests for summary information on grant-related activities conducted during the quarter. This request would include information on new employers engaged in apprenticeship adoption, new apprenticeship programs launched, outreach events, recruitment events, curriculum development or revision, marketing/advertising efforts, and any other activities of significance related to apprenticeship expansion in the advanced manufacturing sector.

ACCS develops the Quarterly Financial Report using records of its grant-related expenditures and records of reimbursements of its project partners' grant-related expenditures. College partners are responsible for expending grant funds in accordance with their approved budget and state and federal guidelines in a timely fashion, and for submitting requests for reimbursements of those expenditures monthly.

The Quarterly Performance Report is the chief mechanism by which ACCS, its grant partners, and DOL determine whether the ALAMAP Project is meeting its goals. The QPR is generated by DOL from a participant data file which is uploaded by ACCS to the DOL WIPS online reporting site. The data file includes a record of each student (participant) served by the grant since the beginning of the grant period of performance. Each participant's record is composed of 89 data fields referred to by DOL as the PIRL Data Elements. These fields include data on participants' demographics, education levels, employment, training, income, Veteran status, and more.

All the data necessary to produce the quarterly WIPS data file is collected and maintained in the ALAMAP participant tracking software AGS Prime. It is the responsibility of each college to enroll each grant participant in AGS Prime and update the participant's record periodically as services are provided and as the participant makes progress toward program completion and permanent job placement. Please see the next section for more information on tracking participants using Prime.

AGS Prime Software Overview

American Government Services (AGS) Prime software is a pre-configured, continually updated, web-based system that enables grantees of certain federal programs (like the *Scaling Apprenticeship Through Sector-Based Strategies* program that funds the ALAMAP Project) to meet the latest H-1B federal reporting requirements. It is a cloud-based system so neither ACCS nor the college must host the software on an in-house server. ACCS purchases a yearly subscription to Prime, so it comes at no cost to the college partner. ACCS acts as the central administrator for the system and grants access to colleges by assigning local user accounts. Because entering and maintaining accurate data is so critical for accountability to DOL, colleges are limited to 2 users, and assigning a single user primary responsibility for data entry is much preferred. Colleges can see only their own students' data, while ACCS can see all student records.

To establish user access, contact a member of the ALAMAP Team at ACCS (see a list of team members with contact information in Appendix C). ACCS will provide the initial username and password and will provide comprehensive one-on-one training on how to use Prime. Prime training lasts approximately 1.5 hours and includes a guided live entry exercise. Each Prime training session is scheduled on a date/time that is convenient for both the college and ACCS staff members. After initial training, use the **Workflow Guide** provided in the **Resources folder of Prime** or the instructions below as a guide for entering participant and employer records in Prime.

Tracking and Reporting Participants and Employers

It is imperative that every student who participates in a pre-apprenticeship or apprenticeship program that has been approved for inclusion in the ALAMAP Project be enrolled in the project using the AGS Prime system as soon as possible. All services, classroom instruction, on-the-job-training, credential attainment, program and degree completion, case management, job placement, and follow-up must be recorded to create a comprehensive record in Prime. In addition, employers who provide on-the-job training (OJT) in association with an approved ALAMAP Project apprenticeship must be reported once fully committed, since there are specific ALAMAP Project goals related to employer engagement.

Recording Employer Engagement

While students cannot be entered in AGS Prime until they complete an intake form, employers who have been successfully recruited (engaged) to participate in an apprenticeship program can be entered once they have signed the appropriate commitment forms. An employer profile must be entered in Prime before a student's OJT with that employer can be recorded. Colleges should check to ensure an employer has not already been entered by another college before creating a new employer profile. If that is the case, simply utilize the existing employer profile. If the employer has no record in Prime, follow these steps to create the employer profile:

1. Access AGS Prime by entering **accs.agsprime.net** into your web browser.
2. Log in using your individual username and password.
3. On the top blue menu ribbon, select Employer Management.
4. On the side blue menu ribbon, select Create New Employer Profile.
5. Complete the form by entering all required information. (Required fields are marked with an asterisk).

6. Ensure that the employer's engagement date corresponds to the date that the employer signed an apprenticeship commitment agreement. Note: An employer does not have to employ an apprentice immediately to be considered "engaged" for the purpose of inclusion in the ALAMAP Project.
7. Click the Save button at the top of the form.

Enrolling Participants

Students who are deemed eligible to participate in the ALAMAP Project must complete an **ALAMAP Participant Application (Intake Form)** (see Appendix D) to enroll and receive grant-funded services. The intake form does not replace the college admission application nor any application that may be required for acceptance to specific apprenticeship programs. Please ensure that the intake form is filled out completely and that the student signs the form.

While it is not required for the student to disclose his/her SSN and to allow ACCS to share that information with DOL, doing so does help DOL track wages earned by the student after completion of the program and enables DOL to determine if ACCS is meeting its goal for average wages earned by program completers. Please discuss the importance of this information for project evaluation with students who do not enter their SSN on the form and encourage (but do not pressure) them to reconsider.

Use the eligible student's completed intake form to enroll the student in the Prime system. The first step in creating the student's Prime record is to create his/her **Participant Profile**. Follow these steps to create the participant's profile:

1. Access AGS Prime and log in using your individual username and password.
2. On the top blue menu ribbon, select Participant Management.
3. On the side blue menu ribbon, select Create New Participant.
4. Complete the Participant Profile form by entering all required information. (Required fields are marked with an asterisk). **Note: For Review Status, select "reviewed" only if the student has received a *grant-funded service* (see definition of *grant-funded service* in the Glossary section). Students are not counted as participants served by DOL until they have been both deemed eligible and received a grant-funded service, and those conditions are not reported to DOL until the participant is marked as "approved" in Prime.**
5. Click the Save button at the top of the form.

Program Approval and Enrollment

After creating the participant's profile in Prime, he/she should be enrolled in a specific approved program, either a pre-apprenticeship or apprenticeship program. All programs receiving grant funds (either fund supporting the program or supporting the student) must be approved by the ALAMAP Director and once approved, will be entered in the Prime system by the System Office. If a participant's intended pre-apprenticeship or apprenticeship program does not appear as a selection choice in Prime, notify the Project Director. To enroll the participant in the program in Prime, use the participant's intake form and follow these steps:

1. Access AGS Prime and log in using your individual username and password.
2. On the top blue menu ribbon, select Participant Management.
3. Locate the participant's name in the list of participants that appears on the screen and click on the green folder icon next to his/her name to open the participant's folder.
4. On the side blue menu ribbon, select Create New Program.
5. Complete the Program form by entering all required information. (Required fields are marked with an asterisk). **Important Note: The Date of Program Entry must be prior to any training start dates.**
6. Click the Save button at the top of the form.

Participant Training

It is critical to record an apprentice's training in Prime as soon as it begins both in the classroom and on the job. Participants are not counted by DOL as apprentices until they are hired by an employer into an apprenticeship and have started on-the-job training **and/or** instruction training. These must be entered as two separate training records unless they start on the same date.

Exceptions: There are two exceptions to the rule above: The first is for individuals whose apprenticeship is occurring through **incumbent worker training**. Only one training should be entered for these individuals, with the primary type of training service marked as incumbent worker training and the secondary type of training service marked as classroom occupational training. An incumbent worker is counted by DOL as an apprentice when his/her single training record is recorded and reported.

The second exception is for pre-apprentices. No training is to be recorded for pre-apprentices. However, any assessments that are provided should be recorded as grant-funded services and any credentials they earn should also be recorded, as well as measurable skill gains.

To enter a participant's training in Prime, follow these steps:

1. Access AGS Prime and log in using your individual username and password.
2. On the top blue menu ribbon, select Participant Management.
3. Locate the participant's name in the list of participants that appears on the screen and click on the green folder icon next to his/her name to open the participant's folder.
4. On the side blue menu ribbon, select Create New Training.
5. Complete the Training form by entering all required information. (Required fields are marked with an asterisk). Note: For regular apprentices, select Classroom Occupational Training as the Primary Type of Training Service for related technical instruction, and select On-the-Job Training as the Primary Type of Training Service for training provided by the employer. There should be two separate training records for the apprentice. For incumbent workers, follow instructions given in the Exceptions paragraph above.
6. Click the Save button at the top of the form.

Participant Employment (OJT and Final Job Placement)

All participant employment related to the student's apprenticeship must be recorded in AGS Prime for reporting on the quarterly performance report to DOL. This includes both the student's apprenticeship employment (on-the-job-training) and final job placement upon program completion.

Please note that apprenticeship employment through on-the-job training (OJT) must be recorded **both** as a training record **AND** as an employment record in order to accurately report the training status of an apprentice to DOL. Follow the steps given in the Participant Training section above to record the student's OJT as a training record. To record the student's OJT as employment, follow these steps:

1. Access AGS Prime and log in using your individual username and password.
2. On the top blue menu ribbon, select Participant Management.
3. Locate the participant's name in the list of participants that appears on the screen and click on the green folder icon next to his/her name to open the participant's folder.
4. On the side blue menu ribbon, select **Create New Employment**.
5. Complete the Employment and Apprenticeship Information sections. These sections are completed for ALL students who enter OJT.
6. Complete the Original Employment Information section only for students who were employed immediately prior to entering their apprenticeship program.
7. Click the Save button at the top of the form.

Please note that even though you created a new employment record for the apprentice, the folder containing that record is now titled **Apprenticeship**. To record final job placement upon program completion, follow the steps outlined in the section titled **Recording Progress, Credentials, Completion, and Job Placement**.

Assessment

Assessments are services that determine what training, remediation, and/or supportive services a participant need. Assessment services should be provided before the training begins and should be recorded in Prime. Examples of assessments include a TABE test, Accuplacer test, etc. To record an assessment service, follow these steps:

1. Access AGS Prime and log in using your individual username and password.
2. On the top blue menu ribbon, select Participant Management.
3. Locate the participant's name in the list of participants that appears on the screen and click on the green folder icon next to his/her name to open the participant's folder.
4. On the side blue menu ribbon, select Create New Assessment.
5. Complete the Assessment form by entering all required information. (Required fields are marked with an asterisk).
6. Click the Save button at the top of the form.

