

# DOE Vehicle Technologies Office (VTO) Funding Opportunity Announcement (FOA) Information Session

## Part 3 – Tips for a Strong FOA Application



February 2024

A blurred, high-angle photograph of a multi-lane highway at night. The image shows the flow of traffic with light trails from cars and trucks. A white arrow graphic points downwards in the center of the road. The overall color palette is dark with highlights from the vehicle lights.

*On behalf of the U.S. Department of Energy Vehicle Technologies Office (VTO) – Technology Integration Program*



- **Session 1:** Basics of a Vehicle Technologies Office (VTO) Funding Opportunity Announcement (FOA) – 17 min.
- **Session 2:** Preparing a FOA Budget Justification and Other Application Components – 19 min.
- **Session 3:** Tips for a Strong FOA Application – 77 min.

<https://www.energy.gov/eere/vehicles/funding-opportunities>



# Agenda



## VTO FOA Information Session: Part 3

1. **Introduction** – Margaret Smith, VTO
2. **Foundational Tips for a Strong FOA Application** (04.40) – Neil Kirschner, NETL
3. **Project Approach** (15.12) – Trev Hall, NETL
4. **Project Plan** (26.00) – Nicole Kirby, NETL
5. **Budget Justification Tips** (43.52) – Dan Nardozzi, NETL
6. **Project Team** (54.10) – Jordan Foster, NETL
7. **Diversity, Equity, Inclusion, and Accessibility** (58.32) – Erin Russell-Story, NETL



This presentation is primarily developed from insights reviewing past applications for the VTO's Technology Integration Program. These insights may be relevant to other DOE funding opportunities as well.

Note that DOE opportunities funded through the Bipartisan Infrastructure Law may have different requirements than those described in this presentation. Please refer to the Funding Opportunity Announcement document itself for specific requirements.



# **1. Foundational Tips for a Strong FOA**

Neil Kirschner, NETL



# Start with a Strong Concept

- Read, and re-read the area of interest (AOI)
- Develop a clear approach that's responsive to the AOI
- Get stakeholder input on the concept
- Review the Technical Review Criteria for Concept Papers
- Learn about past and current projects at:
  - View past program Annual Progress Reports  
[energy.gov/eere/vehicles/annual-progress-reports](https://energy.gov/eere/vehicles/annual-progress-reports)
  - View past Annual Merit Review presentations  
[energy.gov/eere/vehicles/annual-merit-review-presentations](https://energy.gov/eere/vehicles/annual-merit-review-presentations)
  - View Technology Integration Program Projects:  
[cleancities.energy.gov/projects/](https://cleancities.energy.gov/projects/)



- Re-read the area of interest (AOI) again
- Pay close attention to “technical review criteria” for “full applications”
  - Project Approach
  - Project Plan
  - Project Team
  - Diversity, Equity, Inclusion, and Accessibility
- “Questions about this FOA?”
- Review Program Policy Factors
- Subscribe to Grants.gov for notifications of FOA amendments  
<https://www.grants.gov/connect/manage-subscriptions/>



# Strong Application -> Successful Project

Application with  
Major Strengths



High Chance of  
Successful Project

Application with  
Major Weaknesses

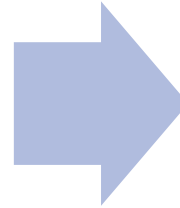


High Chance of  
Project Issues



# Make it Easy on the Reviewers

Reviewers read applications looking for strengths and weaknesses corresponding to the technical review criteria.



Make it easy for the reviewer to note your application strengths for each criterion!



## **EXAMPLE: School Addition FOA Area of Interest (AOI)**

**Topic:** Community Engagement in Elementary School Addition Design

**Background:** Assessment of local education districts within Oklahoma counties found inefficiencies in financial management and energy performance due to dated elementary school facilities.

**Objective:** Develop and execute a plan for community engagement to determine and define the needs for an addition to the elementary school facility to accommodate the increase in attendees and upgrade facility to meet or exceed current energy performance standards. Priority will be given to school facilities that are 25 years or more old.



## **EXAMPLE: School Addition FOA Area of Interest** (continued)

### **Application Requirements:**

- Identify the school that will be expanded
- Identify the stakeholders that will be engaged in the planning process

### **Applications Discouraged:**

- School facilities that are 10 years or less old

### **Applications Not of Interest:**

- Projects relevant to high school facilities
- Private elementary schools



## **2. Project Approach**

Trev Hall, NETL



# Start with a Clear Summary

Within the first 1–2 pages, make it easy for the reviewer to understand:

- How is the project relevant to the AOI objectives?
- What is the project's end goal? (What will the project accomplish?)
- What is the overall project approach?
- What will be the project outcomes? (short term results)
- What will be the project outputs? (deliverables)
- What will be the long-term project impact?



For the project approach and impact, assure the reviewer that:

- The proposed project is a good use of federal funding
- The proposed project team understands the market sector and will measurably advance the state of the market sector
- The community affected by the project is involved in the design and implementation



## Joint Office of Energy and Transportation

Webinar: Community Engagement in Transportation

<https://driveelectric.gov/webinars/community-engagement>

Community Engagement Tips for EV Infrastructure Deployment

<https://driveelectric.gov/files/just-community-engagement.pdf>

## U.S. Department of Transportation

Promising Practices for Meaningful Public Involvement in Transportation Decision-Making

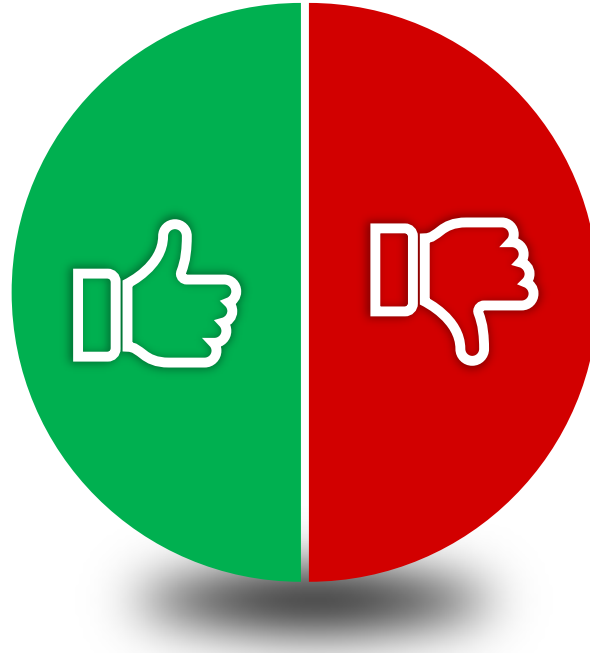
<https://www.transportation.gov/priorities/equity/promising-practices-meaningful-public-involvement-transportation-decision-making>



# Share Valuable Insights and Best Practices

## Strength

- ✓ Create and maintain a project webpage
- ✓ Host recorded webinars
- ✓ Develop publications that are targeted toward enabling other entities to replicate the project approach
- ✓ Present at relevant conferences



## Weakness

- ✗ Only submit a final report to DOE
- ✗ Provide a general statement about “disseminating a best practices report” without a strategy for a target audience, method for distribution, and description of report content
- ✗ Only make information about your project publicly available after the project concludes.



