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Understanding the FY11 Job Training Grant Application Guidelines - 2

Sponsored by: U.S. EPA Office of Brownfields and Land Revitalization

Delivered: August 30, 2010, 2:00 PM - 4:00 PM, EDT (18:00-20:00 GMT)

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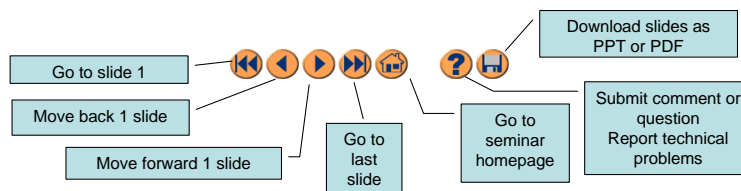
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- Q&A
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Although I'm sure that some of you have these rules memorized from previous CLU-IN events, let's run through them quickly for our new participants.

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You should note that throughout the seminar, we will ask for your feedback. You do not need to wait for Q&A breaks to ask questions or provide comments. To submit comments/questions and report technical problems, please use the ? Icon at the top of your screen. You can move forward/backward in the slides by using the single arrow buttons (left moves back 1 slide, right moves advances 1 slide). The double arrowed buttons will take you to 1st and last slides respectively. You may also advance to any slide using the numbered links that appear on the left side of your screen. The button with a house icon will take you back to main seminar page which displays our agenda, speaker information, links to the slides and additional resources. Lastly, the button with a computer disc can be used to download and save today's presentation materials.

With that, please move to slide 3.

Environmental Workforce Development and Job Training Grant Workshop: Understanding the FY2011 Proposal Guidelines



Presented by:
The Office of Brownfields and Land Revitalization
August 30, 2010



- **Moderator/Presenter**

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Agenda



- History of the Brownfields Job Training (JT) Program
- Competitive Environmental Workforce Development and Job Training Grants
- Getting Started – Application Process
- Threshold Criteria
- Ranking Criteria
- Attachments
- Application Tips
- Next Steps
- Additional Resources
- Questions

Brownfields Job Training Program ~ History/Background



The Milwaukee Community Service Corps Job Training Class on site

Brownfields Job Training Program ~ History/Background



- The first seeds of Brownfields Job Training—and of the Brownfields Program itself—emerged in the early 1990s, reflecting EPA’s growing concern for “environmental equity,” later known as environmental justice issues.
- Among the lessons learned from the very first EPA Brownfields Pilot grants was the realization that the communities surrounding these brownfields were not benefiting from the job opportunities created by their assessment and cleanup. EPA realized that these brownfields-related jobs were being filled by environmental professionals from other cities, due to a lack of environmental training among local workforces.

Brownfields Job Training Program ~ History/Background (continued...)



- While EPA had no resources allocated for Job Training during the initial years of the Brownfields Program, the Agency had already collaborated with the Hazardous Materials Training and Research Institute to offer environmental education and training program assistance to community colleges located near Superfund and other hazardous waste sites.
- With the goal of adding a job training component to the Brownfields Program, EPA tapped the expertise of a number of federal entities with established job training programs—including the National Institute of Environmental Health Sciences (NIEHS).

Brownfields Job Training Program ~ History/Background (continued...)



- **January 1995:** EPA announces the first Brownfields Pilots.
- **1996:** EPA signs a Memorandum of Understanding with the Department of Labor, focusing on job training and employment opportunities related to the Brownfields Program for local youths and adults.
- **1998:** NIEHS establishes a Brownfields Minority Worker Training Program in collaboration with selected EPA Brownfields Pilot grantees.
- **1998:** EPA awards its first 11 Brownfields Job Training Pilots to cities, community colleges, universities, and non-profits.
- **June 1999:** The Brownfields Job Training Program produces its first 100 graduates.
- **September 1999:** 100 graduates of EPA-funded Job Training Programs have been placed in environmental jobs.
- **June 2001:** The number of Brownfields Job Training Program graduates reaches 1,000.

Brownfields Job Training Program ~ History/Background (continued...)