Providing Services

DOL's evaluation of the ALAMAP Project includes reviewing the number and types of services that are provided to grant participants and employer partners. Therefore, it is very important that all services provided to participants and employers be recorded in Prime. Services provided to participants are classified as **Supportive Services** or **Case Management Services** and are defined as followed:

- **Supportive Services** are those that enable the participant to overcome barriers and continue in the program, including, but not limited to, those that are associated with an **award to the participant of grant funds** from one of these two budget line items: **(1) Scholarships and Testing Fees or (2) Supportive Services**.
- **Case Management Services** are all others and include such things as financial aid counseling, resume preparation assistance, job placement, and referrals to other service providers.

Services provided to employers fall into a classification of their own and would include, but not be limited to, events held on campus for employers (such as FAME chapter meetings and apprenticeship promotion workshops), apprentice annual “drafts”, and one-on-one meetings with employers as part of the recruitment process or apprenticeship assessment process.

All services, whether provided to the grant participant or the employer, should be recorded in Prime using the following steps:

1. Access AGS Prime and log in using your individual username and password.
2. On the top blue menu ribbon, select Participant Management or Employer Management.
3. Locate the participant’s or employer’s name in the list of names that appear on the screen and click on the green folder icon next to the name to open the participant’s or employer’s folder.
4. On the side blue menu ribbon, select Create New Service.
5. Complete the Service form by entering all required information. (Required fields are marked with an asterisk).
6. Click the Save button at the top of the form.

Recording Progress, Credentials, Completion, and Job Placement

DOL measures the success of the ALAMAP Project by the number of participants who successfully progress through training, earn valuable credentials, and are placed in a permanent position related to their training. It is critical that every marker of progress along that pathway be recorded in Prime so that it can be in turn reported to DOL through the quarterly upload of the participant data file.

Progress toward program completion and permanent employment should be recorded in one of two records – **Credential or Measurable Skills Gain**. A Credential record should be created whenever a student earns either a formal college award (short certificate, certificate, or associate degree) or earns an industry-recognized credential (such as MSSC CPT or CLT, AWS, NIMS, or NCCER certifications). The top 3 credentials earned by a participant are reported to DOL in the quarterly participant data file upload. Credentials are automatically ranked by Prime, with the highest being college degrees.

The ALAMAP Project has specific goals related to credentials earned and includes the number of apprentices who earn an associate degree and the number who earn an industry-recognized credential. Thus, it is imperative that all such credentials earned be recorded in Prime. To enter a participant’s credential attainment in Prime, follow these steps:

1. Access AGS Prime and log in using your individual username and password.
2. On the top blue menu ribbon, select Participant Management.
3. Locate the participant's name in the list of participants that appears on the screen and click on the green folder icon next to his/her name to open the participant's folder.
4. On the side blue menu ribbon, select Create New Credential.
5. Complete the Credential form by entering all required information and the name of the credential. (Required fields are marked with an asterisk).
6. Click the Save button at the top of the form.

Make sure that you **upload a copy of the credential earned** after creating the credential record. Follow these steps to upload the documentation:

1. Access AGS Prime and log in using your individual username and password.
2. On the top blue menu ribbon, select Participant Management.
3. Locate the participant's name in the list of participants that appears on the screen and click on the green folder icon next to his/her name to open the participant's folder.
4. On the side blue menu ribbon, select Create New Participant Attachment.
5. Complete the Participant Attachment form by entering all required information and selecting the associated file for upload.
6. Click the Save button at the top of the form.

A **Measurable Skills Gain record** should be created whenever a student reaches a **Training Milestone** or reaches specific **Skills Progression** levels. Measurable Skills Gains for grant participants are reported to DOL quarterly through the participant data file upload.

Training Milestones are agreed upon by the employer and college in advance and written into the sponsor's apprenticeship agreement. Training Milestones are indicators of satisfactory or better progress toward apprenticeship completion. They could include such things as successful completion of one year of OJT, the passing of an exam measuring a particular occupational or technical skill (particularly in a registered apprenticeship), or an increase in pay due to improved skills or satisfactory employee performance evaluation.

Skills Progressions are less formal, but nevertheless important, markers of progress and for postsecondary students include the successful attainment of full-time equivalent credit-hour benchmarks (12, 24, 30, 36, 48, and 60 semester hours) as documented on the student's official transcript.

To create a new **Measurable Skills Gain** record in Prime, follow these steps:

1. Access AGS Prime and log in using your individual username and password.
2. On the top blue menu ribbon, select Participant Management.
3. Locate the participant's name in the list of participants that appears on the screen and click on the green folder icon next to his/her name to open the participant's folder.
4. On the side blue menu ribbon, select Create New Measurable Skills Gain.

5. Complete the Measurable Skills Gain form by entering all required information and completing the Reason for Skills Gain.
6. Click the Save button at the top of the form.
7. **Do not forget to upload documentation** of the skills gained by selecting **Create New Participant Attachment** on the side blue menu ribbon, completing required fields, and selecting the appropriate file for upload. This step can be omitted if the skills gain is documented on the student's college transcript.

For more information on what constitutes a measurable-skills gain and how to document it, please see the DOL ETA resource:

[https://performancereporting.workforcegps.org/MediaFiles/ws/performancereporting/Folders/%7BBE3097AE-AC83-4E4A-9145-2E5DFE9B93E4%7D/637019963033576068/index.html#/.](https://performancereporting.workforcegps.org/MediaFiles/ws/performancereporting/Folders/%7BBE3097AE-AC83-4E4A-9145-2E5DFE9B93E4%7D/637019963033576068/index.html#/)

The ALAMAP Project has performance goals for the number of apprentices who complete an apprenticeship program. Therefore, all apprenticeship program completions must be recorded in Prime so that they are reported to DOL in the quarterly participant data file upload. A student is considered an apprenticeship program completer when he/she has completed all related technical training (completed all required college coursework to earn the designated college award) and completed the OJT portion of the apprenticeship. Program completions are recorded in the participant's Program file in Prime-only after all required training completions have been recorded. Follow these steps to record both **Training Completion** and **Program Completion for participants**:

1. Access AGS Prime and log in using your individual username and password.
2. On the top blue menu ribbon, select Participant Management.
3. Locate the participant's name in the list of participants that appears on the screen and click on the green folder icon next to his/her name to open the participant's record for editing.
4. Scroll down to the Trainings folder and click on the folder whose primary type of training matches the type of training that has been completed (either Classroom Occupational Training or OJT). Enter the End Date as the last day of training services received. Click the drop-down menu on the Training Completed field and select Yes to indicate that the training was completed.
5. Click on the Save icon at the top of the screen.
6. Repeat this process for any additional trainings that have been completed.
7. In the same participant's record, scroll down to the Programs folder and click the blue pencil icon to edit the participant's Programs record.
8. Scroll down to the section titled "Apprenticeship Training During Enrollment" and enter the Date Completed, During Program Participation, an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment.
9. Once the program completion date is entered, the box marked Training-Related Employment will activate. Use the drop-down menu to choose the appropriate response. – Yes, No, or Unknown – indicating whether the student-maintained employment with his/her current employer or obtained employment with a new employer after program

completion. **Please enter wage information even though these fields are optional.**

10. Do **NOT** enter a date in the Program Exit field and do not select a reason for exit unless no other grant-related services will be provided to the participant. For the Program Exit field, "Program" refers to the ALAMAP Project, not the specific apprenticeship program that the participant completed; **NOTE: For a participant to be considered exited the program they should not have received a grant-funded service for 90 days.**
11. Click the Save button at the top of the form.
12. Do **NOT** forget to upload documentation of training and program completion by selecting "**Create New Participant Attachment**" on the side blue menu ribbon, completing required fields, and selecting the appropriate file for upload. This step can be omitted for training completion that is documented on the student's college transcript as an official college award.

Note that additional post-completion follow-up is required for incumbent workers and is recorded in the Programs folder of the incumbent worker participant.

Enrolling and Tracking Pre-apprentices

Pre-apprentices under the ALAMAP Project are considered participants upon receiving a grant funded service as part of their acceptance in an ALAMAP approved Pre-apprenticeship program. Eligible participant will provide the completed ALAMAP Project Intake Form to the designated college contact responsible for entering ALAMAP Project data into the AGS Prime tracking system. Following is the process for entering a pre-apprentice's information:

- **Log-in to AGS Prime.**
- On the top blue menu ribbon, **select Participant Management.**
- **Create new participant** by selecting participant on side blue menu.
- Enter requested information using intake form to build participant profile. Once completed, press save. (Note: Sections tagged with pink asterisk are required fields. Blue "i" provides details regarding requested information in designated fields.)
- **Return to Participant Management** to locate pre-apprentice's folder from list of participants. Names are listed in alphabetical order or you may search by using filter. Select participant by clicking on green folder. The participant's folder will include records which will document their participation in the ALAMAP Project.
- **Create program record** by clicking on Program link on left side of header. Continue to utilize intake paperwork to complete program section. (Note: Apprenticeship type will be none. Make sure to select pre-apprenticeship for pre-apprenticeship type.) Once complete, select save. **Important Note: The program entry refers to the date the participant received a grant funded service and become a participant of the ALAMAP Project.**

Apprenticeship Type (Special Project Id - 1)

 ▼ X i

Pre-Apprenticeship Type (Special Project Id - 2)

 ▼ X i

- **Create new assessment.** Build an assessment record if student conducted any assessments as part of their acceptance process for the pre-apprenticeship. For example, TABE testing, Accuplacer, etc. are assessments that may be entered for the participant.
- **Create a new credential.** Industry recognized credentials, as defined by USDOL, are credentials that prepare a person with the competencies required to perform a specific occupation. General skills such as work readiness (ex: WorkKeys, Alabama Certified Worker Certificate), hygiene or safety (ex: OSHA), etc. do not count as industry recognized credentials. An example of an industry recognized credentials is the MSSC CPT Certification.
- **Create new service.** Build a service record for activities conducted with the student related to case management or supportive services. Make sure to document grant funded service such as career pathway and resource orientation by Audrey Webb. Resume building, mentoring, ALAMAP scholarship and others listed in the drop-down menu are considered services under the grant.
- **Create a new Measurable Skills Gain – Skills Progression.** Build a measurable-skills gain when pre-apprentices complete program as part of their pre-apprenticeship program. For instance, Alabama Certified Worker Certificate, NCRC, MSSC Individual Modules, OSHA 10-Hour, etc. should all be tracked as a measurable skills gain – skills progression.
- **Create a new work experience.** This only applies if pre-apprentice conducts job shadowing or paid-work experience as part of their pre-apprenticeship training.
- **Create a new case note.** Case notes can be built to track any other information related to the participant that is not captured in other areas. For example, if a pre-apprentice is hired by company at the completion of training, then you can create a case note to document employment.
- **Upload attachment.** Participant attachments apply to documents associated with the participant’s training. For example, intake form, scholarship application, credential (ex: MSSC CPT Certification), etc. should be uploaded as part of the participants folder.

