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# Preparing a successful EPA Job Training Grant Proposal

**THANK YOU** for joining us for this webinar. We will get started in a moment.

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# Preparing a successful EPA Job Training Grant Proposal

Technical Assistance for Brownfields Program  
*EPA Region 1*

*Marisa Chrysochoou, Program Director*



[Tab.program.uconn.edu](http://Tab.program.uconn.edu)

**UCONN**

# Webinar Objectives



Present RFP  
guidelines (EPA  
June 14<sup>th</sup> webinar  
recording for that)



Guidance on how  
to address  
guidelines – grant  
writing tips



# First Rule of Grant Writing



# Where is the rubric?

Page 31 of the  
FY24 JT RFA

Every sentence in  
the rubric has to  
be addressed for  
full points

## SECTION V – APPLICATION REVIEW INFORMATION

Note: Additional provisions that apply to this section can be found at [EPA Solicitation Clauses](#).

### V.A. Evaluation Criteria

If your application passes the threshold eligibility review, your responses and the information you provide in your Narrative will be evaluated per the criteria below and scored by a national evaluation panel. Each application will be rated under a points system, with a total of 200 points possible.

#### 1. COMMUNITY NEED (45 points)

Each application will be evaluated on the quality and extent to which it addresses the following:

##### 1.A. Community Description (25 points)

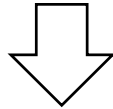
- The extent to which the description of the city, town, or geographic area identifies the environmental, social, public health, economic issues, and brownfield challenges and the degree to which the challenges impact the community as well as the extent to which a specific target area(s) is clearly defined (5 points);
- The degree to which the applicant identifies and describes current



# 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

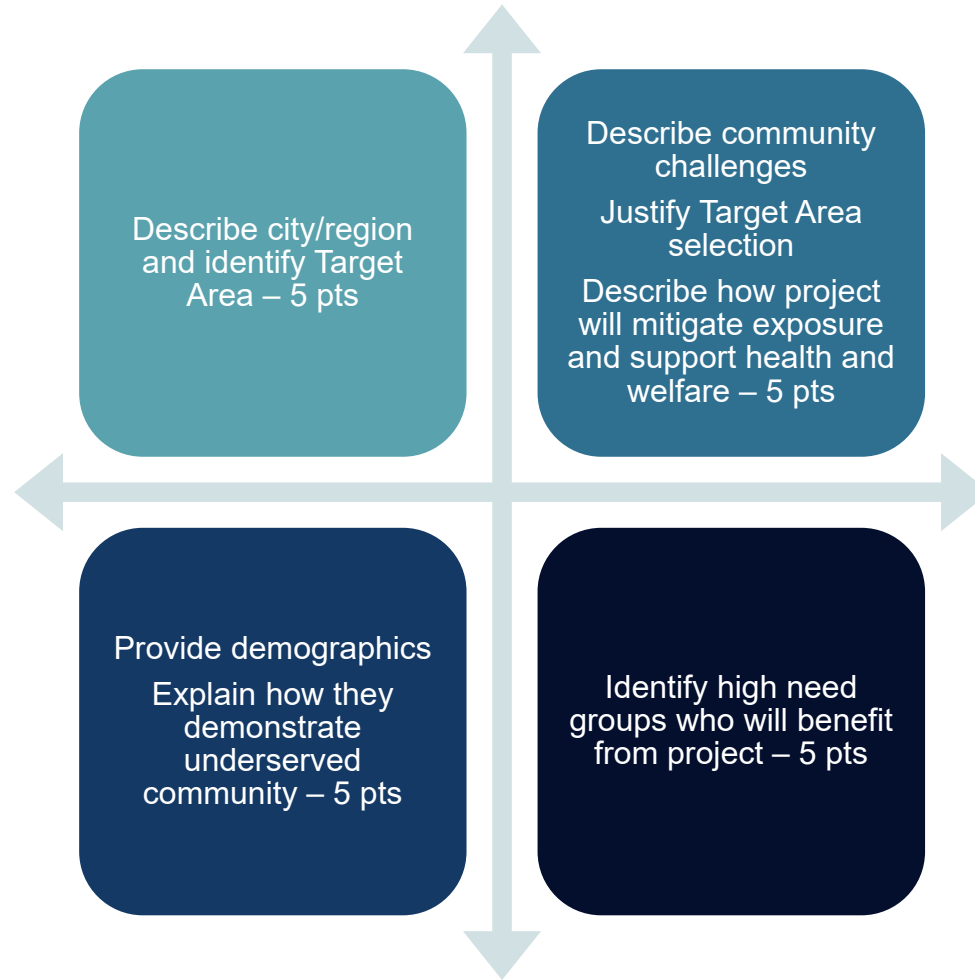
- 5. Partnerships (10 points)
- 5.A. Collaboration with Environmental Entities (5 points)
- 5.B. Collaboration with Job-Readiness/Life Skills (5 points)
- 5.C. Collaboration with Community (5 points)
- 5.D. Collaboration with Employers (20 points)

