Request for Proposals

I. BASIC INFORMATION

Application Release Date:	Monday, August 16, 2021
Application Due Date & Time:	Friday, September 17, 2021
Anticipated Contract Term:	11 months (November 1, 2021 – September 30, 2022)
Anticipated Award	$100,000 - $150,000
Announcement Date:	Monday, September 27, 2021
Maximum Number of Contracts Awarded:	1
Maximum Funding Amount:	$150,000

Questions**:** Questions regarding this application must be transmitted in writing to fundRFP@cityhall.nyc.gov by 5:00pm EST on Friday, August 27, 2021. Answers will be posted on www.nyc.gov/fund on or about Friday, September 3, 2021.

II. APPLICATION SUBMISSION INSTRUCTIONS

General Guidelines:

Required Documents **(incomplete applications will not be considered)***:*

- ❒ Application Cover Sheet
- ❒ Responses to Application Questions (See Sections VI and VII)
- ❒ Budget: Project Budget and your organization's annual budget for the last 2 years
- ❒ Key Staff Resumes: Resumes and/or Description of Qualifications for Key Staff Positions
- ❒ Organizational Chart: Include the Program Organizational Chart, showing how the proposed services fit into your organization
- ❒ The organization's Form W-9. A blank one can be downloaded here. (Include as attachment)
- ❒ A completed Doing Business Data Form, which you can download here. For more information about completing the Doing Business Data form, review this Q&A (Include as attachment)
- ❒ Copy of organization's general commercial liability insurance

Technical Requirements

- Application documents must be combined into a single PDF.

- Formatting requirements:
    - 12pt font, 1-inch margins
    - Page numbers
    - Name of applying organization at the top of every document

III. PROGRAM BACKGROUND & RATIONALE

To accelerate the reduction of building carbon emissions, the City of New York passed Local Law 97 (LL97) as part of the Climate Mobilization Act in 2019. With its passage, LL97 created a $20 billion policy-enabled building retrofits market, affording the City an unprecedented opportunity to advance inclusive economic development and climate goals.[1]

To date, local public and private efforts to drive inclusive business development strategies in the retrofits/energy efficiency sector have been limited, inhibiting "green" job generation, local capacity to meet carbon intensity reduction mandates, and community wealth generating opportunities. Emerging retrofit technologies will enable NYC to meet its climate goals and increase economic opportunity, yet, local market penetration of these technologies is limited and the business capacity to increase their utilization remain underdeveloped.

The Heating, Ventilation, and Air Condition (HVAC) sector is essential to meeting our climate goals and holds immense potential to increase economic opportunity for New Yorkers. New York City will need at least 3-4 times more workers trained in this technology by 2030 to meet its greenhouse gas reduction goals. Among the various energy efficiency technologies and upgrades needed for realizing building retrofits at scale, the business barriers for entry and pivot to air source heat pumps within HVAC remain relatively low. Small contractors (1 to 10 employees) currently represent 90% of the businesses that install HVAC equipment throughout New York State.[2] These contractors need support with business development, technology, and talent to seize this market opportunity, realize the potential from cooperative development strategies, and improve job quality across the sector.

- **Business development**. Incumbent advantages compound existing challenges for newer entrants and minority- and woman-owned business enterprises (MWBEs) in both the private and public retrofit markets enabled by LL97. Given the scale and complexity of retrofit processes and energy efficiency upgrades, incumbent firms hold key advantages -- access to project-based umbrella insurance, manufacturer certifications, ability to meet bonding requirements, capital access, established banking relationships, and deep professional networks -- that smaller firms

[1] The local retrofit market is expected to generate 141,000 new jobs by 2030. https://www.urbangreencouncil.org/content/news/20b-building-energy-retrofit-market#:~:text=Local%20Law%2097%20of%202019,more%20aggressive%20caps%20in%202030.
[2] NYSERDA Residential Statewide Baseline Study Volume 3: HVAC Market Assessment, 2015.

and MWBEs in particular generally do not have, underscoring the need for inclusive interventions at scale.[3]