# Metrics Tables Help Tell Your Story to Reviewers





# EXAMPLE: School Addition Project Metrics Table

Activity	Phase One	Phase Two	Total
Meetings with School Board Members	3	2	5
Meetings with Faculty Members	4	1	5
Meetings with Students	6	2	8
Meetings with PTA and other parent groups	3	1	4
Meetings with Tribal representatives	3	1	4
Meetings with disadvantaged community leaders	3	1	4
<b>Total meetings</b>	<b>22</b>	<b>8</b>	<b>30</b>
Building design choices created		4	4
Final design – chosen by school board, faculty, students, etc.		1	1



# Program Priority Metrics

The Justice40 Initiative is a federal goal that 40% of overall benefits of certain federal investments flow to disadvantaged communities, also referred to as Justice40 communities [energy.gov/justice/justice40-initiative](https://energy.gov/justice/justice40-initiative)

Identify disadvantaged communities using the Climate and Economic Justice Screening Tool (CEJST) <https://screeningtool.geoplatform.gov/en/#3/33.47/-97.5>

Justice40 Policy Priority	Example Project Metric
Decrease environmental exposure and burdens for disadvantaged communities	Reduction in particulate matter 2.5 in disadvantaged communities from deploying clean transportation solutions
Increase parity in clean energy technology access and adoption in disadvantaged communities	Number of installed vehicle charging stations that are affordable, convenient, and reliable for disadvantaged community residents
Increase clean energy jobs, job pipeline, and job training for individuals from disadvantaged communities	Number of workforce development events primarily serving disadvantaged communities
Increase energy democracy in disadvantaged communities	Number of stakeholder engagement events designed to benefit members of disadvantaged communities



**EXAMPLE: Project Metrics** (past project)

Metric	Year 1	Year 2	Year 3	Project Total
# of organizations with a funded role in the project that represent an underserved community	4	4	4	4
Anticipated # of community-driven EV charging plans	1	1	1	3
Project dollars budgeted [\$] for organizations that represent an underserved community	\$250,000	\$250,000	\$250,000	\$750,000
Anticipated number of community pop up events	0	3	2	5
Anticipated # of Level 2 EV charger installations in locations that benefit underserved communities (unit: # of charge ports)	0	4	4	8
Anticipated # of DC fast charge EV charger installations in locations that benefit underserved communities (unit: # of charge ports)	0	0	6	6



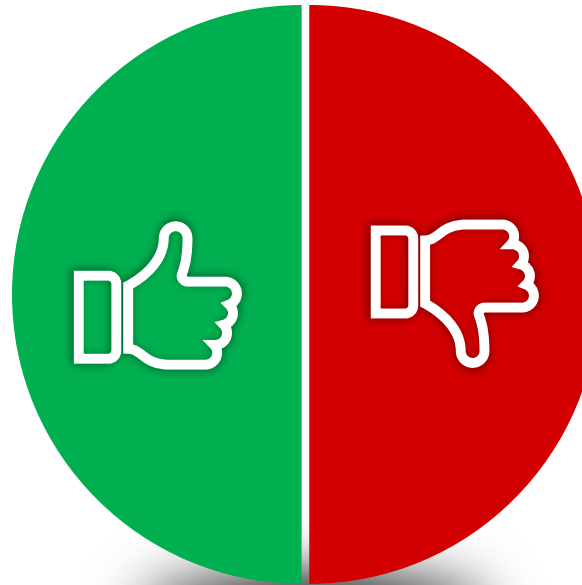
# **3. Project Plan**

Nicole Kirby, NETL



## Strength

- ✓ Specific details of actions taken in each step are included
- ✓ Tasks have logical sequence and outcomes that build to final project
- ✓ Team members participating in task are listed
- ✓ Tasks demonstrate a clear understanding of how to break down the project into logical steps



## Weakness

- ✗ Very small number of vague tasks
- ✗ Tasks are just short titles with no details on work
- ✗ No team member responsibilities listed
- ✗ Task list is the only location in proposal describing specific project outcomes
- ✗ Initial tasks focused on scoping project and recruiting unidentified partners



# EXAMPLE: School Addition Project Task Structure

Phase 1 – Community Engagement, Project Planning, and Initial Design	
<b>Task 1.1 – Milestone</b>	Form advisory committee
<b>Subtask 1.1.1</b>	Define key parties for design acceptance
<b>Subtask 1.1.2</b>	Define facility design acceptance criteria
<b>Task 1.2</b>	Develop and define team roles
<b>Task 1.3 – Milestone</b>	Develop baseline assessment needs for school addition
<b>Subtask 1.3.1</b>	Define the groups and entities to provide input into building needs
<b>Task 1.4</b>	Plan community meetings and design charettes
<b>Subtask 1.4.1</b>	Identify locations, dates, times for community meetings
<b>Subtask 1.4.2</b>	Plan external communications strategy
<b>Task 1.5 – Milestone</b>	Execute community meetings and design charettes
<b>Task 1.6 – Go/No Go</b>	Building needs and design parameters approval



# EXAMPLE: School Addition Project Task Structure (continued)

Phase 2 – Design Completion and Approval	
Task 2.1 – Milestone	Four design plans complete
Task 2.2 – Milestone	Design review and selection
Task 2.3	Outreach and communications
Task 2.4 – Milestone	Final design approval



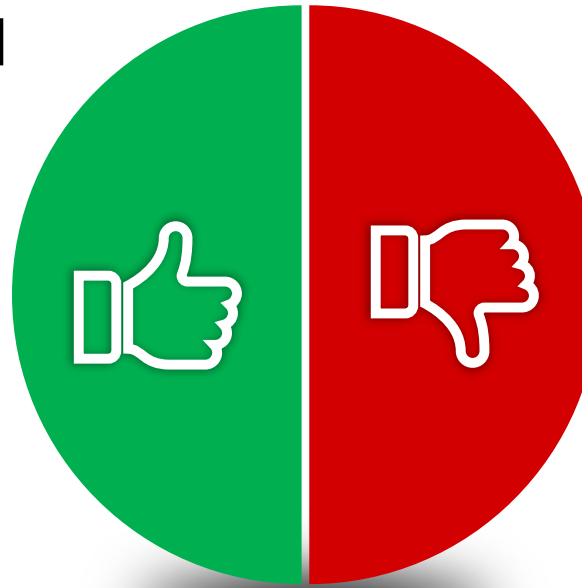
# EXAMPLE: School Addition Task Descriptions

Task/Subtask	Description	Responsible Party
<b>Task 1.3 – Develop baseline assessment needs for school addition</b>	Define the groups and entities to provide input into building needs. Seek input on building needs from representatives of both school districts and groups from the affected geographic area.	Prime
<b>Task 1.4 – Plan community meetings and design charettes</b>	Identify locations, dates, times, facilitator(s), note takers, and other logistics for community meetings. Plan external communications strategy (public notices, outreach, etc.)	Prime
<b>Task 1.5 – Execute community meetings and design charettes (milestone)</b>	The meetings and charettes will engage a collaborative planning process by allowing key stakeholders to provide input and feedback on the addition design and implementation.	Prime
<b>Task 1.6 – Building needs and design parameters approval (Go/No Go)</b>	Conduct needs and design review meetings with school board and community groups. Reviews are to include budget estimates, completion timeframe estimate and Diversity, Equity, Inclusion, and Accessibility (DEIA) Plan. Secure building needs and design approval with at least 80% of the school board and impacted community groups.	Prime



## Strength

- ✓ Specific, Measurable, Achievable, Relevant, and Timely (SMART) milestone structure – quantifiable, verifiable, relevant
- ✓ Milestones demonstrate a technical achievement rather than simply completing a task
- ✓ Go/no-go points are actual stop/go decisions



## Weakness

- ✗ Vague and non-SMART milestones
- ✗ Milestones that don't contribute to project outcomes
- ✗ Go/no-go points that aren't project decisions
- ✗ Too many (or too few) milestones and go/no-go points



# EXAMPLE: School Addition Project Milestones

Specific, Measurable, Achievable, Relevant

Milestone name matches task structure table

Timely

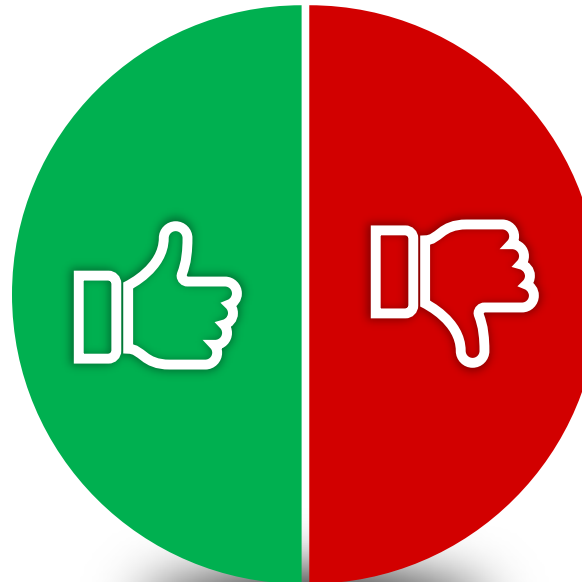
Milestone Task and Name	Type	Anticipated Completion (Month)	Description of Completed Milestone
1.1 Form advisory committee	Technical	M3	Advisory Committee formed and first meeting held
1.3 Develop baseline assessment needs for school addition	Technical	M6	Baseline needs for facility defined
1.5 Execute community meetings and design charettes	Technical	M10	Community group meetings 100% complete
1.6 Building needs and design parameters approval	Go/No Go	M12	Design parameters approved by school board and community