## 6. LEVERAGING (5 points) – 0.25 pages)

## 7. PROGRAMMATIC CAPABILITY (30 points) – 1.5-2 pages

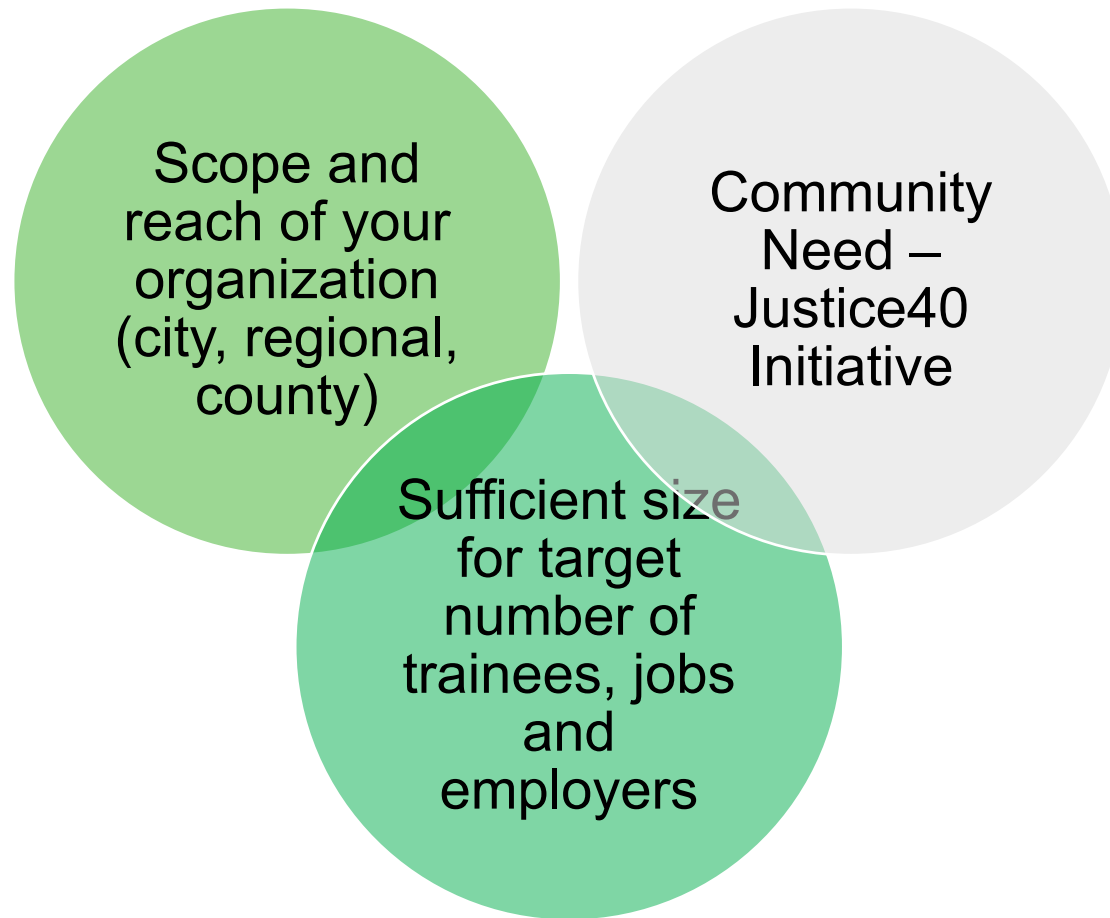
- 7.A. Grant Management System (5 points)
- 7.B. Organizational Experience (10 points)
- 7.C. Audit Findings (5 points)
- 7.D. Past Performance and Accomplishments (10 points)