- **Talent**. Businesses will need to hire 141,000 additional workers to meet carbon reduction mandates yet Minority and woman-owned business enterprises (MWBEs) and smaller businesses face intense competition for well-trained talent in a tight labor market.[4] To address the national talent gap and meet anticipated retrofit demands, 115,000 new union and non-unionized HVAC mechanics will need to be trained. The need for more HVAC mechanics is compounded by projected workforce gaps in the HVAC industry in the coming years. Nationally, the Social Security Administration estimates that 22% of the HVAC workforce will retire by 2022; over 50% of HVAC instructors in the US/Canada indicate that they will retire by 2028. The median age of an HVAC mechanic is 55, positioning this segment in particular for conversion to employee ownership through succession planning and/or cooperative business development strategies.[5]
- **Technology**. The market share of new energy efficiency technologies like air source heat pumps (ASHP) is increasing but remains underutilized, creating a unique opportunity to help position MWBEs and small businesses with technology associated training. Air source heat pumps (AHSP) now account for 17% of all electric heating systems in existing buildings across New York State. Promisingly, the rate of growth of ASHP installation is higher in NYC compared to the state. [6]

Taken together, these challenges create an opportunity for economic inclusion. Local HVAC mechanics constitute business owner/workforce segments positioned for cooperative business development, upskilling given local training capacity, sustained talent demand, and higher wage premiums. HVAC mechanics in the local energy efficiency industry receive *9.5% higher wages* than other in-state HVAC mechanics and benefit from a *25% wage premium for entry level jobs*. NYC job growth for HVAC mechanics is projected to *increase to 18%* by 2026.[7] An increase in the number of qualified HVAC contractors will also drive down ASHP installation time and costs, increasing energy efficiency upgrades. The business resilience, productivity, and wealth generating opportunities cooperative business development strategies afford are powerful complements to HVAC mechanic workforce development which has the potential to meaningfully address the racial wealth gap *and* meet climate goals.[8]

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[3] Urban Design Forum, *Cooperative Works* Report. 2021

[4] NYSERDA HVAC Market Assessment, 2019; Urban Design Forum, *Cooperative Works* Report. 2021

[5] https://www.vittheating.com/job-outlook-hvac-technicians/#:~:text=It%20is%20estimated%20that%20the,to%20higher%20younger%20qualified%20workers.

[6] The majority (58%) of ASHP rebates in NYC were for 2+ unit residential buildings, while the majority of ASHP rebates statewide (60%) went to single family homes.

[7] The average salary of an HVAC mechanic is $69,680.

[8] Among lower-income workers, those at employee-owned companies fare better than those at other companies: 17% higher median household net worth, 22% higher median income from wages. Among workers of color, workers at employee-owned companies also fare better than those at other companies: 79% higher median household net worth, 30% higher median income from wages. National Center for Employee Ownership: https://www.nceo.org/assets/pdf/articles/Employee-Ownership-and-Unemployment-2015.pdf
https://www.ownershipeconomy.org

IV. PROGRAM DESCRIPTION

The Contractor shall be responsible for developing and delivering a pilot cohort-based training program for contractors, technicians, and/or business owners in the Heating, Ventilation, and Air Conditioning ("HVAC") sector. The training would: (a) provide entrepreneurship education with a focus on cooperative/collaborative business development; (b) educate individuals on the future direction of the energy efficiency/retrofit market with a focus on air source heat pumps but inclusive of other clean heating/cooling technologies (including, ground source heat pumps, geothermal and solar thermal systems), desired workforce skills, and business opportunities; and (c) upskill HVAC contractors generally on local Air Source Heat Pump ("ASHP") installations. The Contractor would be responsible for the curriculum design and development, recruitment, training delivery and implementation, and brief evaluation of the program. An ideal outcome of this program would be the creation of a business formation comprised of participants that work together to increase market share and create efficiencies where possible.

When appropriate, the Contractor shall liaise with the Small Business Services Agency (SBS) of New York City to connect eligible participants to the following City services/programs/formations when appropriate: (a) Procurement Technical Assistance Center for public procurement opportunities; (b) Minority and Women-Owned Business (MWBE) Certification and/or as qualified vendors for the NYC Retrofit Accelerator (administered by the Mayor's Office of Climate and Sustainability). Additionally, the Contractor will liaise with the Manufacturing and Industrial Innovation Council's Sustainability Taskforce to leverage insights and expertise of local industry experts to best achieve the program's climate, talent, and cooperative business development goals.

V. EXPECTED DELIVERABLES AND TIMELINE

The Contractor would be responsible for the following outlined deliverables. Subcontracting for one or more of these deliverables is permissible and encouraged to secure content expertise. The Contractor should identify any subcontractor(s) in the proposal.