Go/No Go = Critical to project success; determines whether the project should enter the next step/phase or not



## Strength

- ✓ Thoughtful and logical task durations
- ✓ Realistic lead times for activities beyond project team's control (e.g., permitting processes, equipment supply)
- ✓ Schedule chart matches workplan task list



## Weakness

- ✗ Schedule isn't readable due to formatting or text size
- ✗ Spending first year gaining expertise to perform the work
- ✗ All tasks happening within a year taking a full year for start and finish
- ✗ Overly ambitious and unrealistic



# EXAMPLE: School Addition Project Schedule

Phase/Task		START	END
Phase 1 – Community Engagement, Project Planning, and Initial Design			
Task 1.1 – Milestone	Form advisory committee	Month 1	Month 4
Subtask 1.1.1	Define key parties for design acceptance	Month 1	Month 2
Subtask 1.1.2	Define facility design acceptance criteria	Month 2	Month 4
Task 1.2	Develop and define team roles	Month 4	Month 5
Task 1.3 – Milestone	Baseline assessment	Month 5	Month 6
Subtask 1.3.1	Define the groups and entities to provide input into building needs	Month 5	Month 6
Task 1.4	Plan community meetings and design charettes	Month 1	Month 2
Subtask 1.4.1	Identify locations, dates, times for community meetings.	Month 1	2 Weeks
Subtask 1.4.2	Plan external communications strategy	Month 1	Month 2
Task 1.5 – Milestone	Execute community meetings and design charettes.	Month 2	Month 10
Task 1.6 – Go/No Go	Approved design by School Board and Community	Month 10	Month 13

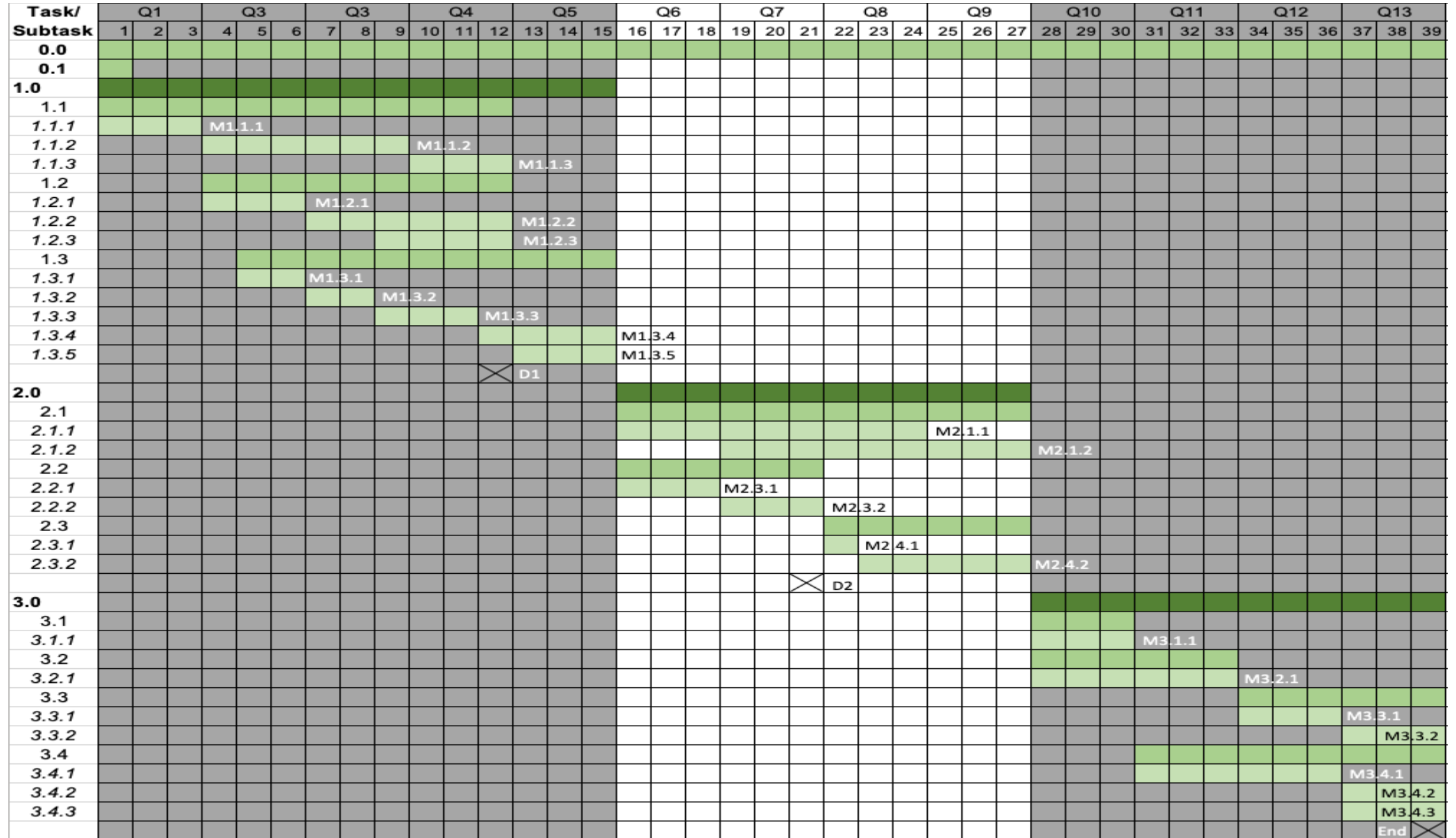


# EXAMPLE: School Addition Project Schedule (continued)

Phase/Task		START	END
Phase 2 – Design Completion and Approval			
Task 2.1 – Milestone	Four design plans complete	Month 13	Month 17
Task 2.2 – Milestone	Design review and selection	Month 17	Month 18
Task 2.3	Outreach and communications	Month 18	Month 22
Task 2.4 – Milestone	Final design approval	Month 22	Month 24



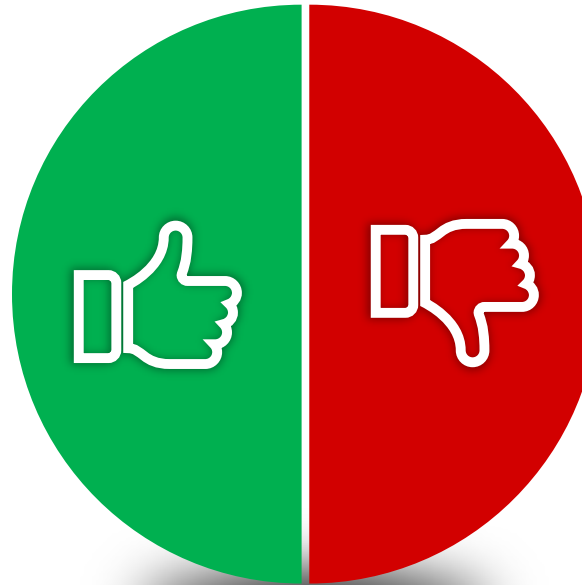
## EXAMPLE: Gantt Chart Schedule (past project)





## Strength

- ✓ Strong management approaches clearly define roles, accountability, etc.
- ✓ Clear description of established management principles & best practices to be used (e.g., Project Management Institute)
- ✓ Inclusion of quality assurance and control processes
- ✓ Identification of project risks, mitigation strategies, and risk management responsibilities



