Preparing a successful EPA Job Training Grant Proposal

THANK YOU for joining us for this webinar. We will get started in a moment.
Preparing a successful EPA Job Training Grant Proposal

Technical Assistance for Brownfields Program
EPA Region 1

Marisa Chrysochoou, Program Director
Webinar Objectives

Present RFP guidelines (EPA June 14th webinar recording for that)

Guidance on how to address guidelines – grant writing tips
First Rule of Grant Writing

KEEP CALM
AND
FOLLOW THE RUBRIC
Where is the rubric?

Page 31 of the FY24 JT RFA

Every sentence in the rubric has to be addressed for full points.
Example – how to use the rubric

B. Labor Market Demand
Provide a description of the local labor market assessment and/or employer survey you, as the applicant, conducted. Detail the methods and results of the steps taken to assess the local labor market demand and indicate the time period associated with your assessment. Discuss what certifications you are proposing to incorporate into your curriculum that will meet the labor market demands, as identified by the employers you are partnering with. Discuss how the training curriculum you are proposing will equip students for high-quality jobs that pay family-sustaining wages in your proposed community. The U.S. Department of Labor and Department of Commerce have outlined eight Good Jobs Principles that articulate key features of a good job.

✓ Provide a description of the local labor market assessment and/or employer survey you, as the applicant, conducted
✓ Detail the methods and results of the steps taken to assess the local labor market demand and indicate the time period associated with your assessment.
✓ Discuss what certifications you are proposing to incorporate into your curriculum that will meet the labor market demands, as identified by the employers you are partnering with.
✓ Discuss how the training curriculum you are proposing will equip students for high-quality jobs that pay family-sustaining wages in your proposed community.

Does your narrative address each bullet point?
Overview of sections and points

Length of section should be roughly proportional to points

200 points = 12 pages

1. COMMUNITY NEED (45 points) – 2-2.5 pages
   • 1.A. Community Description (25 points)
   • 1.B. Labor Market Demand (20 points)

2. TRAINING PROGRAM DESCRIPTION (20 points) – 1 page

3. BUDGET (10 points) – 0.75 pages

4. PROGRAM STRUCTURE, ANTICIPATED OUTPUTS AND OUTCOMES (45 points) – 3-3.5 pages
   • 4.A. Outputs and Outcomes (10 points)
   • 4.B. Recruitment and Screening (20 points)
   • 4.C. Program Support (10 points)
   • 4.D. Program Sustainability (5 points)

5. COMMUNITY AND EMPLOYER PARTNERSHIPS (45 points) – 1.5-2 pages
   • 5. Partnerships (10 points)
   • 5.A. Collaboration with Environmental Entities (5 points)
   • 5.B. Collaboration with Job-Readiness/Life Skills (5 points)
   • 5.C. Collaboration with Community (5 points)
   • 5.D. Collaboration with Employers (20 points)

6. LEVERAGING (5 points) – 0.25 pages

7. PROGRAMMATIC CAPABILITY (30 points) – 1.5-2 pages
   • 7.A. Grant Management System (5 points)
   • 7.B. Organizational Experience (10 points)
   • 7.C. Audit Findings (5 points)
   • 7.D. Past Performance and Accomplishments (10 points)
1A Community Description

Describe city/region and identify Target Area – 5 pts

Describe community challenges
Justify Target Area selection
Describe how project will mitigate exposure and support health and welfare – 5 pts

Provide demographics
Explain how they demonstrate underserved community – 5 pts

Identify high need groups who will benefit from project – 5 pts
Considerations to define your Target Area

- Scope and reach of your organization (city, regional, county)
- Sufficient size for target number of trainees, jobs and employers
- Community Need – Justice40 Initiative
Disadvantaged community

- **Definition under Justice40 Initiative**

- **Climate and Economic Justice Screening Tool**

On January 27, 2021, [Executive Order 14008 Tackling the Climate Crisis at Home and Abroad Section 223](https://www.whitehouse.gov/administration/offices/south-wing/executive-order-14008-tackling-climate-crisis-home-and-abroad/) established the Justice40 Initiative. The goal of the Justice40 Initiative is that 40% of the overall benefits of Federal investments flow to “disadvantaged communities.” Guidance provided to federal agencies on July 20, 2021 by the Office of Management and Budget (OMB), Council on Environmental Quality (CEQ), and the National Climate Advisor included the following definitions and indicators of disadvantaged communities:

- **Community** – either a group of individuals living in geographic proximity to one another, or a geographically dispersed set of individuals (such as migrant workers or Native Americans), where either type of group experiences common conditions.