I. <u>CURRICULUM DESIGN AND DEVELOPMENT</u>

The Contractor would be responsible for the design and development of high-quality curriculum content contextualized and tailored for small contractors and technicians in the HVAC sector that will be trained in a cohort-based academy setting. The Contractor is encouraged to utilize available existing resources in addition to developing new content to ensure a comprehensive and well-structured curriculum is developed and proposed.

1. **Curriculum Topics:** The Contractor is expected to propose the number of training modules/workshops, length, delivery format (e.g. in-person, virtual, or hybrid), learning method (synchronous, asynchronous, or hybrid), learning topics, measures to assess learning acquisition, and training completion requirements for each of the following training topics:
    a. The Contractor would develop training module(s) that provide HVAC technicians and small contractors with associated training for new energy efficiency technologies, with a particular focus on providing the skills needed for the installation of Air Source Heat Pumps ("ASHP"). If applicable, the Contractor should propose training for any other emerging technologies in addition to ASHP that are expected to have strong demand. The curriculum should be designed and structured so that training participants are able to become certified as a New York State Clean Heat ASHP Participating Contractor[9] upon completion.[10] Training topics for ASHP can include but are not limited to: (a) basic principles of heat pump operation and energy-use; (b) using load calculations; (c) system sizing and specifications; (d) system design options and considerations; (e) thermostats and controls; and (f) practical project to design an ASHP system for an entire house with multiple zones and varied loads.
    b. The Contractor would develop training module(s) that provide a foundational understanding of entrepreneurship and successful cooperative business ownership for participants (inclusive of existing business owners). Topics can include but are not limited to cooperative business development strategies, entrepreneurial discovery strategies for business ventures, the entrepreneurship process, business development/growth planning, business marketing, customer development and service, business decision-making, cost/profit relationships, risk management and mitigation, recordkeeping, cash flow, and financial management.
    c. The Contractor would develop training module(s) that provide an understanding of how cooperative businesses work, the benefits of collaborative business development strategies, review the process of developing and/or converting a business to a cooperative model, and assess the potential for conversion. Topics can include but are not limited to (a) the benefits of cooperative ownership; (b) definition and practical applications of a secondary cooperative; (c) case studies of secondary cooperatives; (d) strategic joint ventures and partnerships; (e) collaborative business development approaches to increase cost efficiencies and increase market share

2. **Curriculum Design Requirements:** The Contractor would be expected to meet the following requirements in designing the curriculum for each training module:
    a. All technical language and ideas shall be clearly defined and explained, such that any adult could understand regardless of formal education background.

[9] NYScleanheat - SaveEnergy.NY.gov
[10] Air-Source Heat Pump Market Transformation Strategies (ny.gov), See Slide #7 or NYSERDA Clean heat Program Manual (pg 32)

b. Materials should be designed in a manner that is visually appealing and maximizes potential usefulness. The design should be uncluttered and easily navigable for the user. Contractor must adhere to branding guidelines determined by SBS.
c. Content should be designed and customized to learning styles best suited for adult learners. This would encompass, but is not limited to, practical, applicable knowledge and interactive activities and experiential learning that may be accomplished through group discussion and/or exercises, role playing, in-class simulations, relevant projects, case studies, class presentations, etc.
d. Content should be comprehensive, correct, and logically sequenced with clear structure and delineation of student and instructor content.
e. Content should be delivered in plain language, avoiding unnecessary jargon and complexity (where industry terminology or jargon is necessary, it should be defined and supported with examples).
f. Content should be supported with visual tools, exercises, case studies, discussion questions, and activities.
g. Educational outcomes should be clear, measurable, and tied to discrete learning objectives.
h. Curriculum should have a clear evaluation rubric and assessments, if applicable, for the instructor to track progress of each participant in the training.
i. Curriculum should include a process for how instructors should identify and handle challenges in learning acquisition.
j. No part of the curriculum shall be proprietary. The finished product's intellectual property shall be owned by SBS, but the goal is that this curriculum is publicly available for all interested parties, and for any entity to deliver.