## Weakness

- ✗ Lack of clear roles for each organization partnering on the project
- ✗ Lack of accountability structures within the project team
- ✗ Lack of clearly defining what a high-quality finished project will look like
- ✗ Vague description of management processes at high level



# EXAMPLE: RACI Chart (past project)

Participant Involvement – Responsible, Accountable, Consulted, or Informed (RACI)						
Milestone/Deliverable		<Prime>	<Sub 1>	<Sub 2>	<Sub 3>	<Sub4>
0	<b>Project Management and Planning</b>					
0.1	Project management and administration	R	I	I	I	I
0.2	Special DOE deliverables	R	C	C	C	C
0.3	Team alignment meetings	R	A	A	A	A
0.4	Progress reports	R	A	A	A	A
A	<b>Community Connector Cohort Recruitment and Training</b>					
A1	Community Connector Training Plan	R	C	C	C	C
A2	Community Connector Recruitment/Hiring (30)	C	R	R	R	R
A3	Community Cohort Training Sessions (3)	R	C	C	C	C
A4	Community Cohort Convenings (3)	R	C	C	C	C
B	<b>Community Transportation Needs Assessments (CTNA)</b>					
B1	Existing conditions inventory memos	C	R	R	R	R
B2	Design and deploy community survey	R	A	A	A	A
B3	CTNA public outreach events (10)	C	R	R	R	R
B4	CTNA reports (10)	C	R	R	R	R



# EXAMPLE: RACI Chart (past project, continued)

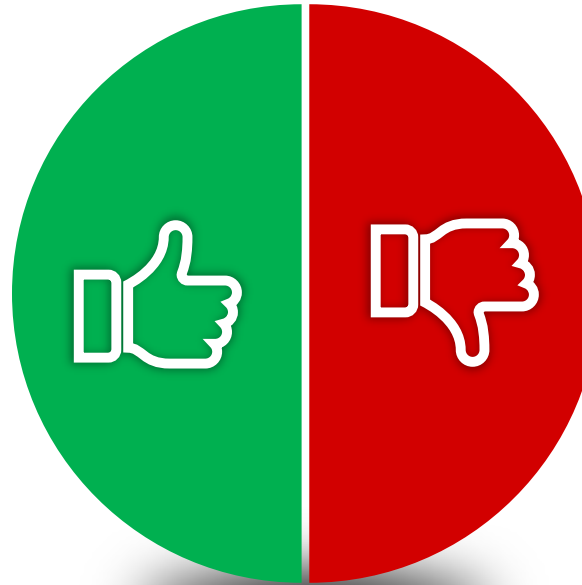
Participant Involvement – Responsible, Accountable, Consulted, or Informed (RACI)						
Milestone/Deliverable		<Prime>	<Sub 1>	<Sub 2>	<Sub 3>	<Sub4>
C	<b>Community-Generated Mobility Preferences</b>					
C1	Mobility preference public outreach events (30)	C	R	R	R	R
C2	Community mobility preference memos (10)	R	A	A	A	A
D	<b>Mobility Proposals and Implementation Assistance</b>					
D1	Develop detailed mobility service proposals (10)	R	C	C	C	C
D2	Technical assistance toward implementation	R	R	R	R	R
E	<b>Final Report</b>					
E2	Final Report Document	R	C	C	C	C



# Allocation of Project Resources - Budget

## Strength

- ✓ Budget numbers add up properly
- ✓ Funding amounts are sensible
- ✓ Cost share in letters of commitment match budget spreadsheets
- ✓ Budget includes adequate and justifiable management time
- ✓ Appropriate and defensible indirect rates



## Weakness

- ✗ Errors in budget math
- ✗ Mismatches of cost share among proposal documents
- ✗ Large number of partners and very small management budget
- ✗ Large management budget with unclear benefits



# **4. Budget Justification Tips**

Dan Nardozzi, NETL



# Worksheets/Tabs in the Budget Justification Workbook

## VTO FOA Information Session: Part 2

**Budget Justification Instructions Provided at the Top of Each Worksheet/Tab**

**Award Number:** \_\_\_\_\_ **Date of Submission:** \_\_\_\_\_  
**Award Recipient:** \_\_\_\_\_ **Form submitted by:** \_\_\_\_\_

**Please read the instructions on each worksheet tab before starting. If you have any questions, please ask your DOE contact!**

1. If using this form for award application, negotiation, or budget revision, fill out the blank white cells in workbook tabs a. through j. with total project costs. Using this form for invoice submission, fill out tabs a. through j. with total costs for just the proposed invoice and fill out tab k. per the instructions on that tab.  
2. Blue colored cells contain instructions, headers, or summary calculations. These should not be modified. Only blank white cells should be populated.  
3. Enter detailed support for the project costs identified for each Category in item 1. Tab i. must include both Federal (DOE) and Non-Federal (cost share) portions.  
4. The total budget presented on tabs a. through i. must include both Federal (DOE) and Non-Federal (cost share) portions.  
5. All costs incurred by the preparer's sub-recipients, vendors, and Federal research and development (FFRDC) should be entered only in section f. contractual. All other sections are for the costs of the preparer only.  
6. Ensure all entered costs are allowable, allocable, and reasonable in accordance with the administrative requirements prescribed in 2 CFR 200, and the applicable cost principles for each entity type: FAR Part 31 for For-Profit entities; and 2 CFR Part 201 for Subpart 201. Subpart 201 may need to be adjusted by the preparer. Do not add rows to the instructions and summary tab. If your project contains more than three budget periods, contact your DOE contact before adding additional budget period rows or columns.  
8. ALL budget period cost categories are rounded to the nearest dollar.

**BURDEN DISCLOSURE STATEMENT**  
Public reporting burden for this collection of information is estimated to average 20 minutes per response, including reviewing existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Office of Information Resources Management Policy, Plans, and Oversight, AD-241-2 - GTN, Paperwork Reduction Project (1910-5162), U.S. Department of Energy, 1000 Independence Avenue, S.W., Washington, DC 20585; and to the Office of Management and Budget, Paperwork Reduction Project (1910-5162), Washington, DC 20503.

**SUMMARY OF BUDGET CATEGORY COSTS PROPOSED**  
The values in this summary table are from entries made in subsequent tabs, only blank white cells require entry

Section A - Budget Summary		Federal	Cost Share	Total Costs	Proposed Budget Period Dates
Budget Period 1		\$0	\$0	\$0	0.00%
Budget Period 2		\$0	\$0	\$0	0.00%
Budget Period 3		\$0	\$0	\$0	0.00%
Total		\$0	\$0	\$0	0.00%

**Section B - Budget Categories**

CATEGORY	Budget Period 1	Budget Period 2	Budget Period 3	Total Costs	% of Project	Comments (as needed)
a. Personnel	\$0	\$0	\$0	\$0	0.00%	
b. Fringe Benefits	\$0	\$0	\$0	\$0	0.00%	
c. Travel	\$0	\$0	\$0	\$0	0.00%	
d. Equipment	\$0	\$0	\$0	\$0	0.00%	
e. Supplies	\$0	\$0	\$0	\$0	0.00%	
f. Contractual						
Sub-recipient	\$0	\$0	\$0	\$0	0.00%	
Vendor	\$0	\$0	\$0	\$0	0.00%	
FFRDC	\$0	\$0	\$0	\$0	0.00%	
Total Contractual	\$0	\$0	\$0	\$0	0.00%	
g. Construction	\$0	\$0	\$0	\$0	0.00%	
h. Other Direct Costs	\$0	\$0	\$0	\$0	0.00%	
Total Direct Costs	\$0	\$0	\$0	\$0	0.00%	

Instructions and Summary | a. Personnel | b. Fringe | c. Travel | d. Equipment | e. Supplies | f. Contractual | g. Construction | h. Other | i. Indirect | j. Cost Share