The pre-apprentice’s folder will not include a training or apprenticeship/employment records. These are reserved as part of an apprenticeship program only. Once participant profile is built and folder created, it will be utilized to track all activities related to the participants training from pre-apprenticeship to apprenticeship to employment as part of the ALAMAP Project.

Helpful Hints:

Pre-apprenticeships in partnership with adult education students will typically include assessment records as part of the participant profile. When entering a TABE assessment record you can select skills assessment and record score and no gain/gain status as part of the score information.

Assessments						
Date of Assessment	Assessment Name	Assessment Type	Score	Result	Related Program	
Filter...	Filter...	Filter...	Filter...	Filter...	Filter...	
11-19-2020	TABE 11/12 (12 MATH)	Skills Assessment	NO GAIN 537		Pre Apprenticeship -	

Maintaining Documentation

The ALAMAP Project will be audited by DOL periodically to ensure compliance with federal grant regulations, adherence to the terms and conditions of the grant agreement, and alignment of training programs with DOL’s standards for a quality pre-apprenticeship or apprenticeship program. Continuance of the grant and eligibility for future grants depends on successful audits, and successful audits depend on being able to produce complete and accurate records of all activities related to the grant.

The following table provides lists of documents that must be maintained and uploaded to Prime relative to program participants and their apprenticeship programs:

Apprenticeship Programs	Apprentice Training
<ol style="list-style-type: none"> 1. ALAMAP Program Application 2. A copy of the Apprenticeship Wage Progression (General reference in Program MOA and individual agreement with student) 3. Career Pathways/Upward Mobility Plan 4. Curriculum and Training Outline 5. List of Industry-Recognized Credentials to be Earned 6. Mentorship plan (Reference to Mentorship in MOA and apprentice evaluation form) 7. Safety Policies and Procedures. Can be included in Memorandum of Agreement (MOA) 8. Equal Employment Opportunity Policies and Procedures (Can be included in MOA) 9. Employer Sponsorship Agreement or MOA 	<ol style="list-style-type: none"> 1. Completed Application to Specific Apprenticeship Program 2. Notification of Acceptance to Specific Apprenticeship Program 3. ALAMAP Participant Intake Form 4. Record of OJT (Apprentice Competency Sign off Sheet) 5. Mentorship plan (Reference to Mentorship in MOA and apprentice evaluation form) 6. Records of Apprenticeship-Related Assessments (e.g. TABE, Work Keys, ACCUPLACER, etc.) 7. Credentials Earned and Measurable Skills Gains (e.g. MSSC CPT, NCCER Core, Short Certificate, Long Certificate, A.A.S.) 8. Documents Associated with Case Management Services 9. Applications for Supportive Services 10. Awards of Supportive Services

Individual hard copy files containing the above-listed documentation are to be maintained for each apprenticeship program, each program participant, and each employer sponsor. All files and their contents must be maintained for a period of at least 3 years after the grant close-out or until any litigation, claim, negotiation, audit, or other action involving the records started before the end of the grant close-out is resolved, whichever is longer.

To upload a hard-copy document to the apprentice’s record in Prime, first, scan the document into your computer as save it as a PDF. Then follow these steps:

1. Access AGS Prime and log in using your individual username and password.
2. On the top blue menu ribbon, select Participant Management.
3. Locate the participant’s name in the list of participants that appears on the screen and click on the green folder icon next to his/her name to open the participant’s folder.
4. On the side blue menu ribbon, select Create New Participant Attachment.
5. Complete the Participant Attachment form by entering all required information and

- selecting the appropriate file on your computer for upload.
6. Click the Save button at the top of the form.

PERFORMANCE EXPECTATIONS

The DOL-ETA *Scaling Apprenticeship Through Sector-Based Strategies* grant which funds the ALAMAP project requires grantees to meet minimum specific performance expectations for the level of the award granted. Grantees (like ACCS) who were awarded the maximum \$12 million grant under the Scaling Apprenticeship program are expected to serve 5,000 participants over the course of the 4-year grant period of performance.

Additional performance goals specific to the ALAMAP project were projected at the time of application and approved by DOL as a condition of the award. The performance outcomes and outputs that are tracked are as follows:

- Total apprentices that are hired by an employer and enrolled in an apprenticeship education/training program.
- Total apprentices who complete an apprenticeship education/training program.
- Total apprentices who complete an apprenticeship education/training program and receive a degree or other credential.
- Total number of unemployed and underemployed apprentices prior to enrollment who complete an apprenticeship education/training program and maintain their employment status with a current or new employer.
- Total number of incumbent worker apprentices who complete an apprenticeship education/training program and advance into a new position.
- Average hourly wage of apprentices at completion of apprenticeship.
- Total number of newly created apprenticeship programs, including Registered Apprenticeship programs.
- Total number of employers engaged (i.e., those employers that adopt apprenticeship programs because of your grant project).
- Total number of expanded apprenticeship programs, including Registered Apprenticeship.

In addition to the goal of serving 5,000 participants over the four-year grant period of performance, the ALAMAP Project has goals for serving specific numbers of participants from special populations. These include Veterans, military spouses, transitioning service members, women, people of color, and ex-offenders. The Performance Outcomes and Outputs Table on Appendix G gives ACCS's specific yearly and total goals for each of the performance outcomes and outputs listed above, as well as sub-goals for special populations.

To ensure that the ALAMAP Project meets its goals, each college partner that is a sub-recipient under the grant is assigned performance outcomes expectations of its own. Your college's goals were included in the documents comprising the official Memorandum of Agreement that governs the college's sub-award. In general, performance goals were established in proportion to each college's FTE enrollment as compared to FTE enrollment system wide. However, performance

expectations for colleges that received funding for equipment, personnel, supplies, training, and other resources above and beyond the student support funding that is allocated to all colleges were set higher in acknowledgment of their elevated level of support.

Attainment of performance outcome goals is tracked through the AGS Prime participant-tracking software and is available for review through H-1B Real-Time Performance Outcome Measures reports. These reports are available not only for the ALAMAP Project, but also for individual colleges to help gauge progress toward yearly and total goals. Only AGS Prime account administrators are authorized to pull the reports, and only specific personnel on the ACCS System Office ALAMAP Team are designated as account administrators. The System Office ALAMAP Team will provide progress reports each quarter to all participating colleges after the Quarterly Performance Report and Quarterly Narrative Report have been uploaded and accepted by DOL. Other intermittent reports are available upon request.

ACCS will counsel with any colleges that are not meeting performance expectations as established in the college’s sub-award MOA, will discuss options for additional support, and will help the college develop and implement strategies for improvement. Colleges should note that long-term underperformance may result in a decrease or elimination of future funding and/or a reallocation of existing funding to colleges that are exceeding performance expectations and need additional funding to support an increased number of apprentices.

FUNDING FOR COLLEGES

The ALAMAP Project provides a funding opportunity for 22 of the 24 community colleges that comprise the ACCS. The 22 colleges may receive federal funds to support individuals that are enrolled in pre-apprenticeships, apprenticeships, or FAME programs that are part of the ALAMAP Project. The ACCS is known as the lead grant applicant and will serve as a pass-through entity (PTE) for distribution of funding through a sub-award to sub-recipients which will act on behalf of ACCS in the same manner as if they were doing the work. The following are the details related to the ALAMAP Project grant award:

General Grant Information	
U.S. Department of Labor Funding Opportunity	FOA-ETA-18-08 Scaling Apprenticeship Through Sector- Based Strategies
Federal Award ID No. (FAIN):	HG-33165-19-60-A-1
R&D:	No
Federal Award Date:	July 05, 2019
Catalog of Federal Domestic Assistance (CFDA) #:	17.268 H-1B Job Training Grants
Project Name:	The Alabama Advanced Manufacturing Apprenticeship Program (ALAMAP) Project
Grantee:	Alabama Community College System
Period of Performance:	July 15, 2019 – July 14, 2023
Indirect Cost Rate:	N/A

The ACCS is tasked with ensuring that the goals and objectives of the ALAMAP Project are carried- out based on the statement-of-work and that grant activity are compliant with federal and state laws to include but not limited to the following:

Policy	Reference
ACCS Board of Trustees Policies and Procedures	https://www.accs.edu/about-accs/board-of-trustees/policies-and-procedures/
Electronic Code of Federal Regulations: 2 CFR 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards	https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl
Alabama Code of 1975 (link also include reference to Chapter 2-Article 2-State Bid Laws)	http://purchasing.alabama.gov/pages/rules_regs.aspx

Providing funds to support students in pre-apprenticeship and apprenticeship approved ALAMAP training programs is a pivotal component of grant implementation. Colleges eligible to receive funding will be issued a sub-award agreement and be defined as a sub-recipient under the ALAMAP Project. Sub-awards will provide the guidelines by which sub-recipients will carry out project activities and administer and report both fiscal and programmatic activities.