3. **Curriculum Materials:** The Contractor would be expected to provide the deliverables below for each training module. These materials shall be provided in English and translated into Spanish and simplified Chinese.
    a. **Course Information:** Contractor would be expected to provide basic course information in written form. Course information shall include a clear learning objective, title, course description, and duration. The course learning objective(s) should be practical, clear, and measurable. The course should be designed such that the objective(s) can be meaningfully achieved within the duration of the workshop.
    b. **Presentation Materials:** Contractor would be expected to provide presentation materials. Presentation materials should be visual tools to highlight key points and to help participants digest, synthesize, and engage with the course content. They should include any exercises, case studies, discussion questions, and activities embedded in the facilitation of the course. The presentation materials should be designed to be viewed by the participant, strengthening the learner's understanding, and supporting their ability to focus. For the instructor, the presentation materials should serve as a roadmap, highlighting key points and minimizing excess information. The presentation

materials may be a PowerPoint deck, Prezi, or any other format that is professional, replicable, transferrable, and integrates seamlessly with existing technologies.

c. **Participant Guide:** Contractor would be expected to provide a participant guide. The participant guide shall be designed as a stand-alone product covering the course content, but also serve as an in-course handbook and supplement for technical assistance. As a stand-alone product, training participants should be able to guide themselves through the information, concepts, and exercises without outside assistance. It should explain the content presented in the course in detail and provide opportunities for participants to apply their learning to realistic scenarios. The materials should follow the trajectory of the presentation materials, elaborating on the presented content and providing hands-on opportunities for participants to practice and problem-solve. The content should focus on practical material and provide techniques that outline step-by-step procedures to follow. Curriculum can include but is not limited to worksheets, interactive exercises, and templates. Course materials should conclude with guidance on next steps for the participant, such as practice exercises, links to learning opportunities, and additional online and in-person resources. The toolkit and/or handouts should be visually compelling and designed for ease-of-use. Contractor should develop a digital version of the course manual as a bundle of files that can be easily emailed. Digital templates and activities should be distinct files which can be edited from a home computer (e.g. Microsoft Word document or fillable PDF).

d. **Instructor's Guide:** Contractor would be expected to provide an instructor guide. The instructor's guide should provide written instruction on how a person would best facilitate the course. It should be a timed script with clear instructions on how each course module is run, including any exercises, discussions, or activities. The instructor's guide should include useful resources elaborating on the content of the course and guidance on instruction methodologies. The instructor's guide should be written such that any person could theoretically read the guide and correctly deliver the course without additional information.

e. **Train-the-trainer:** Contractor would be expected to produce train-the-trainer content. The train-the-instructor session is expected to be video and audio recorded. The train-the-instructor module should clearly guide course instructors through how to successfully facilitate the course. Through the train-the-instructor module, instructors should develop not only an expertise in the course content, but also in effective facilitation and teaching methodologies.

4. **Curriculum Timeline:** The awarded Contractor will be responsible for completing the deliverables described in this section based on the following timeline:
    a. First draft of curriculum ready for review by November 15, 2021
    b. Contractor receives feedback on curriculum by November 29, 2021
    c. Feedback integrated and curriculum finalized by December 19, 2021

II. <u>TRAINING IMPLEMENTATION</u>

The Contractor would conduct outreach and recruitment for and implementation of two (2) pilot cohorts of a training for small contractors and technicians in the HVAC sector utilizing curriculum outlined in Section V.I above.

1. **Training Outreach and Recruitment:** The Contractor would conduct outreach and recruitment for the program. Specifically, the Contractor would:
    a. Develop SBS and DMSPI-approved public-facing content, including a webpage that hosts information and important materials for the program, collateral to market and advertise the program, and an FAQ to answer common questions about the program.
    b. Engage people, community organizations, and businesses to disseminate information about the training program to the public in partnership with SBS where appropriate.
    c. Conduct outreach through multiple new and existing channels, including via email marketing, social media, and/or any other effective approaches proposed by the Contractor. The Contractor may leverage existing organizational relationships to advertise the program, but it is expected that the outreach will foster new partnerships.
    d. Propose and execute a recruitment strategy to effectively screen and select HVAC contractors (independent contractors and or business owners/workers from HVAC firms with up to 10 employees) to participate in the training program. The recruitment process should be well-balanced in so far as it should prevent discouragement towards applying for or participating in the program but should ensure candidates that are most likely to succeed in the program are selected. The Contractor would identify key recruitment partners and platforms and propose any screening activities, which could include information sessions, applications, assessments, and interviews to measure interest, aptitude, financial stability, and commitment of candidates.