- ☐ Introductions and Summary
- ☐ a. Personnel
- ☐ b. Fringe Benefits
- ☐ c. Travel
- ☐ d. Equipment
- ☐ e. Supplies
- ☐ f. Contractual
- ☐ g. Construction
- ☐ h. Other
- ☐ i. Indirect
- ☐ j. Cost Share
- ☐ SF-424A Minus FFRDC
- ☐ SF-424A Cost Categories



# Statement of Project Objectives (SOPo)

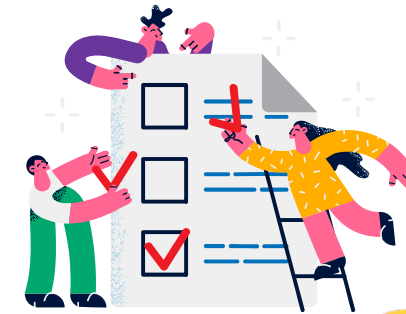
## VTO FOA Information Session: Part 3

### A Statement of Project Objectives (SOPo):

- Establishes fundamental project objectives and success criteria
- Provides a detailed, concise, and understandable description of the tasks and subtasks by which the overall project scope will be achieved

### SOPo should:

- Clearly describe the project objective
- Follow the template provided in the FOA
- Match the workplan in the Technical Volume
- Include high level task/subtask objectives
- Include specific deliverables as required by the FOA and as proposed by the recipient
- Define outcomes for each budget period
- Establish SMART milestones for each budget period
- Establish a Go/No Go decision point for each budget period



*If project is selected for funding, the application SOPo serves as the basis for the SOPo negotiated within the financial assistance package*



# Budget Justification Cost Category Tips

## Personnel:

- Personnel costs in appropriate places (personnel tab vs. contractual).
- Personnel identified by position title not employee name.
- Cross-reference task numbers and positions
- Complete Rate Basis column, i.e., Actual Salary, Fully loaded rate.

## Travel:

- Travel must be necessary for project performance. List only travel directly associated with the project.
- Travel costs in accordance with the organization's travel policy. If no travel policy is available, follow GSA regulations.

## Equipment:

- Tangible property with useful life of more than one year AND per-unit acquisition cost of \$5,000 or more.
- Include a quote to validate the proposed cost, exclude installation costs.
- Specifics in Basis of Cost
- Specifics in Justification of Need.



## Supplies:

- Items with useful life of less than one year AND per-unit acquisition cost of less than \$5,000.
- Examples – paper, pens, etc.
- Specifics in Basis of Cost
- Specifics in Justification of Need

## Contractual:

- Includes subrecipients, vendors, and Federally funded research and development centers (FFRDCs).
- Contractors = subrecipients.
- Vendor = legal entity contracted to provide goods or services within normal business operations and provides those goods/services to many different purchases.
- Include SOPO task numbers.
- Be very specific in Purpose and Basis of Cost.

## Other Direct Costs:

- Costs that don't fit neatly into other cost categories.
- Examples include (but aren't limited to) conference registration fees, tuition, printing costs, event space rental.
- Not included in the indirect costs for which the indirect rate is being applied to this project.



# EXAMPLE: Budget Justification Personnel Tab (rate basis is fully loaded w. fringe)

Personnel Tab – Includes Fringe

SOPO Task #	Position Title	Budget Period 1		
		Time (Hrs)	Hourly Rate (\$/Hr)	Total Budget Period 1
All	Senior Program Director	350	\$102.00	\$35,700
4,8	Policy Director	300	\$85.00	\$25,500
2,3,4,5,6,8	Communications Director	500	\$80.00	\$40,000
All	Senior Program Manager	1200	\$68.00	\$81,600
5	Events Manager	500	\$60.00	\$30,000

Additional Explanation (as needed): Rate includes fringes of 35%

Fringe Tab – Empty

Labor Type	Budget Period 1		
	Personnel Costs	Rate	Total
Total Personnel			\$0
Total:	\$0		\$0



# EXAMPLE: Budget Justification Personnel and Fringe

Personnel Tab

SOPO Task #	Position Title	Year 1			Year 2			Rate Basis
		Time (Hrs)	Pay Rate (\$/Hr)	Total Budget Period 1	Time (Hrs)	Pay Rate (\$/Hr)	Total Budget Period 2	
All	Principle Investigator	253.5	\$82.76	\$20,980	253.5	\$85.24	\$21,609	Actual Salary + Escalation
1.2, 2.2, 3.2	Project Mgr	1,560	\$40.50	\$63,181	1,560	\$42.53	\$66,342	Actual Salary + Escalation
1.3, 2.4, 3.5	Research Staff Support	1,014	\$40.63	\$41,200	1,014	\$41.85	\$42,436	Actual Salary + Escalation
	Total Personnel Costs	2828		\$125,361	2828		\$130,387	

Fringe Tab

Labor Type	Year 1			Year 2		
	Personnel Costs	Rate	Total	Personnel Costs	Rate	Total
Non-Student Personnel	\$62,180.00	37.00%	\$23,007	\$63,201.21	37.00%	\$23,384
Total:	\$62,180		\$23,007	\$63,201		\$23,384



# EXAMPLE: Budget Justification Travel

SOPO Task #	Purpose of Travel	Depart From	Destination	No. of Days	No. of Travelers	Lodging per Traveler	Flight per Traveler	Vehicle per Traveler	Per Diem Per Traveler	Cost per Trip	Basis for Estimating Costs
	Domestic Travel	Budget Period 1									
8	Overnight travel by car to workshop location for pre-event scouting and event execution	<city, state>	<city, state>	3	3	\$250	\$0	\$200	\$166	\$1,848	GSA rates
1	Attend and present at ABC conference	<city, state>	<city, state>	3	2	\$290	\$500	\$0	\$207	\$1,994	GSA rates
Budget Period 1 Total										\$3,842	
	Domestic Travel	Budget Period 2									
1	VTO Annual Merit Review	<city, state>	Washington DC	2	1	\$500	\$600	\$0	\$158	\$1,258	GSA rates
Budget Period 2 Total										\$1,258	
	Domestic Travel	Budget Period 3									
1	Attend and present at XYZ conference	<city, state>	<city, state>	3	1	\$500	\$600	\$0	\$158	\$1,258	GSA rates
Budget Period Total										\$1,258	
TOTAL TRAVEL										\$6,358	



# EXAMPLE: Budget Justification Equipment

SOPO Task #	Equipment Item	Qty	Unit Cost	Total Cost	Basis of Cost	Justification of need
Budget Period 1						
2.2.1, 2.3.1, 3.3.1	Mobile Generator/ Battery Unit	2	\$88,467	\$176,934	Vendor Quote – Attached	Needed for EV charging
2.2.1, 2.3.1, 3.3.1	EV LED Light Tower	1	\$9,486	\$9,486	Catalog Price	Construction Equipment for Testing
2.2.1, 2.3.1, 3.3.1	EV Test Unit 1	1	\$95,285	\$95,285	Vendor Quote – Attached	Construction Equipment for Testing
2.2.1, 2.3.1, 3.3.1	EV Test Unit 2	1	\$225,000	\$225,000	3 times the cost of a traditional model (estimated cost by vendors)	Construction Equipment for Testing
	Budget Period 1 Total			\$506,705		



# EXAMPLE: Budget Justification Supplies

SOPO Task #	General Category of Supplies	Qty	Unit Cost	Total Cost	Basis of Cost	Justification of need
Budget Period 1						
5	Printed materials for events	33	\$100.00	\$3,300	Market rates	Market outreach support
5	Signage and giveaway items for events	33	\$150.00	\$4,950	Market rates	Market outreach support
5	Shipping for events	33	\$50.00	\$1,650	Market rates	Market outreach support
2,3,4,5,6,7,8	Computers for new project staff	5	\$2,000.00	\$10,000	Market rates	Data collection, reports
Budget Period 1 Total				\$19,900		



# EXAMPLE: Budget Justification Contractual

SOPO Task #	Sub-Recipient Name/Organization	Purpose and Basis of Cost	Budget Period 1	Budget Period 2	Project Total
1, 2	<Subrecipient 1 Name>	Partner to host event and manage other engagement across <states 1, 2, and 3> events	\$379,125	\$398,880	\$778,005
1	<Subrecipient 2 Name>	Partner to host <state 1> event & support fleet engagement	\$60,000		\$60,000
		Sub-total	\$439,125	\$398,880	\$838,005