Sub-awards will be reviewed and allocated annually (unless additional funds are requested and performance warrants otherwise) during the grant program period beginning July 15, 2019 – July 14, 2023. Initial allocations are based on colleges’ FTE enrollment as compared to FTE system wide. At this time, funding allocations are limited to supportive services and scholarships and testing fees for all institutions except the 4 primary grant partners. The table below provides more details on funding and services available to all participating colleges:

Grant Funded Service	Allowable Costs Under Grant Funded
Supportive Services are emergency funds available to apprentices who are faced with a barrier to complete training/education. Supportive services enable student progression in training/education.	<ul style="list-style-type: none"> • Transportation (Fuel, Bus Pass, Taxi, Uber, Vehicle Repair) • Child/Dependent care • Healthcare (Dental, Medial Fee/Bill, Pharmaceutical) • Basic Needs (Housing, Food, Clothing, Utilities)
Scholarships and testing fees , and ALAMAP orientations are available to pre-apprentices and apprentices to support the completion of training/education by assisting with expenses and guidance directly related to the apprenticeship program.	<ul style="list-style-type: none"> • Tuition/Fees • Books • Required Uniforms • Tools & Supplies • Assessment/Testing Fees

<p>ALAMAP Career Pathway and Resource Orientation conducted by Project Director, either in person or virtually, provides participants information on the career pathway in advanced manufacturing through pre-apprenticeship and apprenticeships as well as information regarding resources available to support training and education through the ALAMAP Project.</p>	<ul style="list-style-type: none"> • No participation costs associated with this service
--	---

The ACCS is responsible for ensuring that all sub-recipients are compliant with federal and state laws as it pertains to the *Scaling Apprenticeship Through Sector-Based Strategies grant* – the ALAMAP Project. Sub-recipients are subject to periodic monitoring requests to ensure that sound internal controls, as defined in 2 CFR.61(a), are in place and meeting the requirements of the *Standards for Financial and Program Management* (2 CFR 200.303). Following are some of the responsibilities outlined for ALAMAP sub-recipients and the pass-thru entity:

Primary Responsibilities	
Pass-thru Entity	Sub-Recipient
Administer the grant according to USDOL- ETA guidelines.	Implement policies, processes, and procedures to track project-related performance and financial data and maintain budget controls to ensure allowance of costs and analysis of results.
Provide project coordination and oversight. Provide technical assistance with grant-related matters in a timely manner.	Recruit participants for training and/or employers for job placement opportunities to meet the grant performance expectations.
Develop and implement a robust marketing and outreach campaign. Share all marketing and advertising materials developed for the project with sub-recipients.	Collaborate with ACCS and other grant partner organizations such as The Manufacturing Institute to distribute marketing and outreach materials.
Assist in expanding pre-apprenticeships and apprenticeships in Alabama according to the grant’s official approved statement of work.	Document student success stories and best practices for the FAME program and MSSC pre-apprenticeship and ALAMAP apprenticeship models.
Collaborate to deliver presentations on the Alabama expansion of industry-recognized apprenticeships at stakeholder meetings, state, and/or national conferences/association meetings.	Support MI and ACCS with data and information to help representatives of both organizations deliver presentations on the Alabama expansion of apprenticeships at regional, state, or national conferences/association meetings.

Provide necessary forms and systems for cost reporting, time and effort reporting, performance reporting, reimbursement requests, and any other required reports related to grant participation as a project partner and sub-recipient.	Work with ACCS staff to ensure that all data, documentation of expenditures, and other information regarding sub-recipient's participation is provided accurately and in a timely manner.
Make timely reimbursements in accordance with the approved grant budget for allowable expenses incurred in doing the work of the grant project.	Submit requests for reimbursement of allowable expenditures in a timely manner.

Allowable Costs

The following policies and procedures for purchasing and expense reimbursement establishes the guidelines by which sub-recipients, as determined in 2 CFR 200.330, operate. They ensure compliance with OMB rules in the Uniform Guidance and state procurement/bid laws as well as ACCS Board of Trustees Policies and Procedures. Processes related to management and payment of federal funds will adhere to OMB's 2CFR 200.302 (b)(6): Financial Management and 2 CFR 200.305: Payment as well as be in accordance with the Alabama Department of Finance and Code of Alabama 1975 – Article 2 – State Bid Laws. Reimbursement will be made for reasonable, necessary, allowable, and allocable expenditures in the following categories according to the colleges' MOA approved budget:

Allowable Costs	Descriptive
*Salaries and Benefits (Grant Funded Personnel)	Salary and benefits of grant-funded personnel that directly support ALAMAP grant activities.
*Travel	In-state and out-state approved travel for grant-funded personnel related to grant
*Equipment (Cost per unit is over \$5,000.)	Approved equipment purchases by DOL to support the FAME program.
*Instructional Supplies (Cost per unit is under \$4,999.)	Supplies, lab furnishings, tools, and parts necessary to provide hands-on technical instruction in laboratory settings to current industry standards for quality, efficiency, and safety.
*Office Supplies	General office supplies for project management, staff, and program faculty.
*Marketing/Advertising/Outreach (See CFR200.421 for additional details on allowable marketing and advertising costs.)	Website for program information, recruitment, print media/newspaper advertisements, and electronic newsletters to advisory boards, stakeholders, partners, and participants. Annual convenings and employer/participant recruitment events at each of the ALAMAP/FAME institutions.

*Printing	Program Materials (e.g., brochures, flyers, posters, table tents) for outreach to the target population.
Scholarships and Testing Fees	Scholarships and testing fees for pre-apprentices and apprentices.
Supportive Services	Wrap-around social services for apprentices.

****Only pertains to college partners specifically designated in the approved grant budget and statement of work.***

All purchases must be in accordance with the MOA between ACCS and the sub-recipient in support of the ALAMAP Project. Any procurement processes and/or thresholds different from those referenced in this section should be evaluated and approved prior to procurement beginning. OMB’s rule in the Uniform Guidance 2 CFR 200.317 explains that grantees should follow state procurement rules/laws when using federal funds.

2CFR Part 200 Section 320 specifies five methods of procurement to be followed as illustrated in the table below:

Method	Aggregate Dollar Amount	Notes 1	Notes 2
Micro-Purchase	Not to exceed \$10,000 (\$2,000 for subject to Davis-Beacon Act, \$10,000 for research organizations.	No quotations required if the price is reasonable.	To the extent practicable distribute equitably among qualified suppliers.
Small Purchase	Up to \$250,000	Rate quotations from an adequate number of qualified resources.	No cost or price analysis required.
Sealed Bid	>\$250,000	Primarily construction projects – Firm fixed price contract.	Price is a major factor-formal process for bidding.
Competitive Proposals	>\$250,000	Fixed price or cost reimbursement	RFP with evaluation methods for an adequate number of qualified sources.
Sole Source	Available for procurements of any dollar amount.	No competition/ Must be authorized by the agency (or Pass-through entity)	Unique or public emergency

The ACCS and its sub-recipients will ensure that processes related to procurement and purchasing adhere to the OMB’s rules 2 CFR 200.319 – 200.320 regarding procurement, competition, and method for evaluation and selection as well as the Alabama Code 175-Article 2 – State Bid Laws and ACCS Board of Trustees Policies and Procedures.

Reimbursement Procedures

ALAMAP sub-recipients will follow the procedures established for reimbursement of allowable costs. Reimbursement procedures and application forms are provided as part of a sub-recipient's sub-award. Three documents will be required as part of the reimbursement process:

- PO/Contract Requisition
- Monthly Remittance Report (Invoice)
- Monthly Detail Report

Documentation for submitted expenditures is required as part of the reimbursement process. All reports are on an accrual basis. Electronic copies will be accepted and may be emailed to Cheryl Bell Jarman, Grants Accountant, at Cheryl.Jarman@accs.edu. Physical copies are requested for the first submission and may be mailed to ACCS, Finance Division ATTN: Cheryl Bell Jarman P. O. Box 302130, Montgomery, AL 36103-2130. The following provides instructions regarding completion of the PO/Contract Requisition, Monthly Remittance Report (Invoice), and Monthly Detail Report:

1. Enter all information on the Detail tab and totals will populate to the Monthly Invoice tab.
2. Fill in the reporting period as MM/DD/YY-MM/DD/YY.
3. Fill in the Invoice number as FY MONTH (19-20 OCT). Use a 3-letter abbreviation for all months except those spelled with exactly 4 letters. Use all 4 letters for months spelled with exactly 4 letters (June and July).
4. For each category enter allowable expenses for the reporting period in the Amount Requested column and update the corresponding cell in the Workspace (Expenditures Prior to this Invoice) column (L).
5. If you are revising your last submitted invoice to complete a new invoice and there are funds in the Total Expended column (L) then take the amount for each applicable line and copy the number, not the formula, into the corresponding cell in the Workspace (Expenditures Prior to this Invoice) column.
6. Remove any prior Amount Requested funds and enter the current reporting period amount requested for reimbursement for the corresponding contract and budget line item.
7. Include in the documentation:
 - a. Salaries/Benefits- include Payroll register – no SSN's, please.
 - b. Travel- all required documentation by your institution for pre-approval, expense report, and reimbursement.
 - c. Marketing, Materials/Supplies, and Equipment- Purchase order, invoices, receipts, and payment verifications.
8. Scholarships/Grant Award- (if applicable) Summary Listing of all recipients for the reporting period to include amount awarded and date of award, copy of each recipient's application for student support funding, copy of award notification from college to the student, and copy of disbursement method (check, gift card, etc.).

Reimbursements for project-related activities should be submitted monthly by the 15th day of the following month to the Grants Accountant Cheryl Bell Jarman. Within 45 days of receipt of each request for reimbursement, ACCS will review the reported sub-recipient costs and provide reimbursement

for all the reasonable, necessary, allowable, and allocable costs.

