

Preparing a successful EPA Job Training Grant Proposal

Technical Assistance for Brownfields Program
EPA Region 1

Marisa Chrysochoou, Program Director



Tab.program.uconn.edu

UConn

Your EPA Region 1 JT contact

William Lariviere

Job Training Coordinator

Brownfields Project Manager

EPA Region-1

Office: +1 (617) 918-1231

Lariviere.William@epa.gov



Webinar Objectives



Present RFP guidelines (EPA June 15th webinar will do that)



Guidance on how to address guidelines – grant writing tips



First Rule of Grant Writing



Where is the rubric?

SECTION V – APPLICATION REVIEW INFORMATION

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 185 points possible.

Page 29 of the
FY23 JT RFA

1. COMMUNITY NEED (35 points)

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

1.A. Community Description (20 points)

- The extent to which the brief description of the city, town, or geographic area provides background on its environmental, economic 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 community challenges in the target area and an explanation of how/why the targeted area was selected for the training. (Examples of community challenges include environmental, social, public health, and economic issues, as well as environmental justice concerns, such as the disproportionate siting of polluting facilities or number of brownfield sites in low-income and/or minority communities you're proposing for your target area) (5 points);
- The extent to which demographic statistics are provided for the target area, including a comparison to city, state, and/or national averages. For example, the population, unemployment rate, poverty rate, percent minority, per capita income and the degree to which the statistics for the target area demonstrate a disadvantaged community indicative of need (5 points); and



Overview of sections and points

Length of section should be roughly proportional to points

1. COMMUNITY NEED (35 points)

- 1.A. Community Description (20 points)
- 1.B. Labor Market Demand (15 points)

2. TRAINING PROGRAM DESCRIPTION (20 points)

3. BUDGET (10 points)

4. PROGRAM STRUCTURE, ANTICIPATED OUTPUTS AND OUTCOMES (45 points)

- 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 (40 points)

- 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 (15 points)

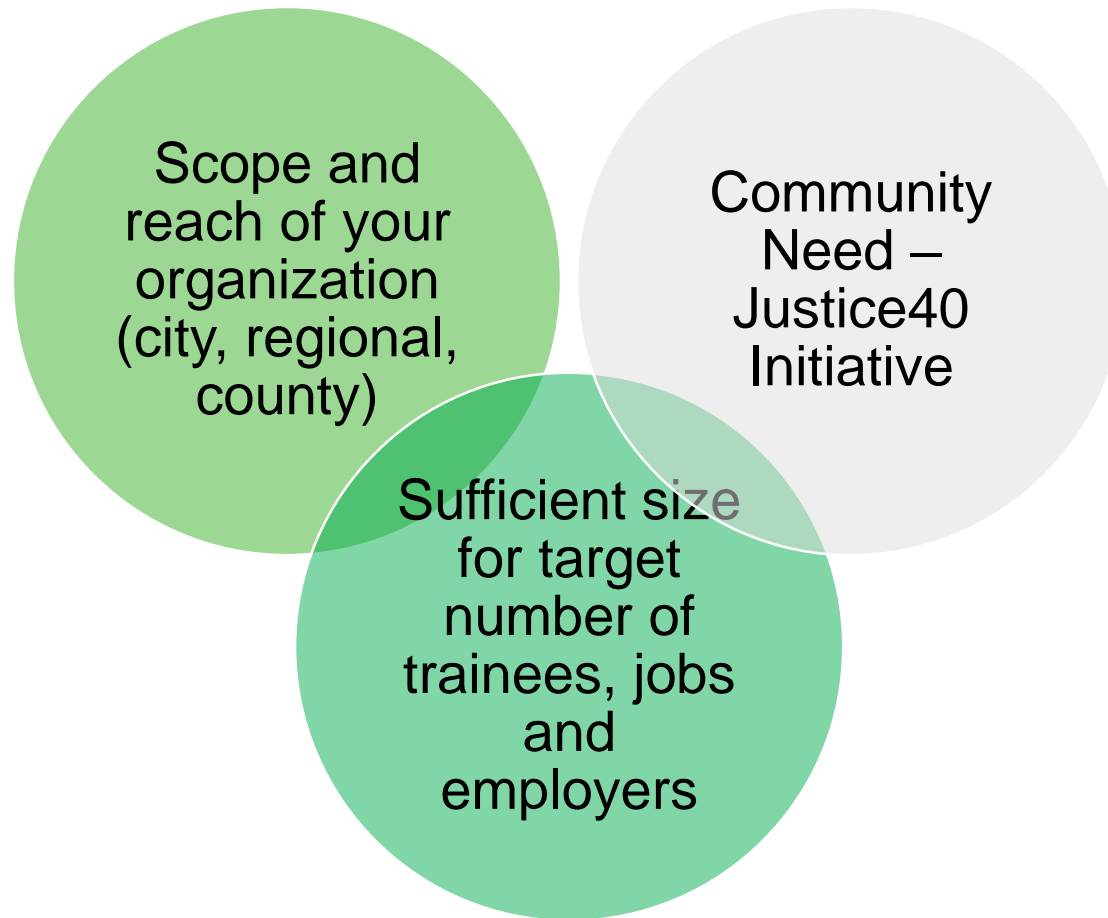
6. LEVERAGING (5 points)