SOPO Task #	Vendor Name/Organization	Purpose and Basis of Cost	Budget Period 1	Budget Period 2	Project Total
1.3,2.1	<Event Management Vendor 1 Name>	Vendor for vehicle/ride & drive management for local events. Estimate based on similar past events.	\$50,000	\$50,000	\$100,000
1.2	<Web Management Vendor Name>	Vendor for website development & updates. Estimate based on similar past events.	\$7,000	\$5,000	\$12,000
1.2	<Graphic Design Vendor Name>	Vendor for graphic design needs for marketing collateral and event signage. Estimate based on similar past events.	\$5,000	\$2,000	\$7,000
1.3, 2.1	<Event Management Vendor 2 Name>	Vendor for on-site registration and overall event management support for <state 4> events. Estimate based on similar past events.	\$50,000	\$50,000	\$100,000
1.3, 2.1	<Photography Vendor Name>	Vendor for photography and videography needs for capturing <state 4> events. Estimate based on similar past events.	\$60,400	\$60,400	\$120,800
		Sub-total	\$172,400	\$167,400	\$339,800
SOPO Task #	FFRDC Name/Organization	Purpose and Basis of Cost	Budget Period 1	Budget Period 2	Project Total
					\$0
		Sub-total	\$0	\$0	\$0
		Total Contractual	\$611,525	\$566,289	\$1,177,805



# EXAMPLE: Budget Justification Other Direct Costs

SOPO Task #	General Description and SOPO Task #	Cost	Basis of Cost	Justification of need
Budget Period 1				
4	Paid digital marketing costs	\$40,000	Published market rates	Paid online promotion for experiential events, videos, and infographics
2	Monthly cost of communications for help desk	\$18,000	Estimated cost is \$1,500/mo	Phone support for help desk
3,4,5,7	Cost of operating four websites for this program	\$20,000	Estimated cost from current vendors for all four sites	These four websites are key elements in the implementation of this program
5	Event implementation/execution	\$160,000	\$8,000 per event x 20	Costs to conduct experiential events
5	Clean Cities consortia paid for event implementation	\$180,000	\$15,000 per event x12	Costs to conduct experiential events
5	Event supplies	\$4,500	Market rates	Events
2	Texting platform	\$1,400	Market rates	For chat function on software program
8	Focus group incentives	\$7,200	12 people at 3 focus groups with incentives of \$200 each	For focus groups
8	Focus group costs	\$3,000	Costs of \$1,000 each for catering and room rental for 3 focus groups	For focus groups
8	Survey Management	\$2,500	Published market rates	Support survey work
8	Survey participant support costs	\$7,019	Estimated	Support survey work
4	Media monitoring	\$12,000	Market rates	Track effectiveness of communications
5	Photographer	\$2,000	Market rates	Document events for reporting
Budget Period 1 Total		\$457,619		



# Indirect Rates

A federally approved indirect rate agreement, or rate proposed (supported and agreed upon by DOE for estimating purposes) is required if reimbursement of indirect costs is requested. Please check (X) one of the options below and provide the requested information if it has not already been provided as requested, or has changed.

☐ An indirect rate has been approved or negotiated with a federal government agency. A copy of the latest rate agreement is included with this application and will be provided electronically to the Contracting Officer for this project.

☐ There is not a current, federally approved rate agreement negotiated and available\*.

**\*When this option is checked, the entity preparing this form shall submit an indirect rate proposal in the format provided by your DOE contact, or a format that provides the same level of information and which will support the rates being proposed for use in performance of the proposed project. Additionally, any non-Federal entity that has never received a negotiated indirect cost rate, except for those non-Federal entities described in Appendix VII to Part 200—States and Local Government and Indian Tribe Indirect Cost Proposals, paragraph D.1.b, may elect to charge a de minimis rate of 10% of modified total direct costs (MTDC) which may be used indefinitely. As described in §200.403 Factors affecting allowability of costs, costs must be consistently charged as either indirect or direct costs but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all Federal awards until such time as a non-Federal entity chooses to negotiate for a rate, which the non-Federal entity may apply to do at any time.**



## **5. Project Team**

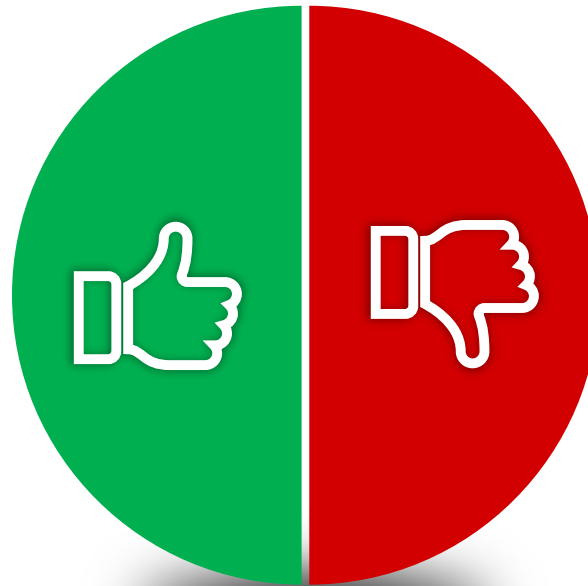
Jordan Foster, NETL



# Project Team Strength

## Strength

- ✓ Including types of partners recommended or required in the FOA
- ✓ Include partners in the project in a meaningful way with appropriate role, qualifications, activities, and budget
- ✓ All cost share validated by high quality letters of commitment



## Weakness

- ✗ Missing a partner/skill set that would be needed for project success
- ✗ Naming an organization as a partner with no defined project role
- ✗ Describing partner activities with no corresponding resource allocation in the budget
- ✗ Missing or poor-quality letters of commitment



# Letters of Commitment (LOCs)

## VTO FOA Information Session: Part 3

A Letter of Commitment (LOC) is documentation from a project partner to a prime applicant describing a commitment to participate in the project including financial commitments.

### LOCs should specify:

- ✓ **Who** is making the commitment? (e.g., organization, staff positions)
- ✓ Why is this entity a **meaningful project partner**? (e.g., relevant qualifications or expertise)
- ✓ What is the **technical contribution** to the proposed project? What role does the partner have?
- ✓ What is the **level of effort** that is being committed to the project? (e.g., labor hours)
- ✓ What is the **cost share commitment** \$ amount being made by the project partner?

### Tips:

- LOC financial commitments should match the Budget Justification
- LOCs should be addressed to the Principal Investigator (i.e., not Sec. of Energy)
- Do not submit Letters of Support (unless requested in the FOA)



# EXAMPLE: School Addition Letter of Commitment

December 18, 2023

Santa Claus Industries, Inc.  
1225 Reindeer Lane  
North Pole, AK 1X2X3

Dear Mr. Sagan:

On behalf of Santa Claus Industries, Inc (SCII). this letter is to confirm our participation in and support of the project application "Union Local School Addition Design" to FOA DE-EE000XXXX. The mission of SCII is to provide educational tools, materials, and learning toys that ignite imagination and a sense of wonder in all children so they can realize their goals through fun and exploration. The team at SCII is excited at the opportunity to take part in the development and design process of a new addition for the local school. We believe that the skills on our team will enhance and add value to the project and bring joy to the SCII staff.

