



TAB
Technical Assistance
to Brownfields

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Blueprint for Success: Crafting Compelling Brownfields Job Training Grant Applications

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



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Technical Notes

Asking Questions and Engaging

To ask a question use the questions box and/or the chat feature. We will be checking both. We'll engage in a 20-minute Q&A and discussion at the end of the webinar and will also be respond to questions as they come in using the chat.

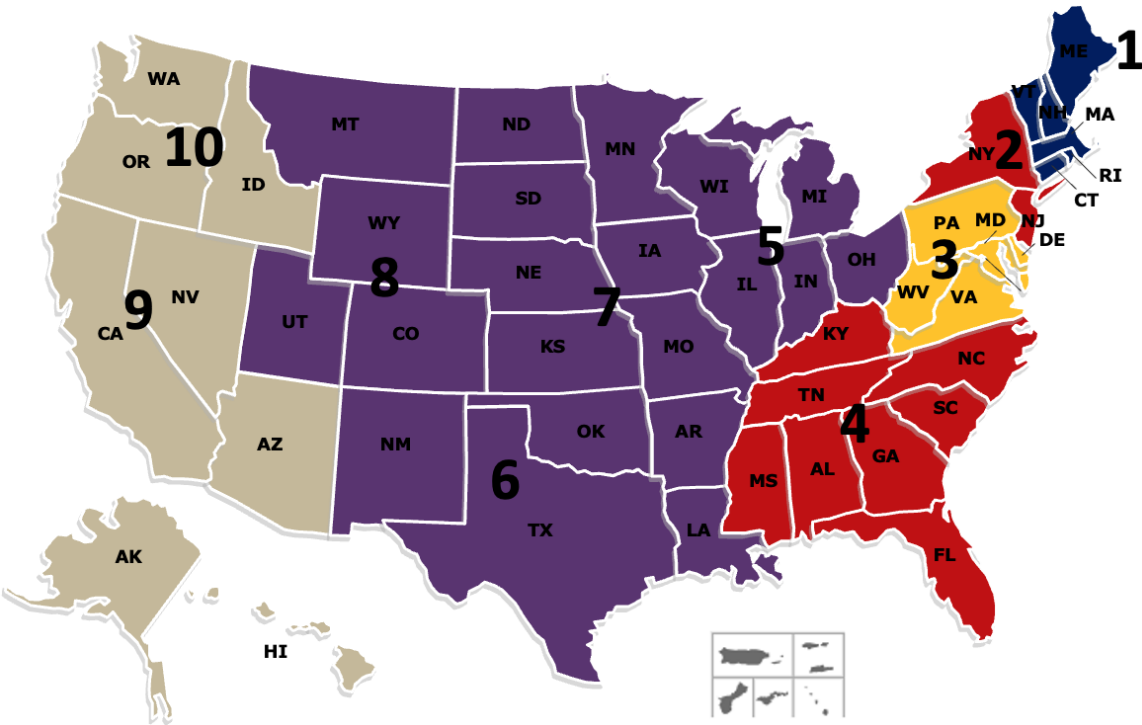
Additionally, please note:

To ensure accuracy and protect the integrity of our webinar content, AI notetakers will not be admitted to webinar sessions. All registrants will continue to receive the webinar recording and slides after the event. Thank you for your understanding.



The presentation is being recorded and will be available on the website no more than a week following the webinar.

Technical Assistance to Brownfields



What is TAB?

- A national program funded by U.S. EPA
- Dedicated TAB services provider for each EPA region & a dedicated TAB services provider for all federally recognized Tribes & Alaska Native villages
- Services provided are **FREE** and tailored to address specific community needs
- Assist communities and tribes with the brownfield assessment, cleanup and redevelopment process
- Planning, environmental and economic development expertise
- Webinars, workshop, e-tools (e.g., BiT, TAB EZ) and online resources
- And much, much more...

Who are the TAB Service Providers?

[University of Connecticut](#) – EPA Region 1

[New Jersey Institute of Technology \(NJIT\)](#) – EPA Regions 2 & 4

[Mid-Atlantic TAB](#) – EPA Region 3

[Kansas State University \(KSU\)](#) – EPA Regions 5, 6, 7, & 8

[Center for Creative Land Recycling \(CCLR\)](#) – EPA Regions 9 & 10

[KSU – ITEP – ANTHC](#) – Tribal TAB



Speakers



Claire Weston
*Program Director
Center for Creative
Land Recycling*



Matt Wosje
*Office of Brownfields
and Land
Revitalization, OLEM,
EPA*



Blase Leven, PG
*Director of KSU TAB
Program*



Donele Wilkins
Green Door Initiative



Amelia Rose
*Groundwork Rhode
Island*

Agenda



Introductions – 10 Minutes

Overview of the Brownfields Job Training Program – 10 Minutes

Hear from BFJT Grantees – Green Door Initiative and Groundwork Rhode Island – 15 Minutes