- **Disadvantaged** – consider appropriate data, indices, and screening tools to determine whether a specific community is disadvantaged based on a combination of variables that may include, but are not limited to, the following:
  - Low income, high and/or persistent poverty;
  - High unemployment and underemployment;
  - Racial and ethnic residential segregation, particularly where the segregation stems from discrimination by government entities;
  - Linguistic isolation;
  - High housing cost burden and substandard housing;
  - Distressed neighborhoods;
  - High transportation cost burden and/or low transportation access;
  - Disproportionate environmental stressor burden and high cumulative impacts;
  - Limited water and sanitation access and affordability;
  - Disproportionate impacts from climate change;
  - High energy cost burden and low energy access;
  - Jobs lost through the energy transition;
  - Access to healthcare; and
  - Geographic areas within Tribal jurisdictions.
EJSCREEN to identify Disadvantaged Communities
### Community Need

#### Sample Format for Demographic Information

<table>
<thead>
<tr>
<th></th>
<th>Target Community (e.g., Census Tract)</th>
<th>City/Town or County</th>
<th>Statewide</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population:</td>
<td></td>
<td></td>
<td></td>
<td>316,127,513(^1)</td>
</tr>
<tr>
<td>Unemployment:</td>
<td></td>
<td></td>
<td></td>
<td>8.3(^2)%</td>
</tr>
<tr>
<td>Poverty Rate:</td>
<td></td>
<td></td>
<td></td>
<td>15.5 (^3)%</td>
</tr>
<tr>
<td>Median Household Income:</td>
<td></td>
<td></td>
<td></td>
<td>$53,889(^3)</td>
</tr>
<tr>
<td>Percent Minority:</td>
<td></td>
<td></td>
<td></td>
<td>37.8(^1)%</td>
</tr>
<tr>
<td>Other: <em>Include other relevant data as needed in additional rows</em></td>
<td></td>
<td></td>
<td></td>
<td>Replace with newer data if newer version is used – see next slide</td>
</tr>
</tbody>
</table>

1. Data are from the 2014 American Community Survey data profile and are available on American FactFinder at [http://factfinder.census.gov](http://factfinder.census.gov)
3. Data are from the 2014 American Community Survey data profile and are available on American FactFinder at [http://factfinder.census.gov](http://factfinder.census.gov)

High school graduation rates
Specific minority groups
Data for Community Need - ACS

• Use American Fact Finder (data.census.gov) – navigate to tables below (DP02, DP03, DP05)
• Choose your Target Area from the Geography Menu
• Additional instructions in UConn TAB video
  https://www.youtube.com/watch?v=8oo_qZJe7Jl&t=3s

ACS 2021 5-year USA

Population 329,725,481
Unemployment 5.5%
Poverty Rate 12.6%
Median Household Income 69,021
Percent Minority 43.9%

Note: Percent minority is equal to 100% - % White + % Hispanic or Latino
Data for Community Need - EJSCREEN
1B Labor Market Demand

- Department of Labor Information by Geography
  [https://www.bls.gov/regions/home.htm](https://www.bls.gov/regions/home.htm)

- Region 1 State data – each state likely has a similar site
Labor Market Demand – Additional Tools

May also use paid services such as Chmura
Identifying Environmental Employers – look for state lists

- **Connecticut**
  - Licensed Environmental Professionals
  - Asbestos and Lead Contractors
  - Waste Transporters and Spill Contractors

- **Maine**
  - Licensed Asbestos Abatement Consultants
  - Hazardous Waste and Waste Oil Transporters

- **Rhode Island**
  - DEM Environmental consultant list
  - Asbestos Contractors
  - Lead contractors
  - Hazardous Waste Transporters