Grant Funded Personnel

Reimbursement of personnel under the ALAMAP Project must adhere to the OMB's Uniform Guidance 2 CFR 200.430. Sub-recipients are required to submit a time and effort sheet on all personnel whose salary is being paid by federal funds. Time and effort requested for reimbursement must be in support of ALAMAP project goals and activities on approved time and effort sheets. Time and effort on grant personnel must be validated with signatures documenting that time and effort are not estimates but documented use of time in support of grant activities.

Time and effort documentation for a given payroll should accompany reimbursement requests for personnel expenditures for that same payroll period and should be submitted with other expenditures for reimbursement at least quarterly but as frequently as once a month. Non-compliance with 2 CFR 200.430 rules and/or ACCS MOA requirements could result in disallowed salary and benefit expenditures, penalties, and fines or legal action resulting in termination of sub-award MOU.

Job descriptions are available for grant-funded personnel are available upon request from ACCS personnel. Grant-funded personnel for the ALAMAP Project includes the following:

GRANT FUNDED PERSONNEL
FAME College Coordinator (Applicable to designated sub-recipient.)
The FAME Program Coordinator/Success Coach collaborates with the ALAMAP Project Director to implement project activities at the college level according to the established project timeline to include but not limited to the following: <ul style="list-style-type: none">• Promoting the FAME AMT program in the College's service area and recruiting students and employer apprenticeship sponsors. He/she• Ensures that the program provides a positive and successful learning experience for students while implementing strategies to increase student retention, success, and completion. Oversees registration and assessments and presents a comprehensive orientation program aimed at motivating and engaging new students.• Assists students with goal setting and provide continuous communication and follow-up to maximize goal attainment.• Performs tasks necessary for tracking and reporting grant-funded activities and student outcomes.
FAME Instructor (Applicable to designated sub-recipient.)
The College FAME instructor is responsible for fostering student learning by providing high-quality classroom instruction. The instructor must strive for continuous improvement of the curriculum, learning activities, and instructional resources to ensure student success. In addition to instructional duties, the instructor will also be fully involved in the institutional planning process and developing the goals and objectives of the assigned academic department.

Property Management

Any equipment with a cost per unit threshold of \$5,000 or more and purchased with federal funds will be tracked as inventory for the ALAMAP Project. Annual inventory will be conducted to ensure that equipment records are maintained with the following information:

- Description of Equipment
- Serial Number
- Acquisition of Cost and Date
- Percentage of Federal Participation in the Purchase
- Titleholder
- Current Use, Condition, and Location
- Disposition Information
- Federal Award Identification Number (FAIN)
- Sales Price and Data of Disposition

Any equipment that is damaged, lost, or stolen must be reported immediately to the ALAMAP Director to document information for inventory purposes to USDOL-ETA. Equipment purchased with federal funds cannot be sold or disposed of without prior written consent from the funding organization, USDOL/ETA for the ALAMAP Project. Requests related to disposition must first be directed to the ALAMAP Director.

Records Retention

Based on 2 CFR 200.333-337, grantee and sub-recipients must adhere to federal guidelines regarding records retention pertaining to grant activities for a period of three years from the date of submission of the final expenditure report for the ALAMAP Project. The projected start date of records retention is estimated to begin October 23, 2023.

Compliance Monitoring

Monitoring and oversight of grant activities will be conducted by the ACCS Research, Grants, and Development Division at the system level. All sub-recipients are subject to monitoring visit(s), during the grant period, to ensure compliance with the following grant components:

- Terms and conditions of sub-award are being carried out.
- Grant activities comply with the ALAMAP Project statement of work.
- Performance expectations are being met according to established timelines and objectives.
- Expenditures align with the approved budget and are conducted according to fiscal policy and procedures for reimbursement.

Sub-recipients shall fully document compliance with the grant terms and conditions and, upon request, shall produce for ACCS's inspection and review all information and documentation evidencing such compliance. Failure to comply with grant requirements could result in the following: (1) temporarily withhold cash payments pending correction of the issue of non-compliance, (2) disallow all or part of the cost of the activity or action not in compliance, (3) wholly or partly suspend or terminate the sub-award, (4) initiate suspension or debarment proceedings as authorized under 2 CFR part 180

and DOL regulations, (5) withhold further sub-awards, or (6) take other remedies that may be legally available.

The ACCS Research, Grants and Development Division Executive Director and/or Grant Coordinator will serve as the primary point of contact for all grant monitoring activities related to performance, grant operations, monitoring, and related programmatic aspects of the ALAMAP Project. The Grants Accountant will provide oversight for activities related to budgetary policy and procedures. During the four-year grant period, U.S. DOL ETA will conduct monitoring visits related to programmatic and fiscal activities under the Scaling Apprenticeship Through Sector Based Strategies Grant. Notification of monitoring visit by the ACCS Research, Grants and Development Division Team will be at least 60 days before confirmed monitoring visit. Notification regarding federal monitoring visits will be sent to sub-recipients by the ACCS Research, Grants, and Development Team upon confirmation with the federal project officer.

Personally Identifiable Information

As part of grant activities, sub-recipients are required to follow guidelines and policies pertaining to protecting personally identifiable information (PII) relating to the sub-recipient's organization and staff, partnering organizations, and individual program participants. PII is generally found in personnel files, participant data records, performance reports, contracts, audits, and related sources. To assist grantees and sub-recipients, USDOL/ETA has provided Training and Employment Guidance Letter (TEGL) NO. 39-11 providing guidance regarding requirements pertaining to the acquisition, handling, and transmission of PII.

Special Program Restrictions/Requirements

For Scaling Apprenticeship grantees and sub-recipients, special restrictions/requirements are part of grant administration. These special restrictions/requirements related to specific activities and utilization of grant funds. Following are a few of those specific restrictions/requirements:

- **Co-enrollment of Participants:** The intent of co-enrollment is to meet the training and employment needs of program participants and provide as many participants as possible with comprehensive services that may not otherwise be available or allowable under an individual grant or funding source. In certain instances, participants of the ALAMAP Project may be co-enrolled in one or more additional federally funded projects to maximize the support provided for their program completion. However, sub-recipients must ensure that any services or funding provided to an ALAMAP participant is not duplicated by another program in which the participant is enrolled.

More information on co-enrollment can be found in the Scaling Apprenticeship Through Sector-Based Strategies Key Policy Clarifications (Updated June 2020), which can be accessed at the WorkforceGPS website page for Foundational Scaling Apprenticeship Grant Resources:

https://h1bsa.workforcegps.org/resources/2020/01/03/18/22/Foundational_Scaling_Apprenticeship_Grant_Resources.

- **Social Security Number:** Sub-recipients should, to the extent possible, obtain social security

numbers on all students enrolled as participants of the ALAMAP Project. Social security numbers are used by DOL to match apprentices to wage records to track long-term success of grant-funded training/education. Appropriate security measures will be followed to ensure the security of personally identifiable information (PII). Please make every effort to encourage, but do not pressure, participants to provide an SSN.

- **USDOL/ETA Funding Disclosure:** Any materials such as statements, press releases, request for proposals, bid solicitations, and any other materials describing the project or being funded in part or whole federal funds must include the following disclosure:

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the recipient 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, the accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it.

- **Buy American Act (BAA):** For the purposes of the ALAMAP project award, the Buy American Act requires the grantee and sub-recipients to use, with limited exceptions, only 1) unmanufactured items that have been mined or produced in the United States; and 2) manufactured items that have been manufactured in the United States substantially from articles, materials, or supplies that were mined, produced, or manufactured in the United States. More information on the application of BAA to purchases under the ALAMAP Project can be found in the DOL-ETA Conditions of Award that is attached and referenced in the college's sub-award MOA.
- **Veterans Priority Provisions:** The Jobs for Veterans Act (Public Law 107-288) establishes the priority of service to covered veterans and eligible spouses over non-covered persons for the receipt of employment, training, and placement services provided under new or existing job training programs funded in whole or in part, by the U.S. Department of Labor/ETA. Veterans Priority regulations may be found at 20 CFR Part 1010. A Veteran is defined by USDOL/ETA as a participant who served in the active military, naval, or air service and who was discharged or released under conditions other than dishonorable. Veterans may also include the following:
 - Transitioning Service Member (Participant that is active duty military within 24 months of retirement or 12 months of separation)
 - Military Spouse:
 - spouse of a member that died on active duty or of a service-connected disability
 - spouse of a member of Armed Forces that was classified as missing in action, captured in line of duty,
 - forcibly detained or interned in the line of duty by foreign power within 90 days of application

- spouse of a Veteran who has a total disability resulting from a service-connected disability or who died while a disability was being evaluated

REFERENCE AND SOURCE MATERIAL

- Terms and Conditions of Federal Award #HG-33165-19-60-A-1: Copy is in each college's official sub-award MOA.
- Notice of Availability of Funds and Funding Opportunity Announcement: Scaling Apprenticeship Through Sector-Based Strategies (FOA-ETA-18-08):
<https://www.dol.gov/sites/dolgov/files/ETA/grants/pdfs/FOA-ETA-18-08.pdf>
- DOL Guidance regarding Veterans: <https://wdr.doleta.gov/directives/attach/TEGL/TEGL10-09.pdf>
- Guidance for Pre-Apprenticeship programs:
https://wdr.doleta.gov/directives/attach/TEN/TEN_04-15_Acc.pdf
- WIOA guidance for apprenticeships:
https://wdr.doleta.gov/directives/attach/TEN/TEN_04-15_Acc.pdf
- Guidance on IRAPs: https://wdr.doleta.gov/directives/attach/TEN/TEN_21-19.pdf



APPENDIX A: ALAMAP PRE-APPRENTICESHIP PROGRAM APPROVAL FORM

EXAMPLE ONLY (See Official form on ACCS Website)

For ALAMAP program approval complete this form providing the necessary documentation requested. Approved programs will be entered into AGS Prime as an ALAMAP Program by Audrey Webb. To apply, complete the below information and submit the application to Angelique Griggsby at angelique.griggsby@accs.edu.