Drafting a Compelling Grant Application – Tips and Best Practices – 20 Minutes

Hear from BFJT Grantees – 15 Minutes

Review Timeline and Takeaways – 5 Minutes

Discussion and Q&A – 20 Minutes

Brownfields Job Training Support

The U.S. EPA Brownfields and Land Revitalization Program can provide coordinated technical assistance to help plan, prepare, and strengthen local Brownfields Job Training (BFJT) programs. The three complementary support channels described below can help guide an organization from pre-application through program design and capacity building. For more information on the U.S. EPA Brownfields and Land Revitalization Program, visit: www.epa.gov/brownfields

EPA Regional Coordinators

Explain rules, requirements, compliance, and official guidance, including:

- Confirm eligibility or application requirements.
- Clarify grant conditions, deadlines, threshold items, or allowable costs.
- Address reporting and compliance issues.
- Understand regional funding priorities or opportunities.



Regional Technical Assistance to Brownfields (TAB) Providers

Share perspectives on brownfields, job training connections and application support, including:

- Guidance on navigating the application process.
- Review of draft applications.
- Review training course descriptions.
- General questions about brownfields in your region.
- Connections to regional resources or partners.



BFJT Technical Assistance

Build capacity for program design, implementation and best practices, including:

- Curriculum planning.
- Employer engagement and partnership development.
- Tracking outcomes, data collection, and performance metrics.
- Program Sustainability planning.
- Access to tools, templates.
- Individualized 1-on-1 consultations for tailored support.

Note: Assistance related to implementation support is not available to applying entities during an open Notice of Funding Opportunity.



TETRA TECH



Overview of Brownfields Job Training Program

- **The Brownfields Job Training program is designed to:**
 - Recruit, train, and place unemployed and under-employed residents from communities impacted by brownfields.
 - Further sustainable community revitalization by ensuring that residents benefit from the revitalization and cleanup of brownfields.
 - Help graduates develop wider skill sets that improve their ability to secure full-time, sustainable employment within the larger environmental field.

Overview of Program

- **Brownfields Job Training Program requirements:**
 - Target unemployed and under-employed individuals that are residents living in or near an area adversely impacted by the presence of brownfield sites
 - Must be an eligible entity
 - Must not duplicate other federally-funded environmental job training programs
 - Must provide OSHA 29 CFR 1910.120 40-Hour Hazardous Waste Operations and Emergency Response to all trainees
 - Must meet all other threshold criteria as outlined in Section 2 of the NOFO

National Statistics



Current Brownfields Job Training Grantees



77 Current Brownfields Job Training Grantees

Past Brownfields Job Training Grantees



- As of February 2026, EPA has awarded 456 grants totaling over \$119 million through Brownfield Job Training Programs.
- More than 23,400 individuals have completed training and over 17,400 individuals have been placed in careers related to land remediation and environmental health and safety.
- Over the last five years, the average starting wage for these individuals is approximately \$23 per hour.



Brownfields Job Training Coalition

- Coalitions are designed for one “lead” eligible entity to partner with eligible entities.
- The **lead** eligible entity submits the application.
- Information on **non-lead** entities:
 - There must be at **one**, or more, eligible entities.
 - Entities that have an open Brownfields Job Training Grant, are **not eligible** to be a non-lead member.
 - Non-lead Coalition Members **may not be an agency or instrumentality of, or be affiliated with, the lead member** (for example, a county and the redevelopment authority of the same county)
- Coalition members may not be members of other Job Training Coalition Grant applications.
- Coalition members may not submit a Brownfields Job Training Grant application as an individual applicant.

Note:

Once the lead member submits the application, it becomes the applicant, and the coalition members may not substitute another eligible entity as the lead member after the deadline for submitting applications has passed. Additionally, the non-lead coalition member may not be substituted after the deadline for submitting applications has passed. For more information, see 2 CFR § 200.308(c).



Brownfields Job Training Coalition

Key Features

- May be beneficial for non-lead entities that **lack the capacity** to apply for and manage their own EPA cooperative agreement and otherwise would not have access to Brownfields Grant Resources.
- May be beneficial for **City and County governments**, as this approach can expand the jurisdiction of the target area.
- Lead and non-lead entity's co-design and deliver the program and share performance accountability
- Applicants are encouraged to **include eligible community-based nonprofit organizations** as non-lead coalition members to help promote strong local engagement.
- A Memorandum of Agreement (MOA) documenting the coalition's process **must be in place** prior to the expenditure and draw down of any funds that have been awarded to the lead coalition member.
- **One** Target Area.

When It's Extra Paperwork


- One applicant can feasibly deliver the full training program and meet requirements alone, or with assistance from subawardees and/or procured contractors.