- **January 2002:** President Bush signs the *Small Business Liability Relief and Brownfields Revitalization Act* into law. Known as the “Brownfields Law,” this legislation amended CERCLA to specifically authorize federal financial assistance for brownfields revitalization, including grants for assessment, cleanup, and job training.
 - CERCLA now had language specifically authorizing Job Training Grants under EPA’s Brownfields Program—authorizing EPA to provide grants for training to facilitate site assessment, remediation of brownfields sites, or site preparation.
- **2003:** EPA Awards \$2 million for Brownfields Job Training Grants in ten communities across seven states—its first Brownfields Job Training grants under the new Small Business Liability Relief and Brownfields Revitalization Act of 2002.
- **To date,** EPA has funded 169 job training grants through the former Brownfields Job Training Program totaling over \$35 million.
- **As of April 2010,** more than 5,800 participants have completed training and more than 3,800 have obtained employment in the environmental field, with an average starting hourly wage of \$14.65.



- **In 2010, EPA's Brownfields Program led an effort to collaborate more closely on workforce development and job training with other programs within EPA's Office of Solid Waste and Emergency Response (OSWER), including:**
 - Office of Resource Conservation and Recovery (ORCR);
 - Office of Superfund Remediation and Technology Innovation (OSRTI);
 - Office of Underground Storage Tanks (OUST);
 - Federal Facilities Restoration and Reuse Office (FFRRO);
 - Center for Program Analysis (CPA);
 - Innovations, Communication, and Partnerships Office (IPCO); and
 - Office of Emergency Management (OEM).



- Goal was to develop a job training cooperative agreement opportunity that includes expanded training in other environmental media outside the traditional scope of just brownfields.
- As a result of these discussions, the Environmental Workforce Development and Job Training Grants Program, formerly known as the “Brownfields Job Training Grants Program,” now allows applicants to deliver additional hazardous and solid waste training.
- Also supports OSWER’s Community Engagement Initiative.

Environmental Workforce Development and Job Training Grants - Overview (con't)



- Environmental Workforce Development and Job Training Grants will train residents of communities impacted by a variety of waste facilities, blighted properties, and contaminated sites for environmental jobs that cleanup contractors may otherwise fill from outside the affected community.
- Through this expanded program, graduates will develop wider skill sets that will improve their ability to secure full-time, sustainable employment in various aspects of hazardous and solid waste management and within the larger environmental cleanup and remediation field.



Program Requirements:

- Proposed training programs must target unemployed and underemployed individuals.
- Applicants will be evaluated on the extent to which they have partnered with local contractors and other stakeholders working on EPA funded projects for brownfields, Federal Facilities, Superfund, underground storage tanks, landfills, oil spill sites, or EPA-funded state or tribal corrective actions or closures at solid or hazardous waste facilities or landfills.
- Applicants should establish procedures to ensure that graduates will be employed in environmental work that involves preventing, assessing, managing, and cleaning up contaminated sites, with a focus on the graduates' respective communities.
- EPA's Brownfields Program and OSWER are committed to integrating principles of environmental justice by helping communities revitalize contaminated properties, mitigate potential health risks, and restore economic vitality.



Core Curriculum

- All environmental workforce development and job training program curricula **must** include:
 - 40-hour Occupational Safety And Health Administration (OSHA) Hazardous Waste Operations and Emergency Response (HAZWOPER) training;
 - Lead renovation, repair, and painting (RRP) certification; and
 - Some degree of supplemental training in **each** of the following three areas:
 - Innovative and alternative treatment technologies (e.g., solar installation training, phytoremediation, stormwater management, bioswale system site preparation, soil amendments, etc.);
 - Leaking underground storage tank prevention; and
 - Training related to solid waste management, assessment, and/or cleanup (e.g., construction and demolition debris recycling, landfill remediation and capping, recycling center operator training, etc.).



Supplemental Green Training

- While traditional curriculums have focused on hazardous waste training, EPA encourages applicants to supplement core curriculums with additional specialized training in innovative technologies or environmentally sustainable training.
- Directly link supplemental training with employer needs.

Other Specialized Training

- Industrial and/or Oil Spill Response
- Weatherization
- Heavy Machine Operations
- Green Building Design
- Phytoremediation
- Preparing Formerly Contaminated Sites for the Installation of Renewable Energies (solar, wind, geothermal)
- Ecological Restoration, Landscaping, and Indigenous Species Revegetation
- Debris Recycling
- Freon Extraction and White Goods Recycling
- Energy Auditing on Remediated Sites



- **Environmental Job Examples**
 - Environmental Technician
 - Recycling Center Operator
 - Emergency Response Technician
 - Energy Conservation Specialist
 - GIS Technician
 - Treatment, Storage, & Disposal Facility Technician
 - Health & Safety Technician/Trainer
 - Biotechnology Technician/Analyst
 - Sampling/Calibration/Analysis Technician
 - Underground Storage Tank Removal Specialist
 - Hazardous Materials Transporter
 - Forklift Operator
 - Construction/Plumber/Electrician

Environmental Workforce Development and Job Training Grants ~ The Competitive Grant Process



- Historically, EPA has set a high standard for successful job training grant applications:
 - In past years, an average of one out of every four applications was funded per solicitation.
 - From year-to-year, 90% of previously unfunded applications were funded after re-applying.