# 1A Community Description





# Considerations to define your Target Area



# 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](#) 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.

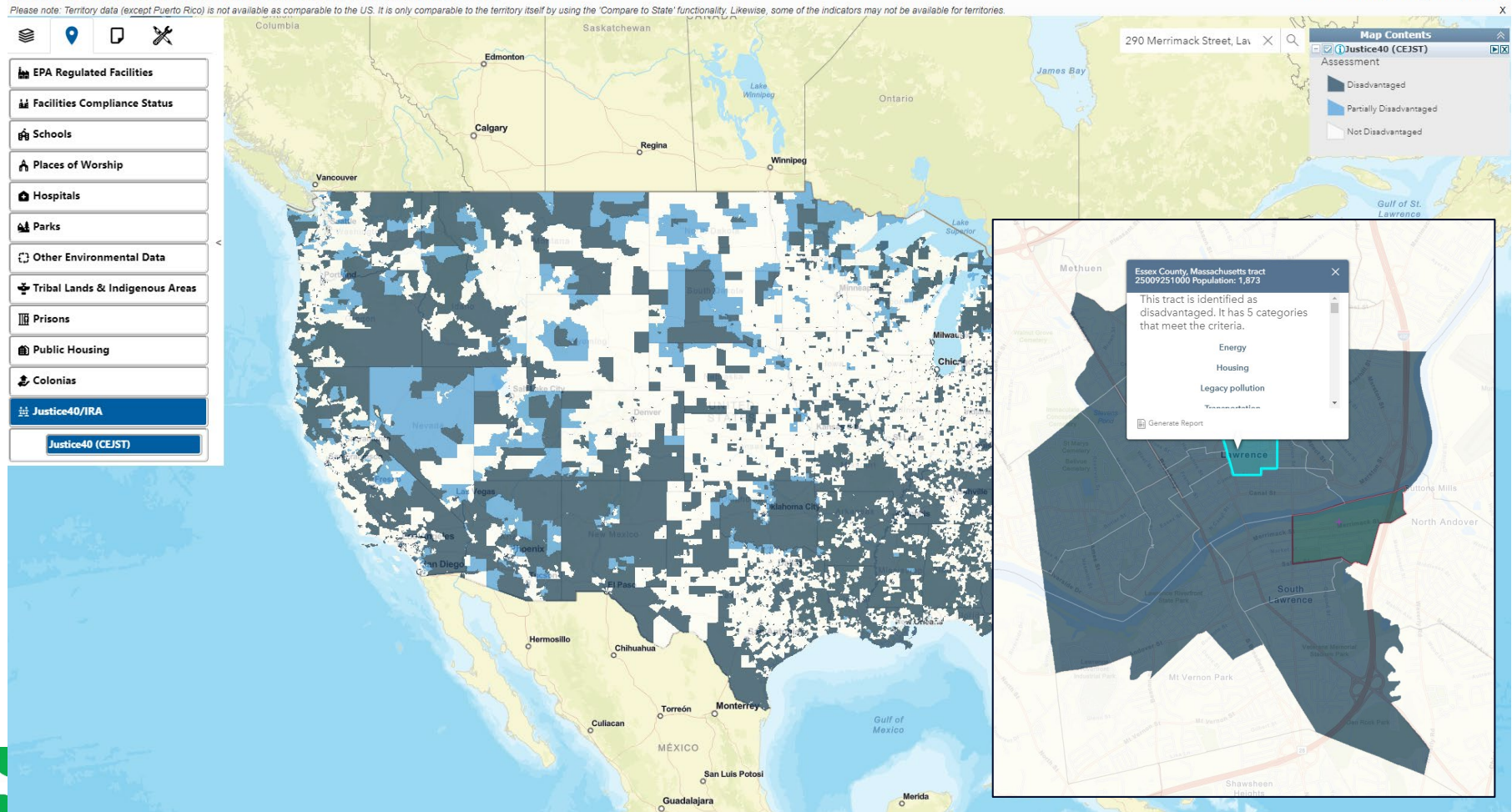


# EJSCREEN to identify Disadvantaged Communities

**EPA EJScreen** EPA's Environmental Justice Screening and Mapping Tool (Version 2.2)

Please note: Territory data (except Puerto Rico) is not available as comparable to the US. It is only comparable to the territory itself by using the 'Compare to State' functionality. Likewise, some of the indicators may not be available for territories.

[EJScreen Website](#) | [Mobile](#) | [Glossary](#) | [Help](#)



# Community Need

**Sample Format for Demographic Information**

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