Uses of Grant Funds



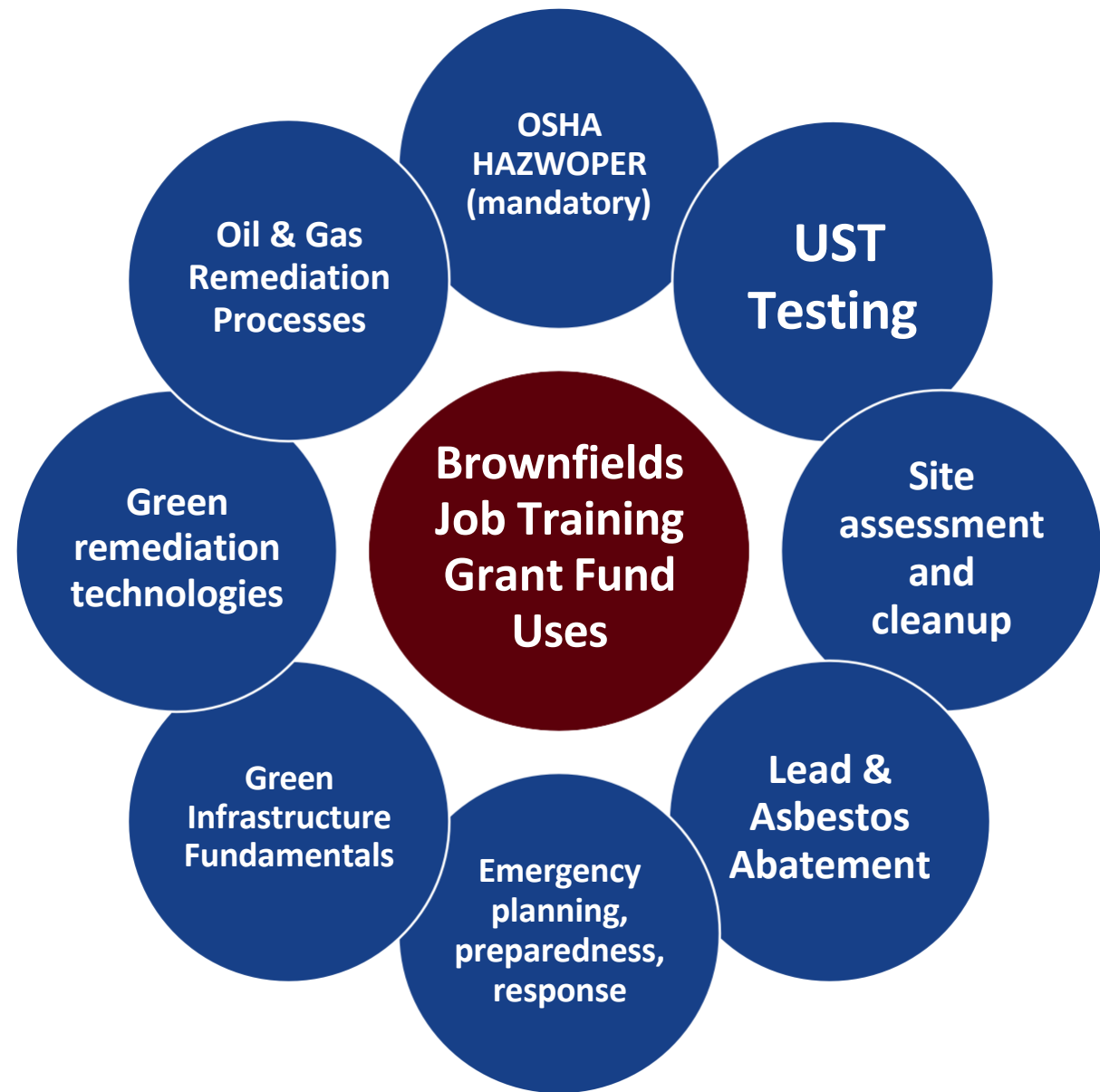
Region 4, Durham North Carolina- Job Training

 **Note:** Section 3.A.3. of the FY26 NOFO provides a list of additional types of direct programmatic costs associated with implementing a Brownfields Job Training program that are eligible uses of grant funds

- **Additional eligible uses of grant funds:**

- Personnel costs for instructors to conduct training, fringe benefits, and/or tasks associated with programmatic reporting requirements
- Costs for screening and placement of students
- Costs associated with health exams, drug testing, licensing fees
- Costs for training materials and work gear associated with the training curriculum
- Outreach activities directed toward engaging prospective employers to be involved in the job training program and to hire graduates
- Participation Support costs

Eligible Trainings With Brownfields Job Training Grant Funds



Note: All the above training can be delivered at awareness, intermediate, or advanced levels. Expanded descriptions of these trainings are available in the [FY26 NOFO](#), the [FAQ's](#), and the [List of Eligible and Ineligible Brownfield Job Training Courses](#) available on the [Brownfields Job Training page](#).