Section A: Applicant Information	
College Name:	College Address:
Primary Contact Name:	Primary Contact Phone:
Primary Contact Title:	Primary Contact Email:

Section B: Program Information	
Program Title:	Occupation (O*Net Code):
Program Location:	Program Address:
Program Contact Hours:	Projected Annual Enrollment Total:
Target Service Population (Check all that apply): <input type="checkbox"/> Low-Skilled <input type="checkbox"/> Underrepresented <input type="checkbox"/> Disadvantaged <input type="checkbox"/> Veteran or Spouses <input type="checkbox"/> Ex-Offenders <input type="checkbox"/> Other _____	
Program pre-requisites for entry (e.g. TABE Test, High School Diploma, or GED):	
Is this program credit or non-credit? <input type="checkbox"/> Credit <input type="checkbox"/> Non-Credit	
Is this program an approved CTE Program of Study? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you adhere to the following Equal Employment Opportunity (EEO) Requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No <ul style="list-style-type: none"> • The college will not discriminate against apprenticeship applicants based on race, color, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40 years or older. 	

Section C: Employer Engagement
List the Employer(s) that this program is partnered with for the Apprenticeship program? Attach a letter of support and/or MOA from the Employer(s).
Explain how the program provides job placement support for participants focused on Apprenticeship Employer(s). (e.g. Mentoring, resume building, and job placement).

Section D: Training and Curriculum

Explain how your training model and curriculum align to industry or occupational standards/needs, including academic, soft skills, and technical skills, and that will lead to an industry-recognized credential.

Describe the career exploration activities aspects of the program such as occupational interest assessments and/or specific career and industry awareness workshops.

Describe how you will provide hands-on training in a safe environment.

Do you plan to have Pre-Apprentices doing on-the-job training or job shadowing? Yes No

Are completers in your program prioritized for entry into an apprenticeship program? If yes, is there a formalized agreement between your program and the apprenticeship employer(s)? Yes No

Section E: Checklist

- Complete Pre-Apprenticeship Application.
- Submit Letter(s) of Support from Employer(s) or formalized agreement.
- Submit Outline of Curriculum which that includes credential assessments.
- Plan for career counseling, support, and mentoring.
- Policies and Procedures for a safe working environment in the lab and on the job, if applicable.
- Procedures for Equal Employment Opportunity Requirements.

I certify that the statements on this application are true and complete to the best of my knowledge.

College Approver Signature

Date

Section G: To Be Filled Out by ACCS Office

Date Received:	Date Program Approved:
Approved By:	Reviewed By:
Comments:	



APPENDIX B: ALAMAP APPRENTICESHIP/FAME PROGRAM APPROVAL FORM

EXAMPLE ONLY (See Official form on ACCS Website)

For ALAMAP program approval complete this form providing the necessary documentation requested. Approved programs will be entered into AGS Prime as an ALAMAP Program by Audrey Webb. To apply, complete the below information and submit the application to Angelique Griggsby at angelique.griggsby@accs.edu.

Section A: Applicant Information	
College Name:	Campus Address:
Primary Contact Name:	Primary Contact Phone:
Primary Contact Title:	Primary Contact Email:

Section B: Program Information	
New or Expanding Program:	Program Start Date:
Program Title:	Occupation (O*Net Code):
Program Location:	Program Address:
Program Length:	Projected Annual Enrollment Total:
Target Service Population (Check all that apply.): <input type="checkbox"/> Low-Skilled <input type="checkbox"/> Underrepresented <input type="checkbox"/> Disadvantaged <input type="checkbox"/> Veteran or Spouses <input type="checkbox"/> Ex-Offenders <input type="checkbox"/> Other _____	
List program pre-requisites for entry (e.g. ACT Scores, ACCUPLACER, High School Diploma):	
Is this program credit or non-credit? <input type="checkbox"/> Credit <input type="checkbox"/> Non-Credit	
Do you adhere to the following Equal Employment Opportunity (EEO) Requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No	
The college will not discriminate against apprenticeship applicants based on race, color, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40 years or older.	

Section C: Employer Engagement
List the Employer(s) for the Apprenticeship program? Attach a letter of support from the Employer(s).
Attach documentation that the employer(s) pay apprentices at least the applicable Federal, state, and local minimum wage. Additionally, show how they will provide apprentices the opportunity to gain upward mobility with a progressive wage schedule.

Section D: Approved Training and Curriculum

Attach your curriculum and training model to show that it aligns to industry or occupational standards/needs (including academic and technical skills needs).

Attach documentation to show how safety standards are integrated as part of the training curriculum on the job and during hands-on- lab.

Describe how your program will evaluate and oversee the on-the-job training/work experience that includes structured work experiences and mentorship.

Attach an outline of your curriculum. (For Approved CTE Programs of Study, please include a copy of the approved CTE program).

Attach your letter of support or formalized agreement between your program and the related instruction provider of the Apprenticeship Program.

List the Occupational and Educational Credentials that will be earned in the program.

Section E: Checklist

- Complete ALAMAP/FAME Apprenticeship Application
- Submit Letter(s) of Support from Employer(s) or formalized agreement
- Submit Outline of Curriculum
- Policies and Procedures for a safe working environment in the lab and on the job
- Documentation that a mentor is provided for each apprentice
- Documentation that apprentices will earn an industry-recognized credential(s)
- Procedures for Equal Employment Opportunity Requirements
- Evidence of minimum wage requirement and document wage progression

I certify that the statements on this application are true and complete to the best of my knowledge.

Sponsor Signature

Date

Section G: To Be Filled Out by ACCS Office

Date Received:	Date Program Approved:
Approved By:	Reviewed By:
Comments:	

APPENDIX C: The ACCS System Office ALAMAP Team

Name and Title	Title/Division	Contact Information	ALAMAP Functional
Audrey Webb , ALAMAP Project Director	Workforce and Economic Development	Audrey.webb@accs.edu Office: 334-293-4541 Cell: 205-567-4900	<ul style="list-style-type: none"> • Project oversight (programmatic) • Approval of new apprenticeship programs • FAME USA Liaison
Angelique Griggsby ALAMAP Project Secretary	Workforce and Economic Development	Angelique.griggsby@accs.edu Office: 334-293-4518	<ul style="list-style-type: none"> • General administrative assistance • Data entry - AGS Prime Software
Lisa Rollan Grants Coordinator	Research, Grants, and Development	Lisa.rollan@accs.edu Office: 334-293-4538	<ul style="list-style-type: none"> • Grant management • Quarterly reporting • Performance outcomes assessment
Cheryl Jarman Grants Accountant	Administrative and Financial Services	Cheryl.jarman@accs.edu Office: 334-293-4703	<ul style="list-style-type: none"> • Budgets • Expenditure Reimbursements
Dr. Vicky Ohlson Executive Director	Research, Grants, and Development	Vicky.ohlson@accs.edu Office: 334-293-4568 Office: 334-233-3774	<ul style="list-style-type: none"> • Grant oversight • Sub-awards • Federal Liaison
Barry May Executive Director	Workforce and Economic Development	Barry.may@accs.edu Office: 334-293-4707 Cell: 334-590-6390	<ul style="list-style-type: none"> • WFD grant oversight (matching funds)



APPENDIX D: ALAMAP – PARTICIPANT APPLICATION (INTAKE FORM)
EXAMPLE ONLY (See Official form on ACCS Website)

SECTION 1: PARTICIPANT INFORMATION		
Date	Name (First MI Last)	
Address	City, State Zip	
Cell Phone	Email Address	
Home Phone:	Emergency Contact & Phone	
Social Security No.	Date of Birth	Gender <input type="checkbox"/> Female <input type="checkbox"/> Male
Are you a U.S. Citizen? <input type="checkbox"/> Yes <input type="checkbox"/> No	Are you eligible to work in the U. S.? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, explain:	
Race/Ethnicity (Check all that apply.): <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Native Hawaiian/Other Pacific Islander <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> White/Caucasian <input type="checkbox"/> Other		
Military Status (Jobs for Veterans Act applicable with priority status given to Veterans and eligible Veteran’s spouses.) <input type="checkbox"/> Transitioning Service Member (active duty military within 24 months of retirement or 12 months of separation) <input type="checkbox"/> Veteran (more than 180 days served) <input type="checkbox"/> Veteran (less than 180 days served) <input type="checkbox"/> Military Spouse (see spouse eligibility) ✓ spouse of member that died on active duty or of a service-connected disability ✓ spouse of member of Armed Forces that was classified as missing in action, captured in line of duty, forcibly detained or interned in the line of duty by foreign power within 90 days of application ✓ spouse of Veteran who has total disability resulting from service-connected disability or who died while a disability was being evaluated <input type="checkbox"/> Not Applicable/No Military Service		
Have you ever been arrested and/or convicted of a felony and/or misdemeanor that resulted in legal proceedings, criminal record and/or incarceration? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Do you have a disability (physical or mental impairment) that you acknowledge? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Primary Language: <input type="checkbox"/> English <input type="checkbox"/> Other (Please provide language.):		
Check all that apply to you and/or your family (currently and/or in the last 6 months): <input type="checkbox"/> Temporary Assistance to Needy Families (TANF) Recipient (temporary financial assistance for basic needs) <input type="checkbox"/> Supplemental Nutrition Assistance Program (SNAP) Recipient (monthly food assistance) <input type="checkbox"/> Supplemental Security Income Program Recipient (financial assistance for disabled adults and children with limited income and assets) <input type="checkbox"/> Income-based Public Assistance Recipient (other state or local assistance not referenced above) <input type="checkbox"/> Homeless or Runaway <input type="checkbox"/> Disabled (with own income at or below poverty line but member of family whose income exceeds poverty line) <input type="checkbox"/> Low Family Income (total family income at or below the poverty line or below 70% of lower living standard) <input type="checkbox"/> Receives or Eligible for Free or Reduced Lunch <input type="checkbox"/> Youth in Foster Care (in a foster family that receives state or federal foster care payments on your behalf)		



APPENDIX E: ALAMAP Student Supportive Services and Scholarship/Testing Fees Request Form

College
Logo

EXAMPLE ONLY (See Official form on ACCS Website)

Emergency Supportive Services and Scholarships/Testing Fees are available to students enrolled in a qualified ALAMAP pre-apprenticeship or apprenticeship program. Emergency Supportive Services and Scholarships/Testing Fees provide a resource to a student facing a short-term financial emergency to support program completion. To apply, complete the below information and submit the application to **(Contact)** at **(Email)** or call **(Phone)** for additional questions. (Form: 04/2021)

ELIGIBILITY CHECKLIST	
Eligibility Requirements	Financial Eligibility Requirements
<input type="checkbox"/> Enrolled in ALAMAP Project pre-apprenticeship, apprenticeship, or FAME program. <input type="checkbox"/> Be in good academic standing. <input type="checkbox"/> For apprenticeship participants: Be classified as an apprentice (received commitment to hire from employer and started either on-the-job training or related technical instruction) <input type="checkbox"/> Provide requested documentation listed below.	<input type="checkbox"/> Completed a FASFA application form (students in for-credit programs only). <input type="checkbox"/> Exhausted other sources of aid.