For FY 2011, the total estimated funding available for Environmental Workforce Development and Job Training Grants is approximately \$4,000,000. EPA anticipates the award of 13 cooperative agreements with maximum values of \$300,000 each for a two-year project period.

The Competitive Grant Process - Getting Started



To begin the application process:

1. In early October, go to www.epa.gov/oswer and click on the “Grants and Funding” link to find a copy of the *FY11 Environmental Workforce Development and Job Training Grant Guidelines* available for download. The guidelines also will be posted on the EPA Brownfields Program website at www.epa.gov/brownfields/applicat.htm and at www.grants.gov.
2. Applicants may choose to submit application packages either in hard copy (paper) format or by submitting a complete electronic version via www.grants.gov.
3. Sign up for the Brownfields listserv to receive automatic notifications of Request for Applications (RFAs) when they are issued.

Replace the red link with the updated link when the guidelines are posted.

The Competitive Grant Process - Getting Started (continued...)



a. Hard copy (paper) submission – ONLY!

- ✓ Applicants must submit two complete packages including all of the documents identified in the forthcoming proposal guidelines.
- ✓ Complete packages must be postmarked by the closing date and time for receipt of application packages. One complete package must be sent through regular mail, express mail, or courier to each of the following recipients:
 - **Environmental Management Support, Inc.** (contractor to EPA) Attn: Keith Arnold, 8601 Georgia Avenue, Suite 500 Silver Spring, MD 20910, (301) 589-5318
 - The appropriate **EPA Regional Job Training Coordinator** listed in *Section VII* of the guidelines.

b. Electronic Submission – Applicants may submit the complete application package electronically via www.grants.gov. **PLEASE NOTE** – The grants.gov registration process may take up to one week, so please plan accordingly.

Threshold Criteria



Participants from the Oregon Tradeswomen, Inc., Brownfields Job Training Program

Threshold Criteria (Pass/Fail)

Overview



Threshold criteria are evaluated on a pass/fail basis.

- Threshold criteria include:
 1. Applicant Eligibility
 2. Required Training
 3. Funding Amount
- Applicants that received a Brownfields Job Training Grant from EPA in FY10 are not eligible to apply in FY11.
- EPA will notify applicants who do not meet the threshold criteria within 15 calendar days of the “fail” determination.
- Proposals that meet the threshold criteria will then be evaluated based on the ranking criteria disclosed in *Section 5(B)—Ranking Criteria for Environmental Workforce Development and Job Training Grants*.

★ **Applications that fail any one of the threshold criteria will not be considered further.**

Threshold Criteria (Pass/Fail)

1. Applicant Eligibility



- Applicants must demonstrate they are eligible. Eligible applicants include:
 - Non-profit organizations (501(C)(3) proof required)
 - Municipalities
 - Quasi-governmental organizations
 - Government entities created by state legislatures
 - Regional Councils or general purpose units of local government
 - Redevelopment agencies
 - States
 - Tribes (other than in Alaska)*
 - Workforce Investment Boards
 - Colleges and Universities

Threshold Criteria (Pass/Fail)

2. Training Requirements



- All Environmental Workforce Development and Job Training curricula must include:
 - OSHA 29 CFR 1910.120 40-hour Hazardous Waste Operations and Emergency Response (HAZWOPER) training, and it must be provided to all individuals completing training;
 - Lead Renovation, Repair, and Painting (RRP) training;
 - Underground Storage Tank Leak Prevention awareness training;
 - Innovative and Alternative Treatment Technologies-related awareness-training; and
 - Solid Waste Management or Cleanup-related awareness training.

Threshold Criteria (Pass/Fail)

3. Funding Amount



- Proposals that request more than \$300,000 or with project periods in excess of two years will be returned to the applicant for revision.