Use of Grant Funds

- **Grant funds may NOT be used for:**
 - Training in general construction skills and trades
 - Life skills or education activities, such as resume writing, remedial math and reading classes, interview skills, etc.
 - EPA encourages applicants to leverage this training through outside funding
 - Administrative or indirect costs in excess of 5% of total EPA funding



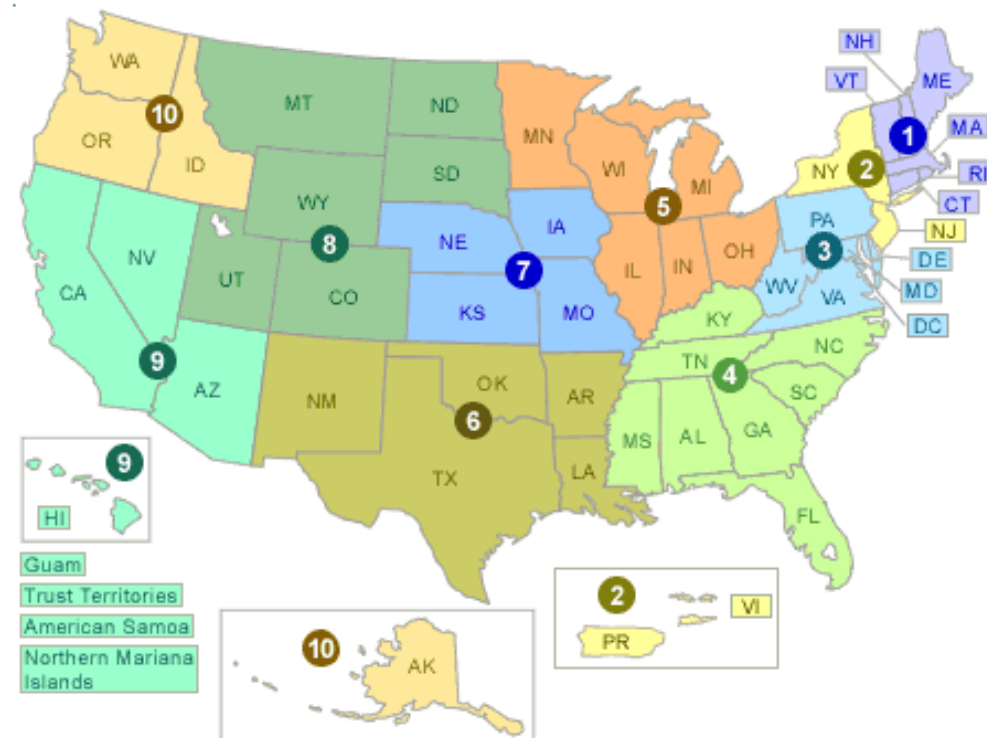
Note: Section 3.A.5. of the FY26 NOFO provides a more illustrative list of ineligible uses of grant funds

Applicants Must Pass Threshold to be Evaluated!

- Applicants must pass threshold, which is described in Section 2.A.1 of the FY26 NOFO.
- If the applicant doesn't pass threshold, their application does not move on to be evaluated

Regional Contacts

Regions and States		Address and Phone Number
EPA Region 1 Will Lariviere	CT, ME, MA, NH, RI, VT	Phone: (617) 918-1231 E-mail: Lariviere.William@epa.gov
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EPA Region 10 Aytaj Gasimova		Phone: (206) 553-6326 Email: Gasimova.Aytaj@epa.gov



Let's Hear from Our Grantee Speakers!

Why did you elect to apply for the BFJT grant?

What was the need in your community and how did you demonstrate that need? Who are you targeting?

What has your success been - Placement rate, types of jobs, etc.



Drafting Your Grant App | Demonstrating Need

Ask yourself two questions:

Why are you doing this and **who** are you doing this for?

Why

- Identify and describe the need using data
 - Why is this training important for your community?
 - What environmental challenges does your community face?
- Share findings from your **labor market study** and how those findings have informed your curriculum development

Who

- Identify and describe your target area using demographic data
- Who specifically are you targeting? (unemployed individuals, formerly incarcerated persons, veterans, etc.)



Your labor market study is critical.

Learn more about how to conduct one and how to use it to support your application by watching

[*Strategies for Successful Brownfields Job Training Programs*](#)

Drafting Your Grant App | Demonstrating Need

Use data to identify and demonstrate need

Data Type	National Sources
Demographic Data to Demonstrate Community Need	<ul style="list-style-type: none">• U.S. Census Bureau (Detailed demographic, income, and poverty data)• City Health Dashboard
Data on Overburdened and Sensitive Populations	<ul style="list-style-type: none">• CDC Social Vulnerability Index (SVI)• National Equity Atlas• County Health Rankings and Roadmaps

Don't forget to also utilize state and local sources!