2. **Training Delivery:** The Contractor would be responsible for the coordination, logistics, and delivery of the training program. Specifically, the Contractor would:
    a. Launch two (2) pilot cohorts of the training with at least 15 enrollments in each for a total of at least 30 enrollments across both cohorts.
    b. Ensure at least 80% of enrolled participants in each cohort successfully complete the training program based on the completion metrics defined in the curriculum. The Contractor would ensure that any issues that may impact training completion are discovered and addressed in a timely manner. Any training participant who is not on track towards meeting completion goals would be further assisted by the Contractor by engaging in problem-solving and referral to appropriate resources and supports that can help the training participant overcome any resolvable challenges impacting performance and participation in the training program.
    c. Identify and secure a physical location equipped with the appropriate technology to facilitate the delivery of the curriculum, if needed. The location should provide a safe environment, with appropriate lighting and temperature and should be easily accessible by public transport.

d. Identify and secure an online learning management system and video conferencing platform that meets the needs of delivering any proposed virtual training.
e. Propose and detail a reasonable monetary cost that training participants would have to pay for the training program that would ensure buy-in and commitment for the program model but also prevent deterrence towards participation in the program. Examples of monetary costs could include paying a flat fee or a percentage of the costs for the delivery of the training or offering an ASHP installation to an affordable housing homeowner at a discounted or low-cost rate.
f. Provide training participants experiencing any difficulty in grasping curriculum content and course concepts with additional supports, including instructor office hours, tutoring provision, and relevant supplemental resources.
g. Accommodate site visits, virtual or in-person, to the training program by SBS and/or DMSPI.
h. Participate in regular weekly check-in calls with SBS and/or DMSPI to provide progress updates on the program.
i. Ensure SBS and DMSPI are immediately informed of any program incidents that impact the delivery of training and success of the program. Such incidents can include behavioral challenges with training participants, safety issues, and instructor concerns.
j. Arrange a graduation ceremony for training participants that successfully complete the program. The Contractor would also be expected to provide a SBS and DMSPI-approved certificate of completion to each completing training participant.
k. Conduct SBS and DMSPI-approved evaluation surveys before, during, and/or after the training program to collect feedback from training participants about the program.

3. **Training Implementation Timeline:** The awarded Contractor would be responsible for (1) providing a timeline for the completion of training outreach and delivery shortly after contract execution, and (2) complete the following deliverables based on the timeline below:
    a. First pilot cohort launches by or before December 6, 2021.
    b. Second pilot cohort launches by or before February 28, 2022.

III. PROGRAM EVALUATION

The Contractor would conduct a brief program evaluation to distill learnings and best practices from program data to inform the future strategy and scaling for this initiative.

1. **Data Management and Reporting:** The Contractor would be expected to collect, manage, report, and discuss data before, during, and after the training program to perform data-driven outcomes review and analysis. Specifically, the Contractor would:
    a. Track and report data during the training delivery phase, including providing final outcomes for enrollments and completions in each cohort, reporting weekly attendance information for each training participant, tabulating the results and feedback from training participants from course evaluation surveys, and providing data on learning

acquisition outcomes, if any, as measured through quizzes, assessments, or other means.

b. Track and report data for any relevant post-training outcomes that are a direct result of the training, including but not limited to creation of new business ventures, formation of cooperative/employee-owned businesses, number of homeowners engaged, number of installations completed for ASHP or other clean energy technologies by training graduates, and any improvements in business outcomes, including productivity or efficiency increases, revenue increases, increase or retention of customers, and decrease in turnover rate as determined based on post-training business satisfaction surveys.