Content and Form of Proposal Submission

General Application Requirements



- Application packages must substantially conform to the outline and content detailed in *Section 4(C), Content and Form of Proposal Submission* of the forthcoming guidelines or they will be rejected.
- Pages in excess of the page limitations for the transmittal letter (2 pages), narrative proposal (18 pages), and the attachments (20 pages) that are listed in *Section 4(C), Content and Form of Proposal Submission* will not be reviewed.
- All application materials must be submitted in English, including support letters.
- Do not include binders, spiral binding, or color printing.
- Photos and graphics will not be considered.
- The transmittal letter and narrative proposal must be typed, on letter-sized paper, with a font size no smaller than 12 point.



RANKING CRITERIA—OVERVIEW

- **Applicants must directly and explicitly address all criteria as part of their “Narrative Proposal.”**
- **Each application will be rated under a points system, with a total of 100 points possible.**
- **Each application will be evaluated according to six (6) evaluation criteria.**
- **Each of the six criteria is comprised of subfactors that vary in scoring value.**

Ranking Criteria ~ Overview



Criterion	Maximum Points Per Criterion
1. Community Need	20
2. Training Program Description, Anticipated Outcomes and Outputs	27
3. Programmatic Capability	15
4. Institutional Capacity	8
5. Community and Employer Partnerships	22
6. Budget/Resources	8
Total Possible Points Per Proposal	100

Ranking Criteria

1. Community Need

(20 Total Points – 2 subfactors – 10 points each)



- **Subfactor 1: Describe your target community. What are its demographics? What are the impacts of these demographics and how do they relate to current challenges and environmental justice concerns?**
 - Describe your target community, including population, location, history, and environment.
 - Provide community demographics.
 - Include unemployment, poverty, and foreclosure rates, minority populations, sensitive populations, recent economic disruption data, information on health disparities, etc.
 - Discuss how these indicators of need relate to current challenges and environmental justice concerns
 - Provide the source(s) of your information.
 - To what extent will you recruit and train specific populations indicative of need (e.g., ex-offenders, veterans, etc.)?

Ranking Criteria

1. Community Need (con't)

(20 Total Points – 2 subfactors – 10 points each)



Subfactor 1: (cont...)

- Describe the negative impacts these hazardous waste sites have on the target community (e.g., economic, environmental, public health, and social issues).
 - Provide example(s) of specific site(s).
 - Economic impacts include loss of tax revenue, and presenting an obstacle to investment.
 - Environmental impacts include potential contamination of air, water, and soil.
 - Social/public health impacts include adverse health effects on community residents, and blight.
- Be descriptive! Help the reader visualize these impacts.
- Make sure your response is compelling. Make the reader cry!
- Emphasize the specific benefits your target community will receive if you are awarded this grant.
 - Be careful to ensure a connection between your community statistics and the focus area of your project.

Ranking Criteria

1. Community Need (con't)

(20 Total Points – 2 subfactors – 10 points each)



- **Subfactor 2: Have you conducted any employer surveying or local labor market assessments?**
 - Describe how you know of the local demand for skilled environmental workers.
 - List specific activities you have done, including research conducted.
 - Describe the procedures you used to conduct a labor market assessment.
 - Discuss the results of your assessment.
 - Is there a need for skilled environmental professionals with certifications?
 - Are those certifications proposed and incorporated into your proposed curriculum?
 - Are these certifications directly applicable to the hiring needs of employers within your community?



- **Subfactor 1: Describe the structure of your proposed training program (8 points).**
 - Present a clear and concise description of the proposed job training program, including the number of training cycles, the number of hours per cycle, a description of core training and required training versus supplemental and awareness training, the number and type of certifications to be earned, whether courses will result in a state or federally recognized certification versus a certificate, the names of courses, and the schedule of classes.
 - **This description should match the training program outline attached to the proposal.**



- **Subfactor 2: What are your anticipated enrollment and placement numbers? (5 points)**
 - How many participants do you expect to enroll in the proposed curriculum?
 - How many students do you anticipate will complete the proposed training program?
 - What is your targeted placement rate of those students that complete the program into environmental remediation jobs?
 - Do you have a detailed plan for evaluating your progress toward achieving expected short- and long-term project outcomes and outputs?
 - To what extent is your proposed timeline for achieving deliverables clearly identified, detailed, and realistic?



Note: The minimum acceptable placement rate for FY11 is 70%.