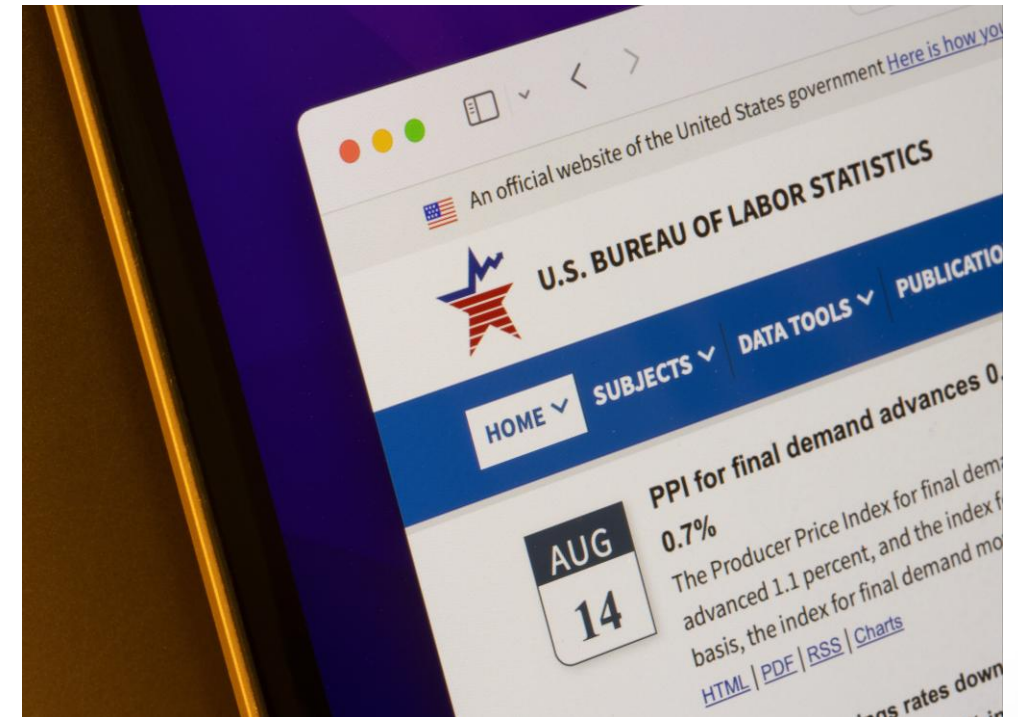
What State and local data sources have you used or plan to use?
Share your ideas and recommendations in the chat!



Drafting Your Grant App | Demonstrating Need

Use data to identify and demonstrate need

Data Type	National Sources
Labor Market Data	<ul style="list-style-type: none">• Bureau of Labor Statistics (BLS)• Results from your labor market study: surveys, reports, interviews with employers, etc.
Environmental Challenges and Other Vulnerabilities	<ul style="list-style-type: none">• EPA's Cleanups In My Community (CIMC)• U.S. Climate Resilience Toolkit• FEMA National Risk Index



Drafting Your Grant App | Training Description

Provide a detailed description of curriculum and certifications earned

“Describe how the training is structured to meeting the needs of the students, employers and the community.”

**Don't forget
these 3
columns!!**

Course Name / Level of Training	Type of Certification	Course Description	# of Hours	Start Date - End Date	# of Times Course will be Offered	Cost of Course Per Cohort	Total Course Cost	% of Grant Budget
RCRA Hazardous Waste Management / Intermediate	Federal	This course provides an overview of RCRA hazardous waste management regulations. It covers key topics such as waste identification, generator classifications, storage requirements, and cradle-to-grave tracking. Participants will gain a foundational understanding of how to manage hazardous waste in compliance with federal law.	16	Week 1	5	\$2,268	\$11,340	6%
Blueprint Reading / Intermediate	Industry	This course introduces the fundamentals of blueprint reading, with a focus on interpreting site plans, environmental reports, and construction drawings. Participants learn how to read and.....	8	Week 6	5	\$1,134	\$5,670	3%

Drafting Your Grant App | Program Structure

Program Structure



Recruitment, screening, and retention of students

How will your organization ensure prospective students of the program are successful?



Program support for job placement

How will your organization assist graduates with initial job placement?



Program sustainability

How will your organization ensure that the job training program will continue once grant funds are exhausted?

- EPA tracks outputs and outcomes based on:
 - How many participants you **enroll**
 - Number of students **graduated**
 - Placement of students in **employment** or number of students pursuing **further education**
 - **Average wages** for students placed in employment
- Applicants should discuss how program outcomes reflect challenges presented in describing **Community Need**

Drafting Your Grant App | Cultivating Partnerships

Who's at the table:

Employers: Local businesses, environmental contractors, labor unions

Environmental Entities: MARC recipients in your community, City or County Depts.

Important: Include a letter from each identified partner stating their commitments to the program.

Job Readiness/Life Skills: GED prep institutions, substance abuse counseling, One Stop Centers, Workforce Development Boards

Community: Community leaders, faith-based organizations, block clubs, social service providers

Letters should be tailored and specific!