2. **Program Review:** Based on an analysis of the outcomes data, participant evaluations, an overall assessment of the creation and delivery of the training program, the Contractor will conduct a program evaluation with the following elements:
   - **a.** Summary of successes, challenges, lessons learned, and best practices from the creation and delivery of the curriculum that may be useful for future implementation. This summary can include,
     - Whether the program fulfills a clear business need at a reasonable cost to the business.
     - Whether the program provides a clear benefit to participants during a reasonable length of time.
     - Whether the program provides access to those who would not otherwise have access to this type of program.
     - Whether the program goals promote the overall economic and social health of NYC.
   - **b.** Summary of participant course evaluations. The participant course evaluations should assess how effectively the course achieved its particular objectives, as well as the overall participant experience. It should measure relative knowledge gains for participants (i.e. how much more does the participant know after leaving the class as compared to when they walked in). While the evaluation should not be onerous, questions should address, at minimum, the quality of instruction, course content, course design, and outcomes for the participant. The evaluation should be designed to align with and integrate into existing SBS course evaluations.
   - **c.** Recommendations for addressing any challenges and improving the program in all aspects in future years, including curriculum delivery, industry engagement, recruitment, training implementation, and business development.
   - **d.** Participate in a debrief meeting with SBS and DMSPI to present all final data, findings, and recommendations.

4. **Program Evaluation Timeline:** The awarded Contractor would be responsible for completing the deliverables described in this section based on the following timeline:

a. Data management and reporting for various aspects of the program (e.g. training attendance, enrollment numbers, survey results etc.) should be provided real-time or at a cadence reasonably requested by SBS and DMSPI.
b. Final program review must be completed by August 15, 2022 at the latest.

IV. BUSINESS DEVELOPMENT

The Contractor would be expected to facilitate the creation of a cohort-based network that enables and strengthens partnerships amongst participating contractors to bolster collaborative business development efforts.

1. **Cooperative Network:** Alongside the delivery of the curriculum, the Contractor would be expected to develop a network of participating contractors to enable an environment where interested parties can collaborate and partner to generate cost efficiencies and/or increase market share HVAC/ASHP space. Specifically, the Contractor would:
    - Propose a space, virtual or physical, to host the cooperative network.
    - Propose cadence, topics, goals, and structure for meetings for the cooperative network to ensure participants gain maximum value for time invested. These proposals can be incorporated into the training delivery plan.
2. **Business Development Timeline:** The awarded Contractor would be responsible for completing the deliverables described in this section based on the following timeline:
    - A cooperative intermediary would be expected to be formed by June 27, 2022.

VI. APPLICATION EVALUATION

Proposals will be evaluated against the criteria set out below. The process does not assign points to individual questions, but instead awards a maximum score for each evaluation criterion.

Criteria 1	Organization's approach and capability to develop compelling curriculum content for adult learners, and ability to provide materials translated into Spanish and simplified Chinese.	30 points
Criteria 2	Organization's capability to deliver and implement business and/or worker trainings	30 points
Criteria 3	Organizational capability to manage all program data and conduct a data-driven program evaluation	15 points
Criteria 4	Organization's experience in business development programming	15 points

Criteria 5	Organization's experience working in clean energy/clean tech/green workforce and business development	5 points
Criteria 6	Organization's knowledge of or experience working with cooperatively owned businesses or advancing collaborative business growth strategies	5 points
TOTAL		**100 points**

VII. APPLICATION MATERIALS & QUESTIONS

1. Experience: Describe and provide evidence of the successful relevant experience of your firm and each proposed subcontractor, if any. At a minimum, your response must demonstrate experience:
    a. Leading collaborative worker trainings and/or business development programming
    b. Generating curriculum in diverse sectors/topic areas
2. Organizational Capability: Describe and provide evidence of the organizational capability of your firm and each proposed subcontractor, if any. At a minimum, your response must demonstrate:
    a. Capability to deliver and implement the training program
    b. Capability to manage all program data and conduct a data-driven program evaluation
    c. Capability of conducting business development
3. Proposed Approach: Describe in detail how your firm and each proposed subcontractor, if any, will fulfill the goals of this contact. At a minimum, your response must describe your:
    a. Approach to developing compelling curriculum content for adult learners

VIII. SELECTION PROCESS

A selection committee including the Office of the Deputy Mayor for Strategic Policy Initiatives, the New York City Department of Small Business Services, and the Mayor's Fund staff will review the applications and assign a score to each evaluation criteria in the proposal narrative based on demonstration of potential impact. The total of these scores will inform the vendor selection.

Award of the contract will be made to the vendor whose application is the most advantageous to the success of the RFP goals.

- Selection Timeframe
    - RFP Release: Monday, August 16, 2021
    - RFP Questions Due: Friday, August 27, 2021

- Application Due Date & Time: Friday, September 17, 2021
- Notice of Selection: Monday, September 27, 2021
- Initial meeting with Awardees: November 1, 2021
- End of grant period: September 30, 2022