• **Subfactor 3: How will you recruit and screen students for your job training program? (4 points)**

- What strategies/tools will you use to market your environmental workforce development and job training program?
- Tell us what methods you will use to recruit applicants (newspaper, radio, posters, word-of-mouth, etc.).
- From which areas in your community will you recruit?
- Tell us what criteria you will use to screen applicants (high school diploma, drug testing, TABE testing, etc.).
- How will you address retention and attrition issues?
- Will students be responsible for any fees (e.g., licensing, certification, medical examination, etc.)?
- Are training facilities accessible (e.g., close to public transportation, near parking facilities, etc.)?



- **Subfactor 4: To what extent will your organization provide job search support and resources for participants of your job training program? (10 points)**
 - Tell us how your organization will assist with initial job placement, retention, and continuous employment for participants.
 - How and for how long will your organization track graduates? (must be a minimum of one year)
 - Describe any local hiring incentives (e.g., first-source or local hiring ordinances, tax incentives, wage subsidies, etc.) that will increase the likelihood of employment for graduates.

Ranking Criteria
3. Programmatic Capability
(15 Total Points)



If you have ever received an EPA brownfields grant, please respond to the following:

- Identify up to five EPA brownfields grant(s) you currently have or have received in the past; if you worked with EPA on a Superfund Job Training Initiative (JTI) project, also mention that here.
- Demonstrate how you successfully managed the grant(s) and successfully performed all phases of work under the previous or existing grant(s) by providing information on:
 - The balance of grant funds not drawn down (funds remaining);
 - Compliance with the work plan, schedule, terms and conditions, and timely quarterly and financial status reporting (*specifically* quarterly reports, ACRES, and any other required submittals); and
 - Success in implementing the goals of your EPA grant funds.

Ranking Criteria

3. Programmatic Capability (con't) (15 Total Points)



If you have ever received an EPA brownfields grant, please respond to the following:

- Describe any adverse audit findings.
- Provide information regarding your accomplishments, including:
 - The number of individuals you committed in your proposal to train and place versus what was provided in your negotiated workplan;
 - The actual number trained and placed;
 - If the original anticipated training and placement goals were not met, what steps were taken to improve the program; and
 - If the data are accurately reflected in ACRES at the time of submission.

Ranking Criteria

3. Programmatic Capability (con't)

(15 Total Points)



If you have ever received an EPA brownfields grant, please respond to the following:

- Describe the management system you will have in place to direct the activities under this grant.
 - Include a description of the project manager and staff expertise, experience, and qualifications.
 - How will you retain qualified staff and deal with employee turnover?
 - What system(s) do you have in place to acquire additional expertise and resources needed to complete the project?
 - If you intend to contract for the necessary experience, describe the system you have in place to acquire the needed expertise.



Note: In evaluating responses, EPA may consider relevant information from EPA files or from other federal grantors to verify or supplement information provided by the applicant.

Ranking Criteria

3. Programmatic Capability (con't) (15 Total Points)



If you have never received an EPA brownfields grant, but have received other federal or non-federal assistance agreements, please respond to the following:

- Identify up to five current or prior federally and non-federally funded assistance agreements and describe your history of:
 - Successfully managing these agreements and complying with reporting requirements;
 - Submitting acceptable final technical reports; and
 - Reporting progress toward achieving results under those agreements.

Ranking Criteria

3. Programmatic Capability (con't) (15 Total Points)



If you have never received an EPA brownfields grant, but have received other federal or non-federal assistance agreements, please respond to the following:

- Describe the management system you will have in place to direct the activities under this grant.
 - Include a description of the project manager and staff expertise, experience, and qualifications.
 - How will you retain qualified staff and deal with employee turnover?
 - What system(s) do you have in place to acquire additional expertise and resources needed to complete the project?
 - If you intend to contract for the necessary experience, describe the system you have in place to acquire the needed expertise.

Ranking Criteria

3. Programmatic Capability (con't) (15 Total Points)



If you have never received an EPA brownfields grant, but have received other federal or non-federal assistance agreements, please respond to the following:

- Describe any adverse audit findings or problems with the administration of any grants (e.g., compliance reporting, expenditure of funds, etc.).
- Describe how you corrected, or are correcting, any problems.

Ranking Criteria

3. Programmatic Capability (con't) (15 Total Points)



If you have never received any type of federal or non-federal assistance agreement, please indicate this in your proposal and you will receive a neutral score (10 points) for this criterion.



Note: if you have no relevant experience/history, say so! A neutral score will be given for these sections. Any sections not addressed will receive a zero score.