AWARD BREAKDOWN			
Student Classification	Program	Scholarships/ Testing Fees	Supportive Services
Pre-apprenticeship	Industry Recognized Credential (credit or non-credit)	Up-to \$250	Not Available to Pre-Apprentices
Apprentices	ALAMAP Approved Program or FAME Program	Up-to \$2,500	Up-to \$500
Other Conditions for Award to Consider:			
<ul style="list-style-type: none"> All financial aid resources must be expended before utilization of student aid funds. Aid will be provided only for qualified needs and only for amounts that align with those needs. Awards are based upon availability of funds through the ALAMAP Project. No student is guaranteed an award. Students may apply and receive funds multiple times, but all applications will be reviewed on a case-by-case basis. Students may be referred to other agencies for aid/services to support continuance in the program. 			

STUDENT INFORMATION			
Name		Email	
Student ID		Phone	
Program of Study		Enrollment Status	
What financial aid resources are you currently utilizing or qualified to receive (check all that apply)?			
<input type="checkbox"/> Federal Student Financial aid through Pell grant or student loans. <input type="checkbox"/> Individual Training Account (ITA) training funds through the Workforce Innovation & Opportunity Act (WIOA). <input type="checkbox"/> GI Bill or other Veteran's/military-related education benefits. <input type="checkbox"/> A scholarship through the college, a private organization, or other source.			

Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), or other related programs.

I completed a FAFSA but received no financial aid assistance.

I do not qualify for benefits under the WIOA, SNAP or TANF program.

Employment Status: I am employed part-time. I am employed full-time. I am currently unemployed.

Veteran's Status (Jobs for Veterans Act gives priority status to Veterans and eligible Veteran's spouses.)
 Yes No

APPLICATION CHECKLIST		
Have you applied for ALAMAP Project student aid in the past? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Type of Aid Requested	Requested Amount	Documentation Needed
Scholarship/Testing Fees: <input type="checkbox"/> Tuition/Fees <input type="checkbox"/> Books <input type="checkbox"/> Equipment/Supplies <input type="checkbox"/> Assessment/Testing Fees <input type="checkbox"/> Required Uniforms or Tools		<ul style="list-style-type: none"> • Need statement provided below. • Complete FASFA application online. (for-credit students only). • Price quotes for any items to be purchased outside of the college bookstore.
Transportation: <input type="checkbox"/> Bus Pass <input type="checkbox"/> Gas <input type="checkbox"/> Emergency Repairs		<ul style="list-style-type: none"> • Need statement provided below. • Quote for parts and/or service for vehicle repairs requested.
<input type="checkbox"/> Childcare or Dependent Care		<ul style="list-style-type: none"> • Need statement provided below. • Provide details regarding care provider, rate, and period for coverage.
Housing: <input type="checkbox"/> Sudden Loss <input type="checkbox"/> Overdue Utilities Bills/Turn-off Notices <input type="checkbox"/> Food Assistance <input type="checkbox"/> Emergency Repair		<ul style="list-style-type: none"> • Need statement provided below. • Utility bill for overdue/turn-off notices • Bill for emergency repairs.
<input type="checkbox"/> Healthcare Emergency		<ul style="list-style-type: none"> • Need statement provided below. • Dental/medical bill.
Need Statement (Reason for Request):		

Application Process:

1. Submit completed application and requested documentation to (enter).
2. Application will be reviewed by (enter).
3. Applicant will be notified within (number of days) of approval or disapproval.

I certify that the statements on this application are true and complete to the best of my knowledge. I hereby waive my rights under FERPA and allow the release of the above information to the ALAMAP Project team.

Student Signature

Date

APPENDIX F: DEFINITIONS

Apprenticeship Agreement: refers to a written agreement between the Apprentice, the Apprenticeship Sponsor (can be the college), and the Employer, which contains the terms and conditions of the employment and training of the Apprentice.

Apprenticeship Program Sponsor: responsible for the overall operation of the program, working in collaboration with partners. Sponsors can be a single business or a consortium of businesses. Alternately, the sponsor can be a workforce intermediary, such as an industry association or a labor-management organization. **Community Colleges and community-based organizations** can also serve as sponsors of apprenticeship programs. (USDOL)

Business-Driven: employers are at the foundation of every apprenticeship program and the skills needed by their workforce are at the core.

Cohort: program is designed around a group of people banded together and treated as a group. Students will only start in the Fall semester for FAME.

Cooperative Education (CO-OP): Paid employment at a worksite that sometimes transitions to a long-term employment situation but is not necessarily tied to the specific field of training the student is participating in.

Disadvantaged: refers to a broad category that embraces any individual who would be considered to have fewer opportunities than his/her peers. Some examples include individuals with disabilities, low-income individuals/families, or socially disadvantaged individuals. Socially disadvantaged are those who have been subjected to racial or ethnic prejudice or cultural bias within American society because of their identities as members of groups and without regard to their individual qualities.

Eligible Training Provider List —refers to the official list of education/training programs that are eligible to use WIOA funds to cover the student's tuition/fees, including the related technical instruction and other participation costs for apprenticeship programs.

Employer: refers to any person or organization employing a Registered Apprentice, whether such person or organization is a party to an Apprenticeship Agreement with the Registered Apprentice.

FAME Program: unregistered apprenticeship program that leads to a degree in industrial maintenance. The FAME Program requires a cohort model design where students participate in OJT 3 days per week and RTI 2 days per week in the same schedule. Participants must maintain a C average and complete an interview process to apply. The Manufacturing Institute of the National Association of Manufacturing acts as the program sponsor.

Industry-Recognized Credential: verification of an individual's qualification or competence to perform specific occupational tasks; issued by a third party with the relevant authority to issue such credentials and widely accepted by employers throughout the industry in which the occupation exists.

Industry Standards: refers to the generally accepted practices of an industry, in terms of the knowledge, skills, and aptitudes that are demonstrated by members of the industry. Generally accepted practices are represented by the performance of, or instruction in, specific occupational tasks relevant to that industry by employers, journeyperson(s), educators, and other subject matter experts. By using the term Industry Standards in this manner, the definition intends to ensure that training and/or curricula used by the pre-apprenticeship program align with the needs of the apprenticeship partner(s), while still allowing flexibility in pre-apprenticeship program design.

Internship: unpaid work experience where the length of placement is often pre-determined. Familiarizes potential candidates with the specific industry and/or the specific employer who is hosting the intern.

Journeyperson: refers to a worker who has mastered the skills and competencies required for the occupation. Use of the term may also refer to a mentor, technician, specialist, or other skilled workers who have documented sufficient skills and knowledge of occupation, either through a formal apprenticeship or through practical on-the-job experience, and formal training. Low-Skilled Populations: refers to those individuals who possess less than 1 year of work experience in relevant trade. Typically, these individuals' educational attainment is not greater than a high school diploma or recognized equivalent.

Non-Cohort: refers to programs designed for a person to start in any semester.

Office of Apprenticeship: refers to the national office designated by the USDOL Employment and Training Administration to administer the National Apprenticeship System or its successor organization. State-level organization is the Alabama Office of Apprenticeship. <http://www.alapprentice.org/>

OJT: refers to on-the-job training provided by an employer that is related to the apprentice's program of study.

Pre-Apprenticeship Program: refers to a program or set of strategies designed to prepare individuals to enter and succeed in an apprenticeship program and that has a documented partnership with at least one, if not more, apprenticeship program(s).

Progressive Wages: wage increases awarded to apprentices as their skills and knowledge increase.

Registered Apprentice: refers to a worker, at least sixteen years of age, who is engaged in learning an apprentice-able occupation through actual work experience under the supervision of a Journeyperson. This person must enter into a written Apprenticeship Agreement with a Registered Sponsor. The training must be supplemented with properly coordinated studies of Related Instruction. All hours worked by a Registered Apprentice, while in the employ of the Registered Sponsor and the trade of study, shall be considered apprenticeship hours to be counted toward wage progression increments and completion of his/her OJT hours as outlined in the Apprenticeship Agreement.

Registered Apprenticeship Program refers to a program with an executed Apprenticeship Standards between a Registered Sponsor and State Apprenticeship Agency or USDOL. This includes an apprenticeship plan containing all terms and conditions for the qualifications, recruitment, selection, employment, and training of Registered Apprentices, including such matters as the requirement for a written Apprenticeship Agreement.