Coalition Member (optional): If more than one job training entities want to apply together

Drafting Your Grant App | Cultivating Partnerships

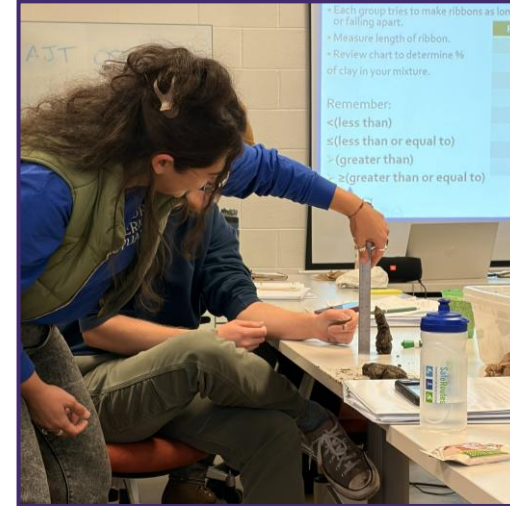
Cultivating and maintaining partnerships with employers is crucial to success

Engage employers early to:

- Understand labor market demand
- Shape curriculum
- Outline their involvement/commitments (Exp. employer guest speaker series, field trips, mentoring, interview commitments, etc.)

Engagement Strategies:

- Conduct focus groups and employer interviews
- Survey employers and consider offering incentives for survey participation
- Host employer led workshops and site visits



Drafting Your Grant App | Budget Development

Budget Development Tips

- Set aside funding to support placement and tracking of graduates
- Use the provided budget template and modify as necessary
- Must include a budget narrative that provides basis for each cost estimate **(show the calculations!)**
 - Exp. “Student safety equipment for 100 students at a cost of \$50 each for a total of \$5,000”
- Familiarize yourself with [participant support cost guidance](#)
 - Participant support costs must not exceed 40% of the award
- **Take note:** Administrative costs are restricted to 5% of the total award and all indirect costs are considered administrative and are therefore subject to the 5% administrative cap.

Sample Budget Table

	Budget Category	Project Tasks				Total
		Outreach, Recruitment, and Retention	Instruction/ Training	Program Management	Placement and Tracking	
Direct Costs	Personnel					
	Fringe benefits					
	Travel ¹					
	Contractual					
	Supplies					
	Other (Please be specific for Participant Support Costs such as stipends)					
Total Direct Costs ²						
Indirect Costs ²						
Total Budget (Total Direct Costs+ Indirect Costs)						

Tips!

Review accepted BFJT grant examples and look at how they structure and format their budgets

Allocating budget towards actual training is viewed more favorably

¹ Travel to brownfields-related training conferences is an acceptable use of these grant funds.
² Administrative costs (direct and/or indirect) for the Brownfields Job Training Grant applicant itself cannot exceed 5% of the total EPA-requested funds.

Drafting Your Grant App | Budget Development

Budget Category	Project Tasks				Total
	Outreach, Recruitment, and Retention	Instruction/ Training	Program Management	Placement and Tracking	
Personnel	\$10,000	\$35,000	\$40,000	\$20,000	\$105,000
Fringe Benefits	\$2,800	\$9,800	\$0	\$0	\$29,400
Travel	\$2,000	\$3,000	\$0	\$0	\$14,000
Contractual	\$0	\$180,000	\$0	\$0	\$180,000
Supplies	\$1,000	\$22,600	\$0	\$0	\$26,600
Other	\$5,000	\$100,000	\$10,000	\$5,000	\$120,000
Total Direct	\$20,800	\$350,400	\$70,200	\$33,600	\$475,000
<i>Indirect Costs</i>	<i>\$1,095</i>	<i>\$18,442</i>	<i>\$3,695</i>	<i>\$1,768</i>	<i>\$25,000</i>
Total Budget	\$21,895	\$368,842	\$73,895	\$35,368	\$500,000

Of this \$100,000, \$65,000 are participant support costs



Is the Instruction and Training task category total greater than 60% of the budget total?

YES! → $\$368,842 / \$500,000 = 74\%$



Is the Participant Support Costs total less than 40% of the budget total?

YES! → $65,000 / \$500,000 = 13\%$



Is the Instruction and Training task category total minus the Participant Support Costs total greater than 60% of the budget total?

YES! → $(\$368,842 - \$65,000) / \$500,000 = 61\%$

Drafting Your Grant App | Budget Development

Budget Narrative – Deficient Level of Detail vs. Sufficient Level of Detail

Supplies to deliver the training and provide personal protection equipment will cost \$52,000 over the grant period.

Student Stipends will cost \$48,000 over the grant period.

Drug Screening will cost \$5,280 over the course of the grant period.

Marketing for program student recruitment will cost a total of \$18,000 for the entire grant period.

Supplies to deliver the training and provide personal protection equipment (**Safety glasses, gloves, hard hats, earplugs, respirators, and steel-toed boots in compliance with OSHA safety standards**) and equipment (**air quality monitors, noise level meters, chemical detection kits, water testing kits, fire extinguishers, first aid kits, spill containment supplies, and eye wash stations**) to every student (totals \$52,000, **which equates to \$541.67 per student, per session**).

Student Stipends of **\$500 per enrolled student (96)** totaling \$48,000 over the grant period.

Drug Screening will cost **\$55 per student**, totaling \$5,280 over the course of the grant period.

Marketing for program student recruitment will focus on **targeted social media advertisements** and **will cost \$1,500 per session, per year** and total \$18,000 for the entire grant period.