Ranking Criteria

4. Institutional Capacity

(8 Total Points – 2 subfactors – 4 points each)



- **Subfactor 1: Tell us about your organization's or partners' experience in delivering an effective environmental job training program.**
 - Illustrate your experience working with minority, unemployed, and/or underemployed individuals within your targeted community.
 - How does your experience relate to your proposed curriculum?
 - Describe your involvement with individuals/organizations listed in your attached reference list.



As a means of demonstrating your relevant experience, EPA will consider information from other federal agency files and prior/current grantees.

Ranking Criteria

4. Institutional Capacity

(8 Total Points – 2 subfactors – 4 points each)



- **Subfactor 2: Provide information regarding your training provider's experience and success in delivering a job training program in the target community.**
 - If a provider has been selected, what criteria did you use to select this provider?
 - Please provide a letter of commitment from this provider.
 - If you have not identified an instructor and are considering subcontracting or sub-granting to acquire these services, what steps will you use to ensure that they are qualified?
 - What steps will you use to ensure the instructors have the necessary skills?



- **Subfactor 1: Demonstrate that efforts have been made to collaborate with brownfields stakeholders and/or Superfund, Federal Facility, leaking underground storage tank, or EPA-funded state or tribal regulated corrective action or landfill closure contractors in your targeted community. (4 points)**
 - Have you made efforts to enhance or foster employment opportunities for job training graduates in your targeted area?
 - Have local organizations made commitments to assist with your training program (e.g., to provide on-the-job training or hiring graduates)?
 - If so, provide letters of support from these organizations.

Ranking Criteria
5. Community and Employer Partnerships
(22 Total Points ~ 3 subfactors)



- **Subfactor 2: Discuss your plan for involving the affected community (e.g., local community groups, Workforce Investment Boards, and academic institutions located in or near the affected community) in the proposed job training program. (8 points)**
 - Explain any early steps you have taken to notify the community about your program, such as:
 - Conducting public hearings
 - Visual advertisements (posters, flyers, etc.)
 - Radio announcements
 - Have any partners committed to providing non-environmental training, such as GED attainment, life skills training, placement assistance, personal protective equipment, etc.?
 - If so, attach letters of support indicating the commitments these organizations have made.
 - To what extent will your program ensure trainees are job ready and have the pre-employment skills needed to secure full-time work?

Ranking Criteria

5. Community and Employer Partnerships (22 Total Points ~ 3 subfactors)



- **Subfactor 3: Have local employers and community-based organizations (e.g., local businesses, environmental contractors, labor unions, site owners) been involved in the development of your proposed job training program? (10 points)**
 - If so, describe any components they have been involved in, such as:
 - Curriculum development
 - Advisory councils
 - Apprenticeships
 - Mentoring
 - Please provide letters of support illustrating these commitments.
 - Have any employers committed to hiring graduates of your program? If so, please attach support letters from these prospective employers that affirm their involvement/commitment.

Ranking Criteria

6. Budget/Resources (8 Total Points – 2 subfactors)



- **Subfactor 1: Is your budget clear, detailed, reasonable, and appropriate? Do you include cost estimates for each of your proposed activities? Is there a narrative explanation of each task? (5 points)**

- Include a short introduction before the budget chart outlining how you intend to spend the grant.
- After the budget chart, explain each of your tasks clearly and completely, including the basis for the estimated cost as well as the projected outputs where possible.
 - Address each cost presented under a task.
 - The cost should appear reasonable based on the details in the description.

★ Note: This is where many applicants lose points!

Ranking Criteria

6. Budget/Resources

(8 Total Points – 2 subfactors)



- DO NOT include tasks for activities or costs that are ineligible uses of funds under EPA’s grant.
 - Direct costs for grant administration are ineligible even if the grantee or subgrantee is required to carry out the activity under the grant agreement.
 - A list of prohibited uses of funds can be found in *Appendix 1* of the *FY2011 Environmental Workforce Development and Job Training Grant Guidelines*.
- Don’t use acronyms like “CBOs”—spell them out.
- Allocate travel funds to attend the National Brownfields Conference and the Job Training All Grantee Meeting.
- **Make sure your budget table adds up!**

Ranking Criteria

7. Budget/Resources

(8 Total Points – 2 subfactors)



Project Funding	Instruction	Outreach	Program Mgmt.	Other Tasks	Total
EPA Project Funding					
Personnel					
Fringe benefits					
Travel					
Contractual					
Supplies					
Other (Please be specific)					
Total EPA Funds					
Non-EPA Project Funding					
Administrative Costs					
Other (Please be specific)					
Total Non-EPA Funds					