7. PROGRAMMATIC CAPABILITY (30 points)

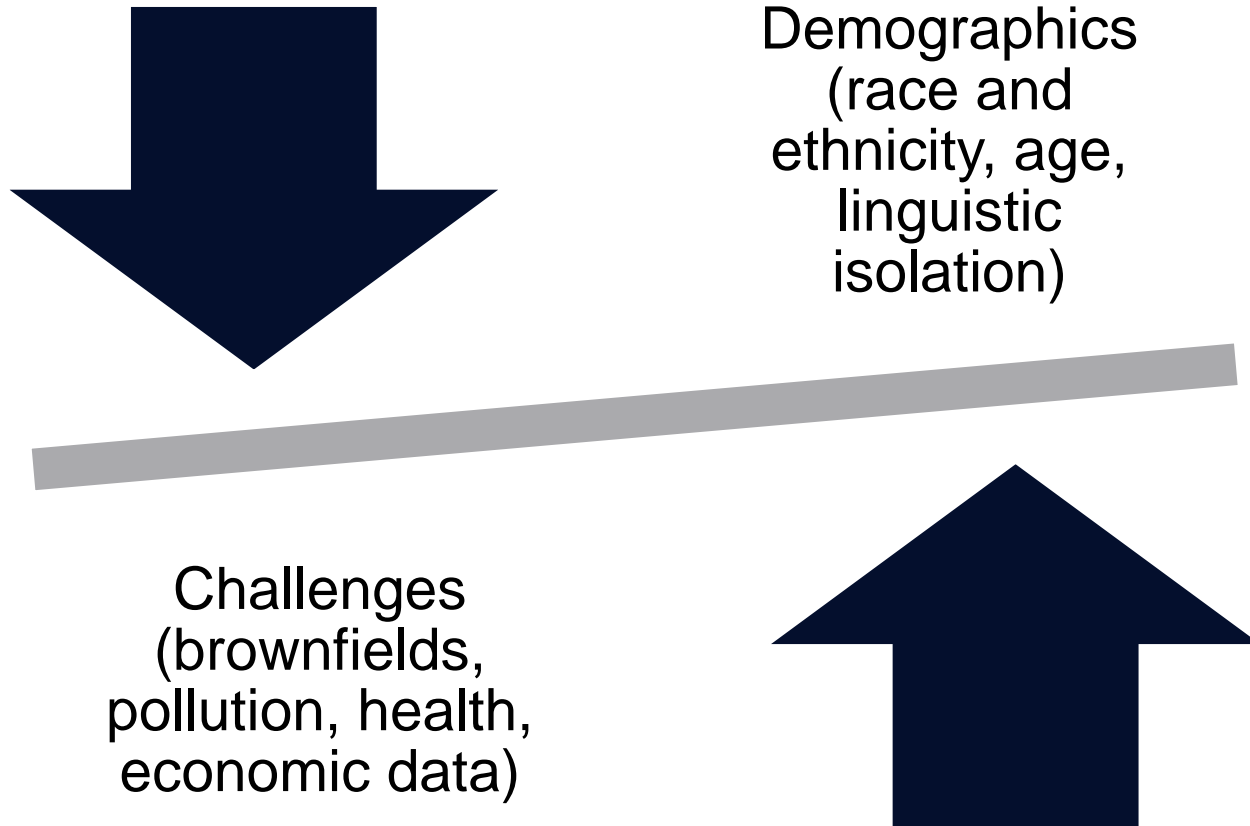
- 7.A. Grant Management System (5 points)
- 7.B. Organizational Experience (10 points)
- 7.C. Audit Findings (5 points)
- 7.D. Past Performance and Accomplishments (10 points)



Considerations to define your Target Area



1A Community Description



Disadvantaged community

- Definition under Justice40 Initiative
- Watch EJSCREEN video to obtain relevant indicators
- <https://tab.program.uconn.edu/workshops-webinars/>

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.