Drafting Your Grant App | Budget Development

Budget Narrative – Deficient Level of Detail vs. Sufficient Level of Detail

Detail added on types of supplies and PPE that factor into the cost

Supplies to deliver the training and provide personal protection equipment (**Safety glasses, gloves, hard hats, earplugs, respirators, and steel-toed boots in compliance with OSHA safety standards**) and equipment (**air quality monitors, noise level meters, chemical detection kits, water testing kits, fire extinguishers, first aid kits, spill containment supplies, and eye wash stations**) to every student (totals \$52,000, **which equates to \$541.67 per student, per session.**)

Detail added on the cost per student effectively writing out the math → $\$500 \times 96 = \$48,000$

Student Stipends of **\$500 per enrolled student (96)** totaling \$48,000 over the grant period.

Drug Screening will cost **\$55 per student**, totaling \$5,280 over the course of the grant period.

Detail added on the cost per session → $\$1,500 \times 12 \text{ session} = \$18,000$

Marketing for program student recruitment will focus on **targeted social media advertisements** and **will cost \$1,500 per session, per year** and total \$18,000 for the entire grant period.

Drafting Your Grant App | “Table Manners”

Important tables and charts

NARRATIVE

- Demographic Information
- Training Program Table
- Budget
- Outputs
- Partnerships
- Leveraged Funding

NARRATIVE ATTACHMENT

- Milestone Schedule

“Eye candy”



Tip 1!
Follow EPA suggested format
as closely as possible

Tip 2!
Tables and charts give visual relief,
and provide a lot of info in a snapshot -
to an otherwise prose-heavy document

No Pictures



Common Challenges and Pain Points

		Meeting Threshold	Labor Market Study	Employer Engagement	Budget Development
Common Mistakes		<ul style="list-style-type: none"> Applicants do not meet all threshold criteria Applicants don't submit threshold responses 	<ul style="list-style-type: none"> Applicants don't provide enough data and/or only use online data and don't conduct employer surveys Applicants don't detail their methods or results used to conduct the LMA 	<ul style="list-style-type: none"> Applicants don't connect with employers early enough Partnership letters lack detail 	<ul style="list-style-type: none"> Miscalculations can lead to budgets that are less competitive than they could be. Budget narrative lacks sufficient detail.
	Tips for Success	<ul style="list-style-type: none"> Thoroughly read the NOFO Respond to threshold criteria questions even if not applicable 	<ul style="list-style-type: none"> Utilize data sources beyond baseline employment data Clearly outline your methods for assessing labor market demand 	<ul style="list-style-type: none"> Engage employer partners early Ensure letters include specific commitments from partners 	<ul style="list-style-type: none"> Triple check calculations. Do not include PSCs in Training task category total. Write out calculations in narrative



Let's Hear from Our Grantee Speakers!

What does your curriculum look like?

How did you cultivate productive partnerships with relevant entities (environmental, community, employers)?

What challenges or pain points did you encounter and how did you overcome them?



Your Next Steps | Get Your Ducks in a Row

Do these things ASAP

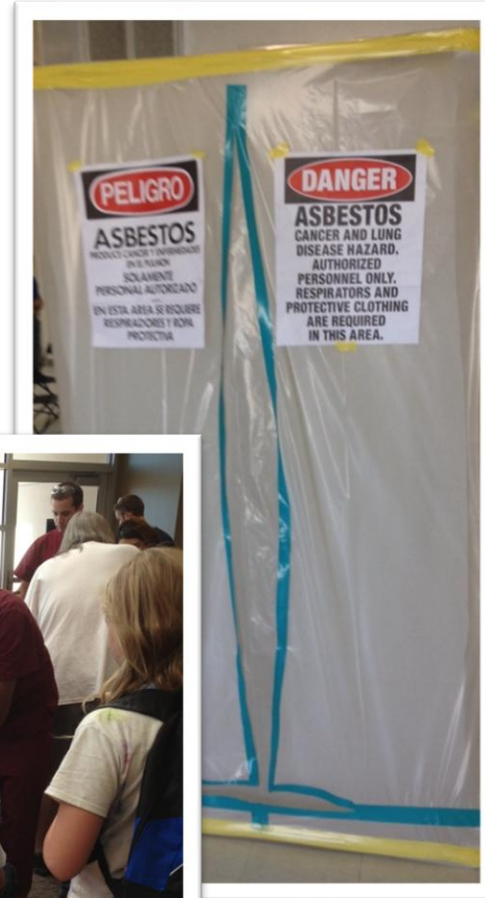
1. Register in SAM.gov
2. Make sure you're clear on why you're doing this and who you're doing this for
3. Review your Labor Market Study, leverage a partner's study on labor market data, and/or begin collecting any remaining data that will allow you to identify and demonstrate need in your application
4. Solidify partnerships and confirm how each partner will be involved
5. Attend additional BFJT webinars following the NOFO release