Ranking Criteria

7. Budget/Resources (8 Total Points – 2 subfactors)



- **Subfactor 2: Did you demonstrate how you will leverage additional funds or in-kind services to carry out your project? (3 points)**
 - Describe additional sources of internal/external funding already in place.
 - Show how EPA grant funds will be complimented by these additional funding sources or in-kind services (e.g., staff time, life skills training, pre-employment training, GED preparation, child care, academic enhancement, placement assistance, counseling, transportation assistance, etc.).
 - If you don't already have additional funding sources in place, indicate when and where you plan to look!
 - Indicate how these additional funds will stimulate economic development after your program has ended.
 - Describe how your organization will manage this grant in light of the administrative cost prohibition.



Note: EPA does not require a funding match.

Attachments (20 page limit)



- A. Documentation of Applicant Eligibility**
- B. References**
- C. Training Program Outline**
- D. Milestones Schedule**
- E. General Support Letters**



Documentation of Applicant Eligibility



- Applicants that are not cities, counties, tribes, or states must provide documentation/evidence of current nonprofit status under federal, state, or tribal law, if applicable.
- Evidence of nonprofit status must be submitted at the time of application.



Documentation of nonprofit status will not count against the attachment page limitations.

Reference List



- **References: These organizations may be contacted by EPA during the evaluation process.**
 - Include a list with contact information, **NOT LETTERS**, from the following:
 - Two employers who have hired past participants of your job training program (if applicable);
 - Two neighborhood and/or community-based organizations aiding in the development of your program; and
 - Two organizations from the employer community (e.g., local businesses, environmental contractors, site owners, etc.) that have been involved in the development of your job training program.

Training Program Outline



- **Your Training Program Outline should include:**
 - Curriculum topics;
 - Number of course hours;
 - Duration of courses;
 - Proposed training cycle start and end dates;
 - Schedules;
 - A list of certifications that participants will be eligible to attain; and
 - The major training tracks (you may have one or multiple tracks) in table format and how many students will be recruited, enrolled, and anticipated to complete each track.

Milestones Schedule



- Your Milestones Schedule should indicate start times and completion dates of significant tasks under your program (e.g., outreach, procurement of a contractor, recruitment, frequency of classes to be offered and length of classes, instruction, placement, and tracking).

General Support Letters



- Attach general support letters from community-based organizations, past or potential employers, organizations involved in the development of your job training program, project partners, or other stakeholders that support your proposed training.
- Support letters will only impact scoring of the subfactors listed in *Section V.B.5* of the guidelines.
- **Letters must be received with the proposal; letters received separately after the due date for proposal submission will not be considered.**

General Tips for Proposal Preparation



- Read entire *NEW* Guidelines and follow directions.
- Get mentoring from prior grantees (listed at http://cfpub.epa.gov/bf_factsheets/index.cfm).
- Write as though the reader knows NOTHING about your community.
- **Follow the instructions in Section IV of the Guidelines for application submission.**
- Address *all* criteria—if it *doesn't* apply, say so and explain why.
- Avoid using acronyms and technical/organizational jargon.
- Follow Cover Letter outline (See Section 4 of the Guidelines).
- Use “white space” and obey the 18-page limit for the narrative proposal, the 2-page limit for the cover letter, and the 20-page limit for attachments. Pages in excess of page limits will be removed and not evaluated.
- Typed; single spaced; no binders; **NO COLOR!**
- No photos or graphics.
- Limit attachments to required and relevant documents and letters.
- Electronic submission (via www.grants.gov) of applications is allowed (See Section IV of the Guidelines).

General Tips for Proposal Preparation *(continued...)*



Create a Focused Plan and Show that You Know how to Implement It

- Too much information is not necessarily a good thing.
- Quality beats quantity.
- Do not restate the evaluation criteria.
- Respond clearly and directly to the questions in the guidelines (avoid unnecessary jargon).
- Although your responses may seem repetitious, you need to respond as many times as asked. Some reviewers may not always cross-reference responses.
- Address all criteria—if it doesn't apply, say so and briefly explain why. Address each element of the criteria separately.
- Create a game plan for each section in the application. Identify the number of questions presented in each subsection.
- Highlight key words that you will want to use in your response.
- Identify information that you will need to research or obtain to answer the questions.
- For pertinent sections, design the actual plan you will implement if you receive the EPA grant. Be realistic in your planning.
- Use your plan to answer the questions; a strong understanding of the concepts and well thought out plans will come through in your application.