- **New Hampshire**
  - Licensed Site Professionals
  - Asbestos Contractors
  - Lead Abatement Contractors
  - Hazardous Waste Transporters

- **Vermont**
  - VTDEC Consultant List
  - VTDEC Cleanup Contractor List
  - Asbestos Contractors
  - Lead Contractors

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[Images of state maps with green highlighted areas]
2 Training Program Description

- Number and types of courses offered
- Course provider
- Level of training
- Certification
- Duration
- Number of cycles program will be offered
- Cost per course
Training Program Elements

Mandatory

• 40-hour HAZWOPER

Eligible

• Wide-array of “green jobs” – relate them to brownfields
• Pages 3-6 of RFA
• Also see Brownfields Toolbox Best Practices document

Supplemental (NOT eligible for EPA funds)

• Life skills, Adult literacy and employability
• Construction skills and trades, natural resource extraction
## Eligible course highlights

<table>
<thead>
<tr>
<th>Green infrastructure</th>
<th>Soil/Agriculture</th>
<th>Climate and Emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stormwater management</td>
<td>• Horticulture/ ecological restoration</td>
<td>• Disaster worker certification</td>
</tr>
<tr>
<td>• Renewable energy, energy</td>
<td>• Landscaping</td>
<td>• First responder</td>
</tr>
<tr>
<td>efficiency</td>
<td>• Urban agriculture</td>
<td>• Climate resilience awareness</td>
</tr>
</tbody>
</table>
Key considerations in building the program

Skills must be tied to outcomes of Labor Market Demand Section, i.e. employer needs

Skills must address Community Need and profile – if possible, tie to specific redevelopment efforts
Content Providers – You don’t have to go it alone!

Community Colleges
EH&S training providers
Workforce Development Agencies
Guest lecturers/Consultants
Trade Schools
## 3 Budget

Use the Table – don’t modify it

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Outreach and Recruitment</th>
<th>Instruction/Training</th>
<th>Program Management</th>
<th>Placement and Tracking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringe benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contractual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please be specific for Participant Support Costs such as stipends)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total EPA Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3 Budget

Certain participant support costs ARE ELIGIBLE FOR NEW GRANTEES, including for:

- **Transportation for trainees** for site visits during training or to transport trainees to and from class in the form of stipends or other allowable direct costs (e.g. transportation vouchers or vehicle rental).

- **Reasonable stipends** to compensate trainees for participating in training. Note that stipends may only be paid for actual time spent in training classes or on-the-job training activities and must not duplicate training support provided through other Federal, state, tribal or local programs.

- **Reasonable child-care subsidies**. Note that child-care subsidies must not duplicate child-care support provided through other Federal, state, tribal or local programs.

**MAX 40% of total budget**
# 4A Outputs and Outcomes

<table>
<thead>
<tr>
<th>Outputs (Measurable – short term)</th>
<th>Outcomes (long term – related to Community Need)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students (min. 50 completing)</td>
<td>Increased community access to environmental jobs</td>
</tr>
<tr>
<td>Job placement rate (min. 70%)</td>
<td>Enhance labor availability for green jobs in EJ communities</td>
</tr>
<tr>
<td>Number of trainings</td>
<td>Improvement community involvement</td>
</tr>
<tr>
<td>Number of certifications</td>
<td>Promote Environmental health and safety</td>
</tr>
<tr>
<td>Number of individuals with HAZWOPER certification</td>
<td>Reduce exposure to hazardous substances</td>
</tr>
</tbody>
</table>
### 4B Student recruitment strategy – potential outreach partners