<sup>1</sup>Data are from the 2014 American Community Survey data profile and are available on American FactFinder at [http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_14\\_5YR\\_DP05&src=pt](http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_14_5YR_DP05&src=pt)

<sup>2</sup>Data are from the Bureau of Labor Statistics (The Employment Situation – March 2016) and are available at <http://www.bls.gov/news.release/pdf/empst.pdf>

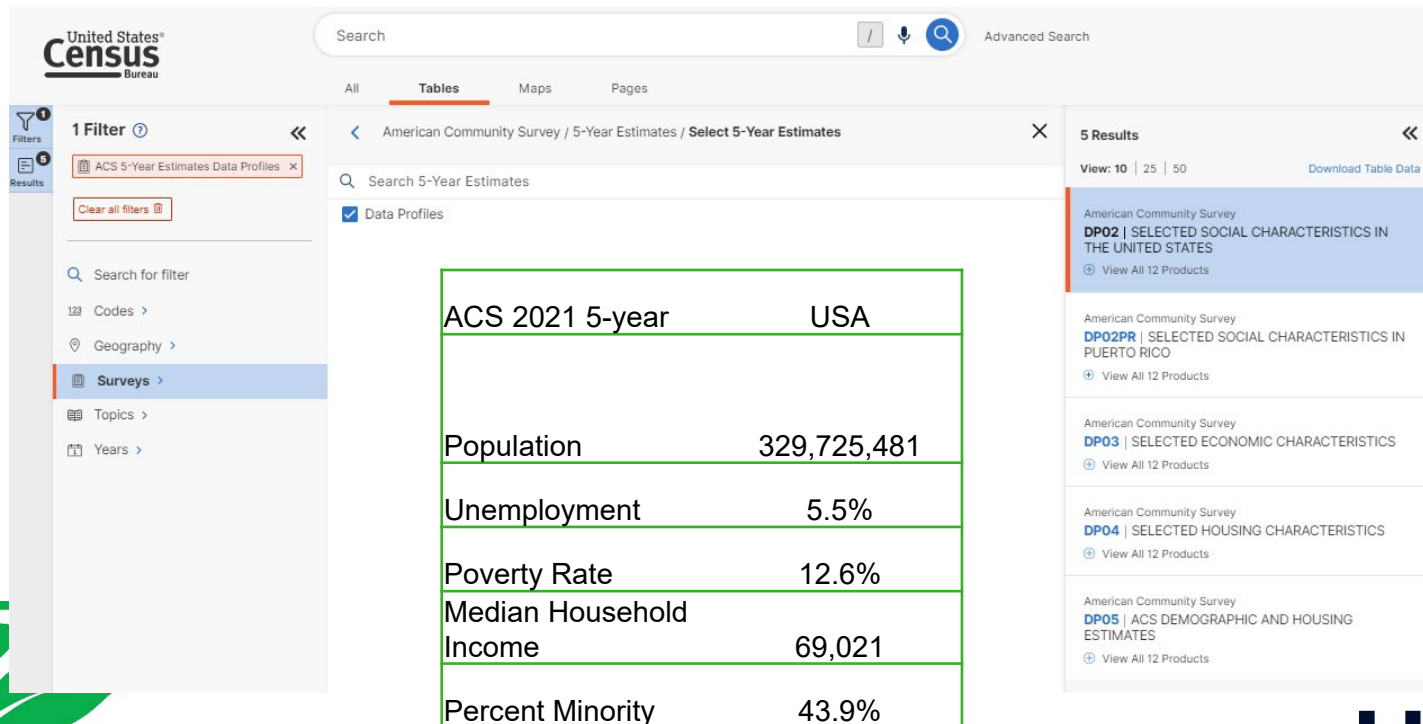
<sup>3</sup>Data are from the 2014 American Community Survey data profile and are available on American FactFinder at [http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_14\\_5YR\\_DP03&src=pt](http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_14_5YR_DP03&src=pt)