Santa Claus Industries, Inc. will provide \$20,000 in cost share to the project, made up of approximately \$16,950 of in-kind support and \$3,050 in cash, across the two-year project period. The breakdown of the cost share value is below:

Name and address of organization clearly listed

Addressed to Principal Investigator (PI)

Name of project and FOA listed

Alignment of organization's mission to the mission of the project

Item	Value	Total
50 hours of marketing assistance (crafting social media messaging and graphics support)	\$200/hour	\$1,000
Approximately 198 personnel hours of support for design charettes (SCII will provide staff for registration tables, assistance with meeting facilitation, note taking, and post-meeting reports) (Roughly 6 hours of staff time per meeting; 3 staff members per meeting for 11 total meetings.)	\$75/hour	\$14,850
Supplies for community meetings and design charettes (paper products, writing implements, name tags, etc.) (Approximately \$100 per meeting x 11 meetings.)	\$100	\$1,100
Cash	\$3,050	\$3,050
	<b>Total</b>	<b>\$20,000</b>

Specific cost share amount

Letter includes table that lists type of cost share, number of items, value, estimated hours, hourly rate, and total amount

The team at Santa Claus Industries, Inc looks forward to participating with the other members of the team on this project. If you have any questions or concerns, please contact me at [K.Kringle@SCII.com](mailto:K.Kringle@SCII.com).

Best regards,

*K. Kringle*

Kristoffer E. Kringle  
CEO, Santa Claus Industries, Inc.

Letter signed by authorized party



# **6. Diversity, Equity, Inclusion, and Accessibility (DEIA)**

Erin Russell-Story, NETL



# Review FOA Language for Specific Requirements

Past VTO FOAs have incorporated Diversity, Equity, and Inclusion (DEI) or Diversity, Equity, Inclusion, and Accessibility (DEIA) through a few different application requirements since 2021:

DEI Plan

“Applicants are required to submit a Diversity, Equity, and Inclusion Plan that describes the actions the applicant will take to foster a welcoming and inclusive environment, support people from groups underrepresented in STEM, advance equity, and encourage the inclusion of individuals from these groups in the project; and the extent the project activities will be located in or benefit underserved communities.”

Community Benefits Plan:  
Job Quality and Equity

Four sections:

- Community and Labor Engagement
- Investing in Job Quality and Workforce Continuity
- DEIA
- Justice40 Initiative

Research and  
Development (R&D)  
Community Benefits Plan

Three sections:

- DEIA
- Energy Equity
- Workforce Implication



## DOE Recorded Informational Videos:

- The **Community Benefits Plan 101 Informational Video** describes CBP requirements that align with demonstration and deployment projects, also referred to as CBP: Job Quality and Equity. <https://www.energy.gov/infrastructure/about-community-benefits-plans>
- The **Research and Development Community Benefits Plan webinar** describes CBP requirements specific to research and development projects within the Office of Energy Efficiency and Renewable Energy. <https://www.youtube.com/watch?v=mpUzunnlw4>



# Definitions

**Diversity** is the practice of including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures, and beliefs of the American people, including underserved communities. *Source EO 14035*

**Equity** is the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders, and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural and other underserved areas; and persons otherwise adversely affected by persistent poverty or inequality. *Source: EO 13985*

**Inclusion** is the recognition, appreciation, and use of the talents and skills of employees of all backgrounds. *Source EO 14035*

**Accessibility** is the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them. Accessibility includes the provision of accommodations and modifications to ensure equal access to employment and participation in activities for people with disabilities, the reduction or elimination of physical and attitudinal barriers to equitable opportunities, a commitment to ensuring that people with disabilities can independently access every outward-facing and internal activity or electronic space, and the pursuit of best practices such as universal design. *Source: EO 14035*



**Underserved Communities** refer to populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life, as exemplified by the list in the definition of “equity.” Source: EO 13985

**Underrepresented groups in STEM** (science, technology, engineering, and math) fields that drive the energy sector include women, persons with disabilities, and under-represented minority groups—Black people, Hispanic or Latino people, and American Indians or Alaska Natives. Source: <https://nces.nsf.gov/pubs/nsf19304/digest/about-this-report>



## **Businesses**

- Disadvantaged Business Enterprise (DBE)
- Woman-owned Business Enterprise (WBE)
- Minority-owned Business Enterprise (MBE)

## **Minority Serving Institution (MSI)**

- Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI)
- Hispanic-Serving Institutions (HSIs)
- Historically Black Colleges and Universities (HBCUs)
- Tribal Colleges and Universities (TCUs)



# Past DEI Plan Evaluation Criteria

## DEI Plan

- The quality and manner in which the measures incorporate diversity, equity, and inclusion goals in the project
- Extent to which the project benefits underserved communities.

Community  
Benefits Plan: Job  
Quality and Equity

Research and  
Development  
(R&D) Community  
Benefits Plan



# Past DEIA Section of CBP Evaluation Criteria

DEI Plan

**DEIA Section** of  
Community Benefits  
Plan: Job Quality  
and Equity

- Extent to which the Community Benefits Plan includes specific and high-quality actions to meet DEIA goals, which may include DEIA recruitment procedures, supplier diversity plans, and other DEIA initiatives
- Quality of any partnerships and agreements with apprenticeship readiness programs, or community-based workforce training and support organizations serving workers facing systematic barriers to employment to facilitate participation in the project's construction and operations.

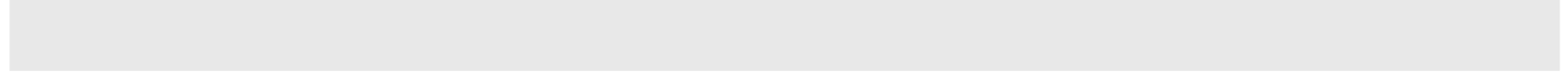
DEIA Section of  
R&D Community  
Benefits Plan



# Past DEIA Section of R&D CBP Evaluation Criteria



DEI Plan



DEIA Section of  
Community Benefits  
Plan: Job Quality and  
Equity



**DEIA Section** of R&D  
Community Benefits  
Plan

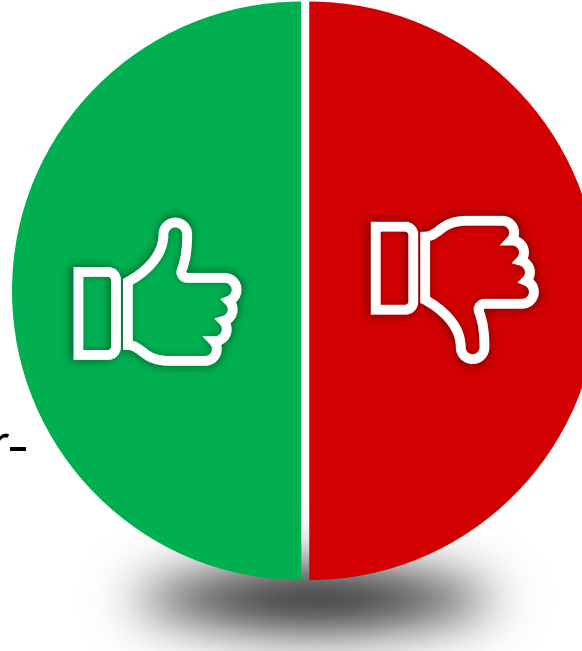
- Clear articulation of the project's goals related to DEIA
- Quality of the project's DEIA goals, as measured by the goals' depth, breadth, likelihood of success, inclusion of appropriate and relevant SMART milestones, and overall project integration
- Degree of commitment and ability to track progress toward meeting each of the DEIA goals
- Extent of engagement of organizations that represent disadvantaged communities as a core element of their mission, including Minority Serving Institutions (MSIs), Minority Business Entities, and non-profit or community-based organizations.



# DEI Plan or DEIA Section of CBP

## Strength

- ✓ DEIA-specific SMART milestones
- ✓ DEIA activities specific to the project
- ✓ DEIA training for project team
- ✓ Internships/fellowships for under-represented minorities
- ✓ Meaningful partnerships with Minority, Women, and Disadvantaged Business Enterprises (MWDBE) or Minority Serving Institutions (MSIs)
- ✓ Inclusion of individuals from groups underrepresented in STEM in meaningful project roles



## Weakness

- ✗ Only providing vague immeasurable activities
- ✗ Generic DEIA approach of host organization
- ✗ Equating diversity, equity, inclusion, and accessibility rather than acknowledging the differences.
- ✗ Naming DEIA activities without including them in tasks or budget
- ✗ Tokenizing project staff by exploiting their membership in a protected class, particularly by including photos



# Participation, Benefit, and Impact

- **Participation:** For underserved communities being impacted and/or receiving benefits from the project, are they involved in planning and implementing the project? How well are under-represented groups supported in terms of mentorship, training, and other opportunities?
- **Benefit:** Are direct/tangible benefits being conferred to underserved communities? Will the benefits increase quality of life (e.g., health, wealth)? Are they indirect benefits? Are the benefits being adequately measured? How are these benefits being distributed? Are they being communicated?
- **Impact:** What are the social and environmental impacts on underserved communities? Are these impacts being adequately monitored and evaluated? What steps are taken to mitigate risks/harms and optimize benefits?