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational high schools</td>
</tr>
<tr>
<td>Local labor union chapters</td>
</tr>
<tr>
<td>Veteran’s Service Departments</td>
</tr>
<tr>
<td>Chambers of Commerce</td>
</tr>
<tr>
<td>Community organizations, churches</td>
</tr>
<tr>
<td>Re-entry programs</td>
</tr>
</tbody>
</table>
### 4B Screening processes – potential elements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 18 or 17 with high school diploma and parental consent</td>
<td></td>
</tr>
<tr>
<td>Proof of legal work authorization</td>
<td></td>
</tr>
<tr>
<td>Possessing (or being able to obtain) driver’s license</td>
<td></td>
</tr>
<tr>
<td>High school diploma or GED (may be optional)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational interest questionnaire</td>
<td></td>
</tr>
<tr>
<td>Test for Adult Basic Education (basic math, verbal and language communication skills), English language skills</td>
<td></td>
</tr>
<tr>
<td>Physical limitations for certain trainings or jobs</td>
<td></td>
</tr>
<tr>
<td>Ability to consistently attend trainings, e.g. family obligations, transportation</td>
<td></td>
</tr>
</tbody>
</table>
4B Retention and Attrition Strategies

- Identify barriers to completion early on
- Advising/mentoring/check-ins throughout the program
- Solicit feedback during program, not only upon completion
- Flexibility to complete program in different cycles
4C Program Support

**Supported by EPA grant**
- Job placement and referral
- Follow-up and reemployment
- Student tracking

**Extra (not supported by EPA grant)**
- Life skills
- Mentoring
- Legal, mental health, personal issues
4C Program Support - Tax Credits

- **Work Opportunity Tax Credit**
- Federal tax credit available to employers who invest in American job seekers who have consistently faced barriers to employment.
- Authorized until 12/31/2025

**Targeted Groups**
Employers can hire eligible employees from the following target groups for WOTC.

- Qualified IV-A Recipient
- Qualified Veteran
- Ex-Felon
- Designated Community Resident (DCR)
- Vocational Rehabilitation Referral
- Summer Youth Employee
- Supplemental Nutrition Assistance Program (SNAP) Recipient
- Supplemental Security Income (SSI) Recipient
- Long-Term Family Assistance Recipient
- Qualified Long-Term Unemployment Recipient
5 Partnerships – make sure your pie is complete

- Environmental consultants and contractors, labor unions, developers, hazardous waste companies
- Citizen groups
- Churches
- High schools
- Workforce Development Boards, One Stop Centers, trade schools, community colleges

A Environmental (placement, on-the-job training)
B Job-readiness (Supplemental Training)
C Community (Recruitment)
D Employers (placement, on-the-job training)
Additional Resources

• **Brownfields Toolbox**: one-stop site for all issues on JT grants: best-practices documents, webinars, listserv

• **EPA JT website**: June 14th webinar, guidelines, FAQ

• **KSU TAB website**: past successful proposals (Navigate to Resources -> General -> Categories drop down menu)

• All other TABs: Proposal reviews – contact your provider
TECHNICAL ASSISTANCE TO BROWNFIELDS (TAB) PROVIDERS

- University of Connecticut (1)
- New Jersey Institute of Technology (NJIT) (2)
- The West Virginia University Research Corporation (3)
- The International City/County Management Association (4)
- Kansas State University (5, 6, 7, 8)
- Center for Creative Land Recycling (CCLR) (9, 10)
Grant Administration Prep

SAM.GOV, GRANTS.GOV
Where do You Even Begin?

- To apply for EPA grants, you must complete:
  - Registration with SAM.gov
  - Registration with Grants.gov
To apply for EPA grants, you must be registered at SAM.gov.

- The System for Award Management (SAM) is a free, official website of the U.S. government.
- Register to do business with the U.S. government
- Update or renew your entity registration
- Check status of an entity registration
- Search for entity registration and exclusion records
- Can take at least 2 weeks or more to complete – don’t wait!
- If your organization has applied for federal funding in the past, you may already have a SAM.gov account and number.
Grants.gov is a centralized location for users to find and apply for federal funding opportunities.

All grants must be submitted through this site, it is the federal clearinghouse for funding opportunities.

Register online with Grants.gov in advance.

You must have an account to be considered for funding!
We Want to Hear Your Feedback

Please provide feedback on today’s event:

1. Click this link
   https://memphis.co1.qualtrics.com/jfe/form/SV_7aptDA9yyXx91m6

2. Click the link provided in the chat box

1. Scan this QR image from your smartphone
Thank You

For joining us for this webinar. Please get in touch if you have any questions or comments.