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\\_qZJe7JI&t=3s](https://www.youtube.com/watch?v=8oo_qZJe7JI&t=3s)



The screenshot shows the American Fact Finder (data.census.gov) interface. The search bar at the top contains "ACS 5-Year Estimates Data Profiles". The left sidebar shows the "Geography" menu with "Surveys" selected. The main content area displays a table of data for the ACS 2021 5-year estimates for the USA. The table is highlighted with a green border. The right sidebar shows a list of results, including "DP02 | SELECTED SOCIAL CHARACTERISTICS IN THE UNITED STATES", "DP02PR | SELECTED SOCIAL CHARACTERISTICS IN PUERTO RICO", "DP03 | SELECTED ECONOMIC CHARACTERISTICS", "DP04 | SELECTED HOUSING CHARACTERISTICS", and "DP05 | ACS DEMOGRAPHIC AND HOUSING ESTIMATES".

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%

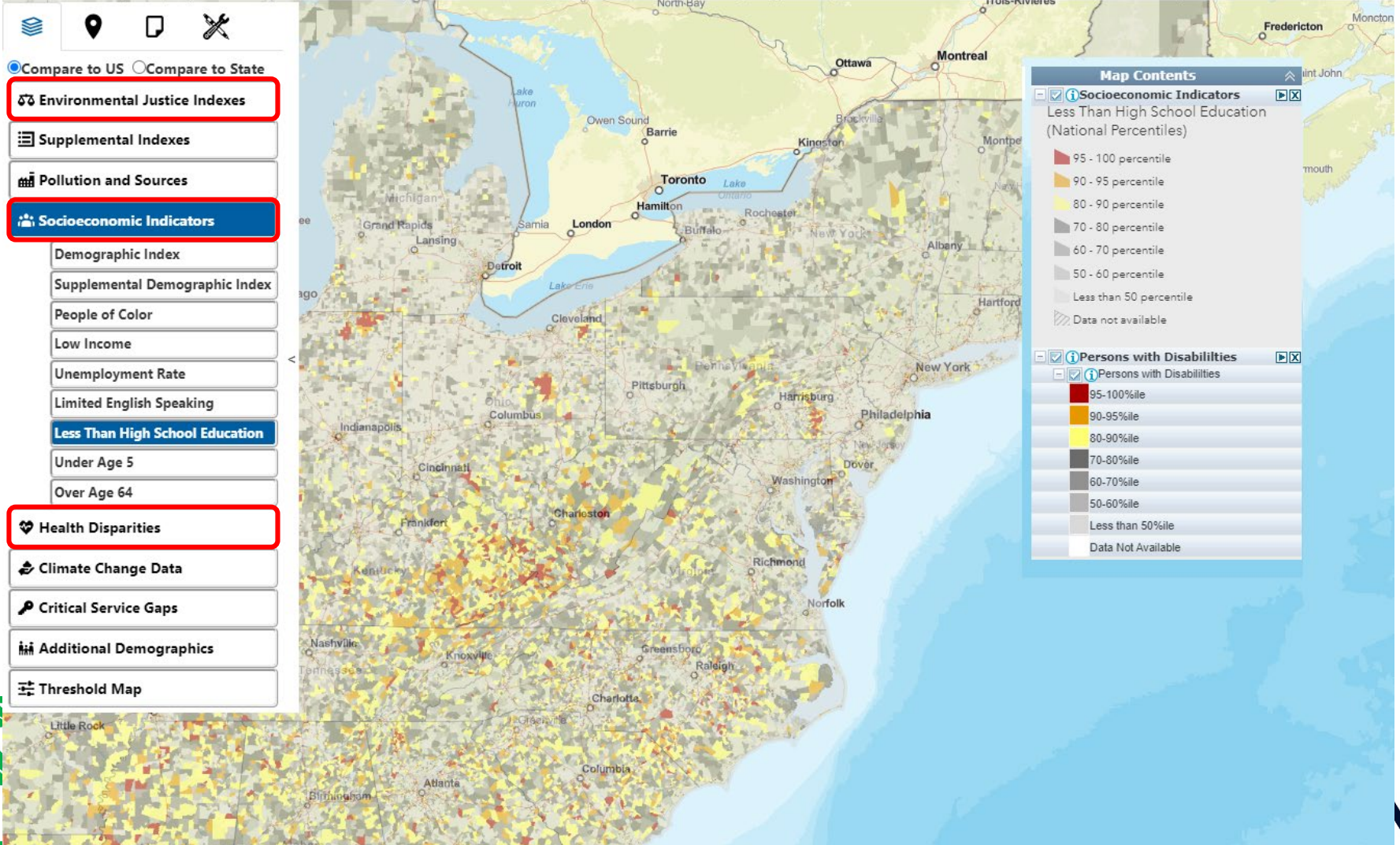
Note: Percent minority is equal to 100% - % White + % Hispanic or Latino



# Data for Community Need - EJSCREEN

## EPA EJScreen EPA's Environmental Justice Screening and Mapping Tool (Version 2.2)

Please note: Territory data (except Puerto Rico) is not available as comparable to the US. It is only comparable to the territory itself by using the 'Compare to State' functionality. Likewise, some of the indicators may not be available for territories.



# 1B Labor Market Demand

- Department of Labor Information by Geography  
<https://www.bls.gov/regions/home.htm>
- Region 1 State data – each state likely has a similar site

					
<a href="#"><u>Regional Market Labor Information</u></a>	<a href="#"><u>MA Labor Market Information</u></a>	<a href="#"><u>Center for Workforce Research and Information</u></a>	<a href="#"><u>Economic and Labor Market Information Bureau</u></a>	<a href="#"><u>RI Labor Market Information</u></a>	<a href="#"><u>VT Economic and Labor Market Information</u></a>



# Labor Market Demand – Additional Tools



May also use paid services such as Chmura





# Identifying Environmental Employers – look for state lists



[Licensed Environmental Professionals](#)  
[Asbestos and Lead Contractors](#)  
[Waste Transporters and Spill Contractors](#)



[Licensed Site Professionals](#)  
[Asbestos Contractors](#)  
[Lead Abatement Contractors](#)  
[Hazardous Waste Transporters](#)