Types of Registered Apprenticeship Programs:

- Time-based: traditional model involving the completion of at least 2,000 hours of on-the-job training
- Competency-based: involving successful demonstration of acquired skills and knowledge by an apprentice (no time, only skill mastery)
- Hybrid: a specified minimum number of OJT and RTI hours to demonstrate competency

Registered Sponsor: means any person, association, committee, or organization operating a Registered Apprenticeship Program and in whose name the Apprenticeship Program is (or is to be) registered or approved regardless of whether or not such entity is an employer. To be eligible to be a Registered Sponsor in a Delaware Registered Apprenticeship Program, an employer/business, association, committee, or organization must complete the State Apprenticeship Agency's Sponsor Application, have the training program and an adequate number of Journeypersons to meet the ratio requirements as stated for that particular apprentice-able occupation.

Related Technical Instruction: (RTI) refers to the formal instruction designed to provide the apprentice with knowledge of the theoretical and technical subjects related to his/her 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.

State Apprenticeship Agency: means an agency of a state government that has responsibility and accountability for an apprenticeship within the state. Only a State Apprenticeship Agency may seek recognition by the Office of Apprenticeship as an agency that has been properly constituted under an acceptable law or Executive Order and authorized by the Office of Apprenticeship to register and oversee apprenticeship programs and agreements for Federal purposes.

Support Services: may refer to any service that assists participants to qualify for and maintain participation in a pre-apprenticeship and/or apprenticeship program. Broadly, support services are those intended to assist individual participants with an assessed or expressed need in order to ensure participants' success in completing the program, gaining employment, acquiring necessary skills, or addressing any other identified barriers. Organizations may directly provide support services or facilitate the provision of support services through referrals. The intent of this term is to ensure support services are available and emphasize the importance of such services as being integrated into pre-Apprenticeship and apprenticeship programs.

Unregistered Apprenticeship: refers to an apprenticeship that is neither an officially registered apprenticeship (RA) nor an industry-recognized apprenticeship program (IRAP). All ALAMAP apprenticeships, whether registered or unregistered, MUST adhere to DOL's 5 quality hallmarks.

Underrepresented: the term under-represented is intentionally broad. Generally, the term “underrepresented” means a population that does not represent the majority, or a proportional share as indicated by appropriate data, of current participants in apprenticeship. For example, Veterans may be an under-represented population in apprenticeship. The intent of this term is to encourage programs to be inclusive of all populations that may benefit from the apprenticeship, including those that do not proportionally participate in apprenticeship regardless of the reason.

Work-Based Learning: sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. (Perkins V)

Work Readiness: refers to the skills, aptitudes, and attitudes employers expect job seekers to have in preparation for the demands of the workplace. Can be obtained through education or job training programs, employer-sponsored events, work-based learning, and other activities that increase transferable skills. Skills may include those that focus on these work behaviors, not necessarily the occupational or technical skills. These include skills such as problem-solving, working with others, communication, etc.

APPENDIX G: ALAMAP Project Performance Outcomes and Outputs Table

A. Apprenticeship Training and Employment Performance Outcomes										
	Outcome	Period	Underrepresented Populations					Yearly Sub-Totals	Project Target	
			Veterans	Military Spouses	Transitioning Service Members	Women	People of Color			Ex-Offenders
1	Total [participants] served	Year 1	10	5	5	50	50	5	500	Total: 5,000
		Year 2	20	10	10	100	100	10	1,000	
		Year 3	30	15	15	150	150	15	1,500	
		Year 4	40	20	20	200	200	20	2,000	
2	Total apprentices that are hired by an employer and enrolled in an apprenticeship education/training program	Year 1	5	3	3	25	25	3	250	Total: 2,500
		Year 2	10	5	5	50	50	5	500	
		Year 3	16	7	7	75	75	7	800	
		Year 4	20	10	10	85	85	7	950	
3	Total apprentices who complete an apprenticeship education/training program	Year 1	3	1	1	2	3	2	150	Total: 1,750
		Year 2	6	2	2	4	6	4	300	
		Year 3	10	5	5	6	10	5	550	
		Year 4	12	5	5	7	15	6	750	
4	Total apprentices who complete an apprenticeship education/training program and receive a degree or other credential	Year 1	3	2	2	15	15	2	125	Total: 1,500
		Year 2	7	4	4	30	30	3	350	
		Year 3	8	5	5	40	45	4	425	
		Year 4	12	6	6	50	60	6	600	

5	Total number of unemployed and underemployed apprentices prior to enrollment who complete an apprenticeship education/training program and maintain their employment status with a current or new employer	Year 1	2	1	1	10	12	1	125	Total: 1,300
		Year 2	4	2	2	20	22	2	225	
		Year 3	8	4	4	40	42	4	425	
		Year 4	10	5	5	50	52	5	525	
6	Total number of incumbent worker apprentices who complete an apprenticeship education/training program and advance into a new position	Year 1	0	0	0	2	2	0	20	Total: 200
		Year 2	1	0	0	4	5	0	45	
		Year 3	1	1	1	6	6	1	60	
		Year 4	2	1	1	7	8	1	75	
7	Average hourly wage of apprentices at completion of apprenticeship education/training program.	Year 1	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00	\$14.0 0	Total: \$14.0 0
		Year 2	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00	\$14.0 0	
		Year 3	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00	\$14.0 0	

	This is the participant's average hourly wage earned when they are placed into unsubsidized employment upon completion of the apprenticeship program.	Year 4	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00	
B.	Expanding Apprenticeship Program Outputs							Period	Year Sub-Totals	Project Target
1	Total number of newly created apprenticeship programs, including Registered Apprenticeship programs							Year 1	18	Total: 26
								Year 2	6	
								Year 3	2	
								Year 4	0	
2	Total number of employers engaged (i.e., those employers that adopt apprenticeship programs as a result of your grant project)							Year 1	10	Total: 75
								Year 2	15	
								Year 3	20	
								Year 4	30	
3	Total number of expanded apprenticeship programs, including Registered Apprenticeship (e.g., new industries, occupations, or service areas, or increasing the number of apprentices registered)							Year 1	1	Total: 33
								Year 2	4	
								Year 3	5	
								Year 4	23	



APPENDIX H: ALAMAP PROGRAM STANDARDS OF APPRENTICESHIP (NON-REGISTERED)

EXAMPLE ONLY (See Official form on ACCS Website)

Thank you for participating in the Alabama Advanced Manufacturing Apprenticeship Program. This form verifies that the training provided within this work-based learning program satisfies the 5 Hallmarks of a Quality Apprenticeship as defined by the U.S. Department of Labor for the Scaling Apprenticeship grant.

Company Name

Manufacturing Occupation

(e.g. Machinist, Tool & Die, Industrial Maintenance, Advance Manufacturing, Electrical, Welding, IT)

Program Name*

*For Program Name use naming convention: Program Name-College Name (Ex: AMP-Calhoun, Industrial Maintenance-Trenholm, EPIC-Bishop, etc.)

The 5 Hallmarks of a Quality Apprenticeship

Paid Work Component: The employer will pay apprentices at least the applicable federal, state, and local minimum wage, describe the wage progression requirements to apprentice(s), and describe the participant(s) opportunity to gain upward mobility in the industry.

Work-Based Learning and Mentorship: While learning on the job, the program will provide a mentor to support participant(s) and provide guidance on an industry or company culture, and the industry or workplace policies and procedures.

Safety, Supervision and Equal Opportunity: The program will ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentice(s) on the job and in related technical instruction. Ensure there are qualified training personnel and adequate supervision on the job.

The company and college will not discriminate against apprenticeship applicants based on race, color, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information or because they are an individual with a disability or a person 40 years or older.

Educational and Instructional Component: The program will provide high quality instruction and adequate training space and resources to help apprentice(s) achieve their proficiency goals or earn credentials or certifications. (This information will be provided by the community/technical college partner.)

Industry Recognized Credential: The program must provide apprentice(s) the opportunity to earn an industry-recognized credential. (The college certificate or degree earned through completion of the education and instructional component of the program is widely considered to be one of the most valuable industry-recognized credential.)

By signing this form, I agree to adhere to the 5 Quality Hallmarks listed above.

Employer Name (Print)

Employer Signature

Date

College Signature

Date

The Alabama Advanced Manufacturing Apprenticeship Program (ALAMAP) is a collaboration of the Alabama Community College System and USDOL established to address Alabama's advanced manufacturing workforce shortage. The ACCS works directly with all statewide networks of manufacturing industry sector partnerships and is focused on meeting local employment and skills needs. The ALAMAP project is funded by a grant awarded by USDOL/ETA. This product was created by the recipient and does not reflect the official position of the USDOL. The USDOL makes no guarantees, warranties, or assurances of any kind, express or implied with respect to such information, including 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 product is copyrighted by ACCS and the institution that created it.

ALAMAP HANDBOOK REVISIONS

ROW #	VERSION	REVISION DATE	REVISION DESCRIPTION
1	1.0	August 2020	Updated Apprenticeship and Pre-Apprenticeship Applications
2	2.0	August 2020	Updated Appendix E: ALAMAP Student Supportive Service and Scholarship/Testing Fees Request Form and Updated Apprenticeship/FAME Program Approval Form
3	2.1	November 2020	Updated ALAMAP Participants Application (Intake Form)
4	3.0	April 2021	Updated Industry Recognized Credentials in Pre-Apprenticeships, clarified Process for Awarding Student Aid, updated Apprenticeship and Pre-Apprenticeship Applications, added a Standard of Apprenticeship (Non-registered) Agreement Example

Seventy-four percent (74%) of the total costs of the ALAMAP Project are financed with federal funds awarded through a \$12,000,000 grant from the U.S. Department of Labor Employment and Training Administration (DOL-ETA) through the *Scaling Apprenticeship Under Sector-Based Strategies Program*. Twenty-six percent (26%) of the total costs of the ALAMAP Project are covered by matching funds provided by the Alabama Community College System.

The development of this handbook was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The product was created by the recipient 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 product is copyrighted by the institution that created it.



The ALAMAP Project Handbook by [The Alabama Community College System](#) is licensed under [CC BY-NC-SA 4.0](#). For more information on the document, please contact ACCS at 334-293-4500 and ask for the Research, Grants, and Development Division or the Workforce and Economic Development Division.