Joe – the following bullet was included but we deleted it as it did not make sense.

Use presence text (e.g. not we will hold vs. held community meetings)

Application Submission – FY2011 [Tentative] Application Timeline



- October 2010—RFP issued
- January 2011—Application Submission Deadline
- Spring 2011—Grants Announced (anticipated)

★ **FY11 applications will be accepted via grants.gov**

After Application Submission



- Threshold Criteria are evaluated by your EPA Region. You may be contacted to clarify information in your application.
- Programmatic Capability will be scored by the Region.
- National panels will convene and rank applications.
- **The Office of Solid Waste and Emergency Response (OSWER) Assistant Administrator (i.e., the Selection Official) makes final determinations.**

What To Do Now?



- Begin thinking about your application package!
- Survey employers and get their commitments to participate in your program.
- Keep an eye out for the FY11 Guidelines in early October.
- Get individualized letters of support.
- Hold a public meeting.
- Contact partners for assistance in preparing and/or reviewing your application.
- Contact us with eligibility questions!

EPA Regional Job Training Brownfields Team



- Region 1 – Kathleen Castagna (617) 918-1429 castagna.kathleen@epa.gov
- Region 2 – Schenine Mitchell (212) 637-3282 mitchell.schenine@epa.gov
- Region 3 – Jeff Barnett (215) 814-3246 barnett.jeff@epa.gov
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- Region 9 – Wallace Woo (415)972-3270 woo.wallace@epa.gov
- Region 10 – Susan Morales (206) 553-7299 morales.susan@epa.gov

Web-based Resources



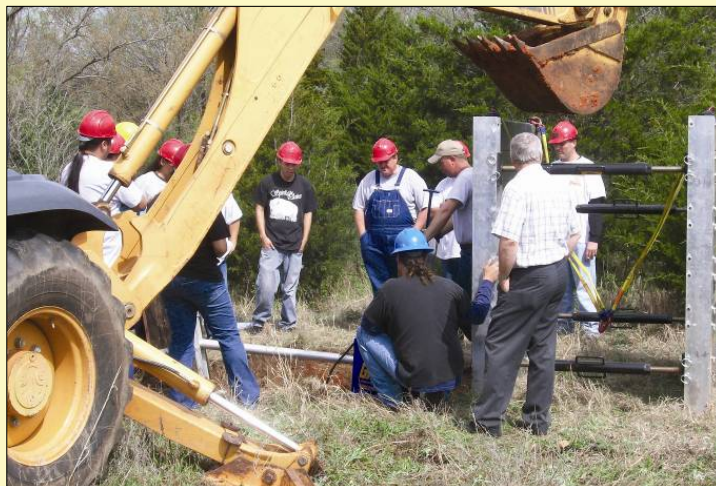
- **FY11 Environmental Workforce Development and Job Training Grant Guidelines** – [Visit www.epa.gov/brownfields/job.htm in early October]
- **FY11 Environmental Workforce Development and Job Training Grant Frequently Asked Questions (FAQ)** – [Visit www.epa.gov/brownfields/job.htm in early October]
- **Headquarters Information on-line** – www.epa.gov/brownfields/job.htm
- **Job Training Report: “Improving Land and Lives: 10 Years of Investment in EPA’s Job Training Program”** – www.epa.gov/brownfields/job.htm#tenyears
- **List of previous Brownfields Job Training Grant Recipients** – http://cfpub.epa.gov/bf_factsheets/index.cfm
- **List of existing and past EPA funded Brownfields JT Grant Recipients in your area** – www.epa.gov/brownfields/plocat.htm

Questions ?



Students Graduating from Tucson, Arizona's, Job Training Program

Good Luck!



Students in the Absentee Shawnee Tribe Brownfields Job Training Program, participating in onsite training

Resources & Feedback

- To view a complete list of resources for this seminar, please visit the [Additional Resources](#)
- Please complete the [Feedback Form](#) to help ensure events like this are offered in the future

The screenshot shows a web form titled "U.S. EPA Technical Support Project Engineering Forum Green Remediation: Opening the Door to Field Use Session C (Green Remediation Tools and Examples) Seminar Feedback Form". The form includes fields for "First Name", "Last Name", "Work", "Daytime Phone Number", and "Email Address". A checkbox is labeled "Please send a copy of my feedback confirmation as a record of my participation to this address". The date of the seminar is listed as "December 15, 2009".

Need confirmation of your participation today?

Fill out the feedback form and check box for confirmation email.