# Three Buckets to Consider for Research Projects

## Project Execution Teams

- Meaningfully include persons from groups under-represented in science, technology, engineering, and math (STEM) or from minority-serving institutions (MSIs) as Principal Investigators (PIs), co-PI, and/or other senior personnel or postdoctoral researchers
- Include a diversity of disciplines on the project team
- Engage with or develop mentoring programs with under-represented researchers or students in science within the research project

## Input in Research Design

- Seek out input from workforce development specialists and end users of the technology and integrate it rigorously into project design
- Include diverse disciplines and demographics in research design planning

## Geographic Extent of Impact

- Provide opportunities to thoughtfully and responsibly include underserved communities
- Consider collaborating with a community engagement liaison
- Allow and encourage inclusion of geographically diverse stakeholder input and outreach in efforts throughout project



- Consider Diversity of Project Team, Input to Research Design, and Geographic Extent of Impact
  - Remember that demographic diversity of the project team is only one element of possible approaches to improving equitable outcomes within projects (see figure on previous slide).
- Incorporate SMART milestones into your plan
  - Ensure your DEIA milestones are specific, measurable, achievable, realistic, and timely (SMART). There must be at least one SMART milestone for each budget period.
- Include DEIA within your budget
  - Project budget reflects your DEIA activities and costs match the work that is defined. A milestone is unlikely to be achieved if there are no dollars or personnel assigned to the work.



# DEIA Best Practices (continued)

- Plan out future training and workforce needs as well as a strategy for developing those
  - Consider what training, expertise, or research may be needed in the future to fulfill project DEIA goals.
- Include stakeholder groups in the project plan
  - Consider ways to include stakeholder groups as project partners.
- Consider the outcomes
  - Consider DEIA not only within the project team, but also in the milestone design.
  - Determine how you will measure progress toward achieving your DEIA objectives and milestones. Create a monitoring and evaluation process or feedback mechanisms to assess your outcomes.
  - Identify, monitor, and evaluate how underserved communities could benefit or be harmed by development of resources in their communities.
- Provide employment opportunities, collaboration, and engagement
  - Identify employment, paid internships, and/or educational opportunities for researchers and/or students from groups under-represented in STEM.
  - Create opportunities for collaboration with students, researchers, and staff in minority-serving institutions.
  - Plan community engagement and outreach activities to remote or underserved communities.



# Things to Avoid

- Submitting your institution's overarching DEIA or workforce development plan
  - Your institution may have an overarching DEIA policy document. Although this could help inform your project's plan, it is unlikely to be sufficient as it may be more high-level and focused on your institution's goals. Instead, think about how you will address DEIA at the project level.
- Setting unrealistic goals
  - Do not simply state that your project will benefit a specific group or community or have a general benefit for society. Be realistic and specific – explain how and why. Ensure your goals are measurable, achievable, and meaningful.
- Using a “Check the box” approach
  - Avoid making your DEIA Plan a “check the box” activity. Be thoughtful and consider DEIA creatively and holistically within your project plan.



**EXAMPLE: DEIA Metrics** (past project)

Tasks	Metric/Target
Develop and implement evidence-based, diversity-focused orientation/education events and resources (such as publications and marketing materials).	All public-facing materials are reviewed against DEIA criteria prior to dissemination.
The project team will encourage local governments to partner with minority-owned, woman-owned, and veteran-owned businesses to provide informational sessions on workforce development in EV charging.	At least two events (webinars).
All project meetings will have a defined agenda including opportunities for all team members to provide input on project decisions.	All project meetings.

Tasks	Timing	Metric/Target
Form Advisory Committee. Compensate any under-represented community stakeholders invited to participate.	Q1	Diversity of Advisory Committee meetings and membership.
Advisory Committee meetings always include stakeholders from disadvantaged communities. These stakeholders take part in setting the agenda.	Each Quarter	Stakeholders from disadvantaged communities participate as both presenters and attendees at these meetings.



# EXAMPLE: DEIA Commitment 1 (past project)

**Commitment D1:** Applicant commits to partnering with Minority Business Enterprises, Minority-Owned Businesses, Woman-Owned Businesses, and Veteran-Owned Businesses. Our proposal is guided by an equity framework including a commitment to engaging with and incorporating the voices and expertise of those from historically under-represented communities. That includes partnering with Minority Business Enterprises, Minority-Owned Businesses, Woman-Owned Businesses, Veteran-Owned Businesses, and Disability-Owned Business Enterprises.

**Commitment D1.1:** <MBE Organization Name>

**Summary of scope of work:** <meaningful project contribution>

**Contract amount:** <meaningful budget allocation>

**Commitment D2.** Applicant commits to implementing a plan to reduce barriers and improve access to jobs for local and under-represented workers, including disadvantaged community residents, those with disabilities, returning citizens, opportunity youth, and veterans. The project will cover all costs of participation for community partners and provide additional funding and support for their local technical assistance efforts. In addition, the project curriculum includes a Strategies for Equitable Implementation module that will include workforce training, which focuses on retraining workers and creating new high-quality jobs for local and under-represented workers.

**Commitment D2.1:** Applicant will adopt local and economic hiring preferences as follows: The project selected local hiring subgrantees. The project also used equity criteria to prioritize local subgrantees that would be able to support disadvantaged communities within their service areas.



## EXAMPLE: DEIA Commitment 2 (past project)

The project will meet DEIA goals by:

- 1) Ensuring outreach and education events have representation from diverse communities, especially underrepresented communities
- 2) Ensuring that the workshop materials are targeted to the unique needs of the community, especially disadvantaged communities
- 3) Ensuring that program materials are delivered in a relevant and easily understandable format
- 4) Ensuring that program materials are delivered in the languages spoken by the local community.

We will accomplish this by conducting stakeholder mapping to gain a better understanding of the network and needs of the communities. Then we will partner with local community-based organizations who can market the events to their channels and ensure representation from under-represented and disadvantaged communities.



## EXAMPLE: DEIA Commitment 3 (past project)

DEIA objectives will be incorporated in the following ways:

- Project team will identify local stakeholders, including community-based organizations and municipalities, to co-develop engagement plans and design outreach that works for historically underserved communities. Organizations that serve and represent historically underserved communities will be prioritized and will be compensated for their time as part of the program.
- Project team will use historic redlining, existing economic and racial demographics, and electric vehicle charger gap analysis to identify where education and outreach should be prioritized. By identifying areas that have historically not been prioritized, this program can help reduce the chances of charging deserts in underserved communities. For specific underserved communities, the project team will work with additional partners to help offset the cost of charging infrastructure and bring in ways to ensure the community has access to the charging infrastructure (such as with a reduced fee carshare).



# Congratulations!

## VTO FOA Information Session: Part 3

You now are equipped to understand what makes an application strong when considering:

1. Project Approach
2. Project Plan
3. Project Team
4. Diversity, Equity, Inclusion, and Accessibility





## EERE Exchange:

<https://eere-exchange.energy.gov/>

## Exchange Applicant User Guides:

<https://eere-exchange.energy.gov/Manuals.aspx>

## Recipient Guide to Award Negotiations with EERE:

[https://www.energy.gov/sites/default/files/2022-08/EERE\\_G\\_540.127\\_Recipient\\_Guide\\_to\\_Negotiating\\_with\\_EERE.pdf](https://www.energy.gov/sites/default/files/2022-08/EERE_G_540.127_Recipient_Guide_to_Negotiating_with_EERE.pdf)

## 2 CFR 200:

<https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200>