[Licensed Asbestos Abatement Consultants](#)  
[Hazardous Waste and Waste Oil Transporters](#)



[Asbestos Contractors](#)  
[Lead assessors and contractors](#)  
[Hazardous Waste Vendor lists](#)



[DEM Environmental consultant list](#)  
[Asbestos Contractors](#)  
[Lead contractors](#)  
[Hazardous Waste Transporters](#)



[VTDEC Consultant List](#)  
[VTDEC Cleanup Contractor List](#)  
[Asbestos Contractors](#)  
[Lead Contractors](#)



## 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

## Green infrastructure

- Stormwater management
- Renewable energy, energy efficiency

## Soil/Agriculture

- Horticulture/ecological restoration
- Landscaping
- Urban agriculture

## Climate and Emergency

- Disaster worker certification
- First responder
- Climate resilience awareness



# Key considerations in building the program



# 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

Sample Budget Chart

Budget Category	Project Tasks				Total
	Outreach and Recruitment	Instruction/ Training	Program Management	Placement and Tracking	
Personnel					
Fringe benefits					
Travel					
Contractual					
Supplies					
Other (Please be specific for Participant Support Costs such as stipends)					
Total EPA Funds					



# 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

Outputs (Measurable – short term)	Outcomes (long term – related to Community Need)
Number of students (min. 50 completing)	Increased community access to environmental jobs
Job placement rate (min. 70%)	Enhance labor availability for green jobs in EJ communities
Number of trainings	Improvement community involvement
Number of certifications	Promote Environmental health and safety
Number of individuals with HAZWOPER certification	Reduce exposure to hazardous substances



# 4B Student recruitment strategy – potential outreach partners

Vocational high schools

Local labor union chapters

Veteran's Service Departments

Chambers of Commerce

Community organizations, churches

Re-entry programs



# 4B Screening processes – potential elements

Requirements	Age 18 or 17 with high school diploma and parental consent
	Proof of legal work authorization
	Possessing (or being able to obtain) driver's license
	High school diploma or GED (may be optional)
Interview	Vocational interest questionnaire
	Test for Adult Basic Education (basic math, verbal and language communication skills), English language skills
	Physical limitations for certain trainings or jobs
	Ability to consistently attend trainings, e.g. family obligations, transportation