Your Next Steps | Draft and Develop Application

Do these things in the first month

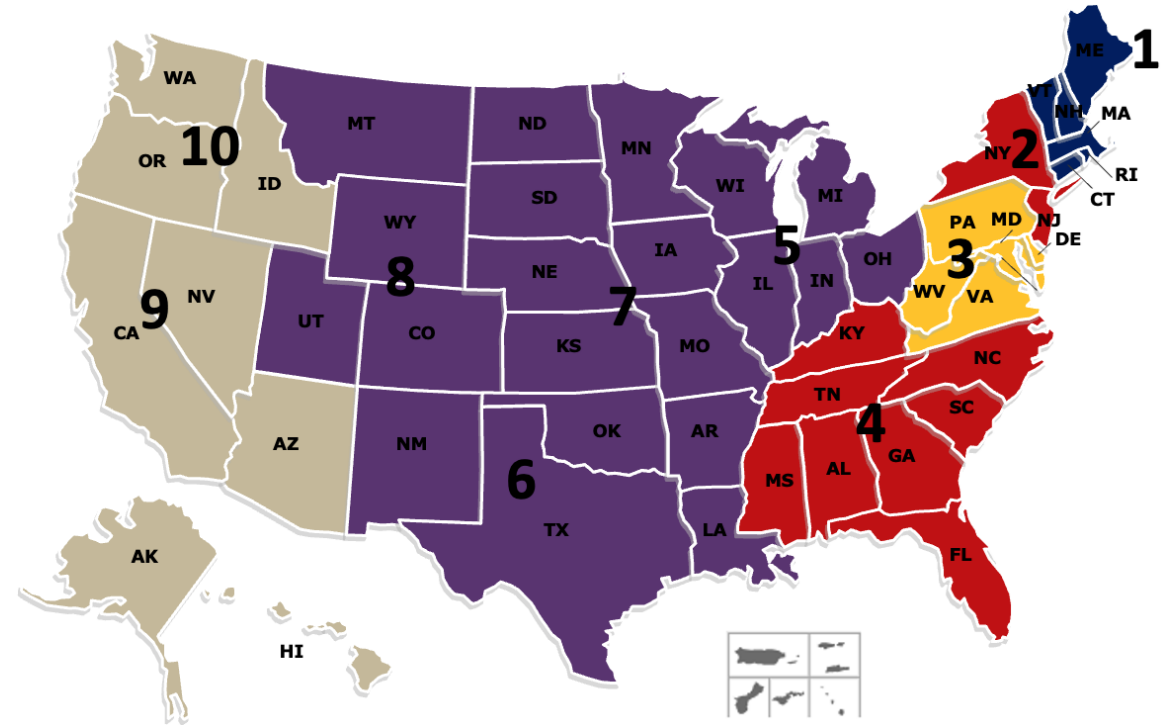
1. Open a public comment period/notify the public that you'll be applying for this grant
2. Solicit partnership letters from partners
3. Develop curriculum – discuss training course eligibility with your TAB provider
4. Draft application



Your Next Steps | Draft and Develop Application

Do these things in the second and third month

- Finish drafting your application
- Get your application reviewed by your TAB Provider!



Who are the TAB Service Providers?

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[New Jersey Institute of Technology \(NJIT\)](#) – EPA Regions 2 & 4

[Mid-Atlantic TAB](#) – EPA Region 3

[Kansas State University \(KSU\)](#) – EPA Regions 5, 6, 7, & 8

[Center for Creative Land Recycling \(CCLR\)](#) – EPA Regions 9 & 10

[KSU – ITEP – ANTHC](#) – Tribal TAB

Regional TAB BFJT Points of Contact

Region	TAB Provider	Point of Contact
Region 1 (CT, ME, MA, NH, RI, and VT)	University of Connecticut	Randi Mendes randi.mendes@uconn.edu
Region 2 (NJ, NY, PR, and VI)	New Jersey Institute of Technology	Jessica Miller jm9494@njit.edu
Region 4 (AL, FL, GA, KY, MS, NC, SC, and TN)		Cailyn Bruno cailyn.l.bruno@njit.edu
Region 3 (DE, DC, MD, PA, VA, and WV)	West Virginia University	Carrie Staton carrie.staton@wvu.edu
Region 5 (IL, IN, MI, MN, OH, and WI)	Kansas State University	Roxanne Anderson roxanderson@ksu.edu
Region 6 (AR, LA, NM, OK, and TX)		Scott Nightingale scottnight@ksu.edu
Region 7 (IA, KS, MO, and NE)		Maggie Belanger maggiejessie@ksu.edu
Region 8 (UT, MT, WY, CO, ND and SD)		
Region 9 (AZ, CA, HI, NV, AS, and GU)	Center for Creative Land Recycling	Claire Weston claire.weston@cclr.org
Region 10 (AK, ID, OR, and WA)		

Contact Info

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We Want to Hear Your Feedback

Please provide feedback on today's event:

1. Click this link
https://kstate.qualtrics.com/jfe/form/SV_3RabNs6MM1j7JNl
1. Click the link provided in the chat box
1. Scan this QR image from your smartphone





**What questions do you
have for us?**

RICHMOND BUILD WALL OF FAME





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Thank You

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