# 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

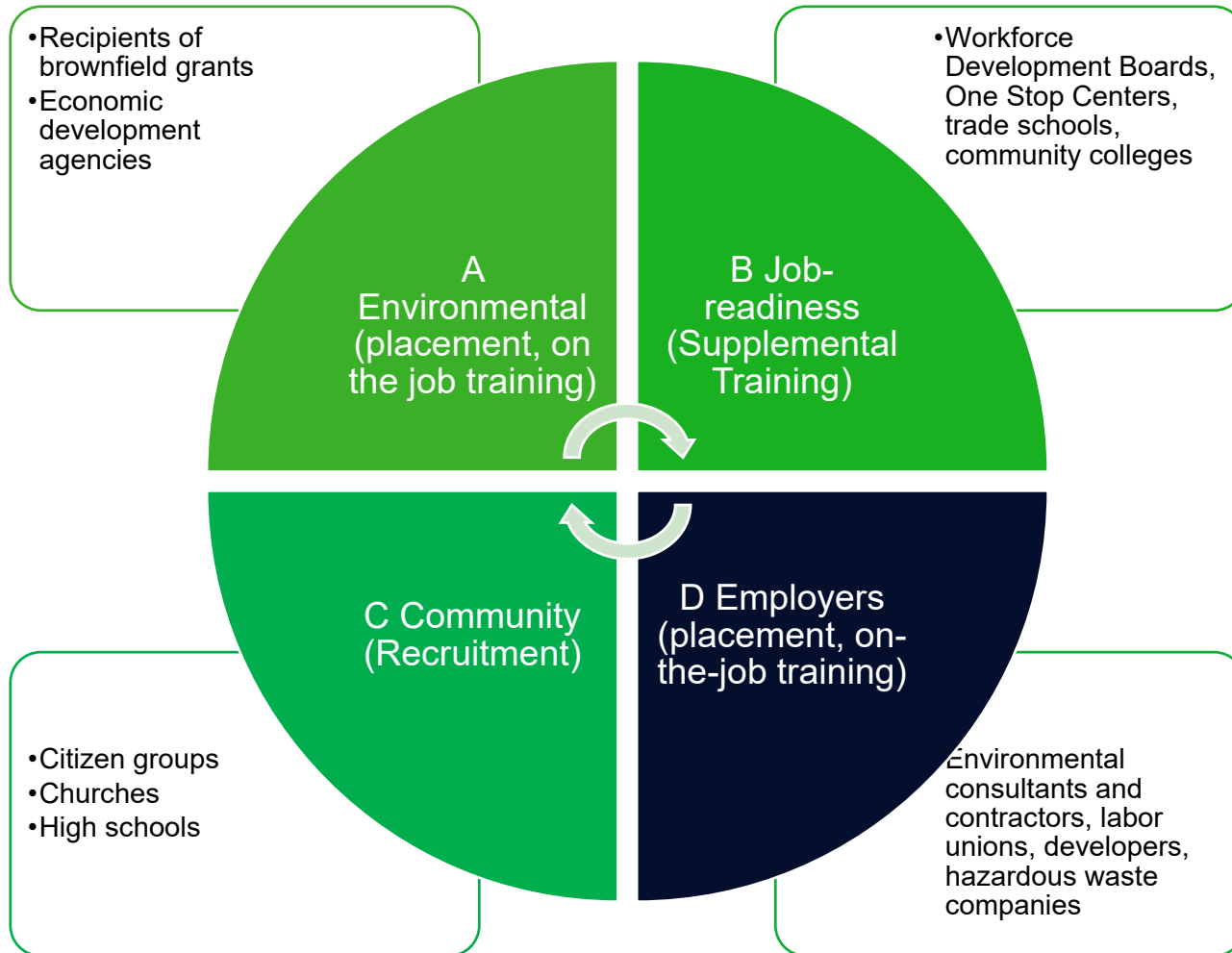
## Targeted Groups

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



# Additional Resources

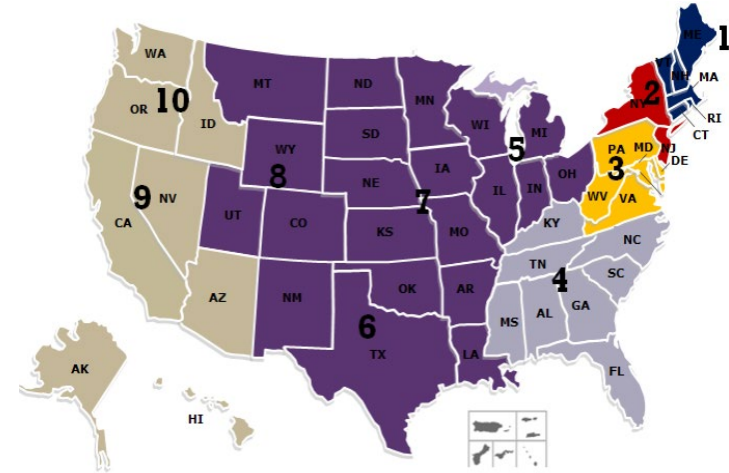
- [Brownfields Toolbox](#): one-stop site for all issues on JT grants: best-practices documents, webinars, listserv
- [EPA JT website](#): June 14<sup>th</sup> webinar, guidelines, FAQ
- [KSU TAB website](#): past successful proposals (Navigate to Resources -> General -> Categories drop down menu)
- 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?

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- 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.



Register online with Grants.gov in advance



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



**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](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







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# Thank You

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

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Technical Assistance to  
Brownfields Communities



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