For the purposes of the FY22 grant solicitations, EPA will use the definitions and indicators above to identify disadvantaged communities.



Community Need

May replace one column with EPA Region 1 if Target Area is City or County wide

Sample Format for Demographic Information

| | Target Community (e.g., Census Tract) | City/Town or County | Statewide | National |
|--|---------------------------------------|---------------------|-----------|--|
| Population: | | | | 316,127,513 ¹ |
| Unemployment: | | | | 8.3% ² |
| Poverty Rate: | | | | 15.5 % ³ |
| Median Household Income: | | | | \$53,889 ³ |
| Percent Minority: | | | | 37.8% ¹ |
| Other: <i>Include other relevant data as needed in additional rows</i> | | | | Replace with newer data if newer version is used |
| ¹ 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 ² Data are from the Bureau of Labor Statistics (The Employment Situation – March 2016) and are available at http://www.bls.gov/news.release/pdf/empsit.pdf ³ 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 | | | | |



High school graduation rates
Specific minority groups

Data for Community Need

- Watch video on using American Fact Finder on <https://tab.program.uconn.edu/grant-writing/>
- Selected ACS 2020 data are also available, downloaded for New England states
- Watch EJSCREEN video to obtain additional parameters to establish EJ

| ACS 2020 5-year | USA | CT | MA | ME | NH | RI | VT |
|-------------------------|-------------|-----------|-----------|-----------|-----------|-----------|---------|
| Population | 326,569,308 | 3,570,549 | 1,340,825 | 6,873,003 | 1,355,244 | 1,057,798 | 624,340 |
| Unemployment | 5.4% | 6.0% | 4.0% | 5.1% | 3.8% | 5.5% | 3.8% |
| Poverty Rate | 12.8% | 9.8% | 11.1% | 9.8% | 7.4% | 11.6% | 10.8% |
| Median Household Income | 64,994 | 79,855 | 59,489 | 84,385 | 77,923 | 70,305 | 63,477 |
| Percent Minority | 43% | 38% | 5% | 31% | 9% | 33% | 6% |

Note: Percent minority is equal to percent non-white plus percent Hispanic



1B Labor Market Demand

- Department of Labor Information related to New England States <https://www.bls.gov/regions/new-england/>
- State data (some also have regional data available)

| | | | | | |
|--|--|--|--|---|--|
|  <p>Connecticut</p> |  <p>Massachusetts</p> |  <p>Maine</p> |  <p>New Hampshire</p> |  <p>Rhode Island</p> |  <p>Vermont</p> |
| <u>Regional Market Labor Information</u> | <u>MA Labor Market Information</u> | <u>Center for Workforce Research and Information</u> | <u>Economic and Labor Market Information Bureau</u> | <u>RI Labor Market Information</u> | <u>VT Economic and Labor Market Information</u> |



Labor Market Demand – Additional Tools



May also use paid services such as Chmura



Identifying Environmental Employers



Connecticut

Licensed Environmental Professionals
Asbestos and Lead Contractors
Waste Transporters and Spill Contractors



Massachusetts

Licensed Site Professionals
Asbestos Contractors
Lead Abatement Contractos
Hazardous Waste Transporters



Maine

Licensed Asbestos Abatement Consultants
Hazardous Waste and Waste Oil Transporters



New Hampshire

Asbestos Contractors
Lead assessors and contractors
Hazardous Waste Vendor lists



Rhode Island

DEM Environmental consultant list
Asbestos Contractors
Lead contractors
Hazardous Waste Transporters



Vermont

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 2-3 of RFA
- Also see Brownfields Toolbox Best Practices document

Supplemental (NOT eligible for EPA funds)

- Life skills, Adult literacy and employability
- Can provide in collaboration with other entities but NOT part of main training program



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



Certain participant support costs ARE NOW 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.

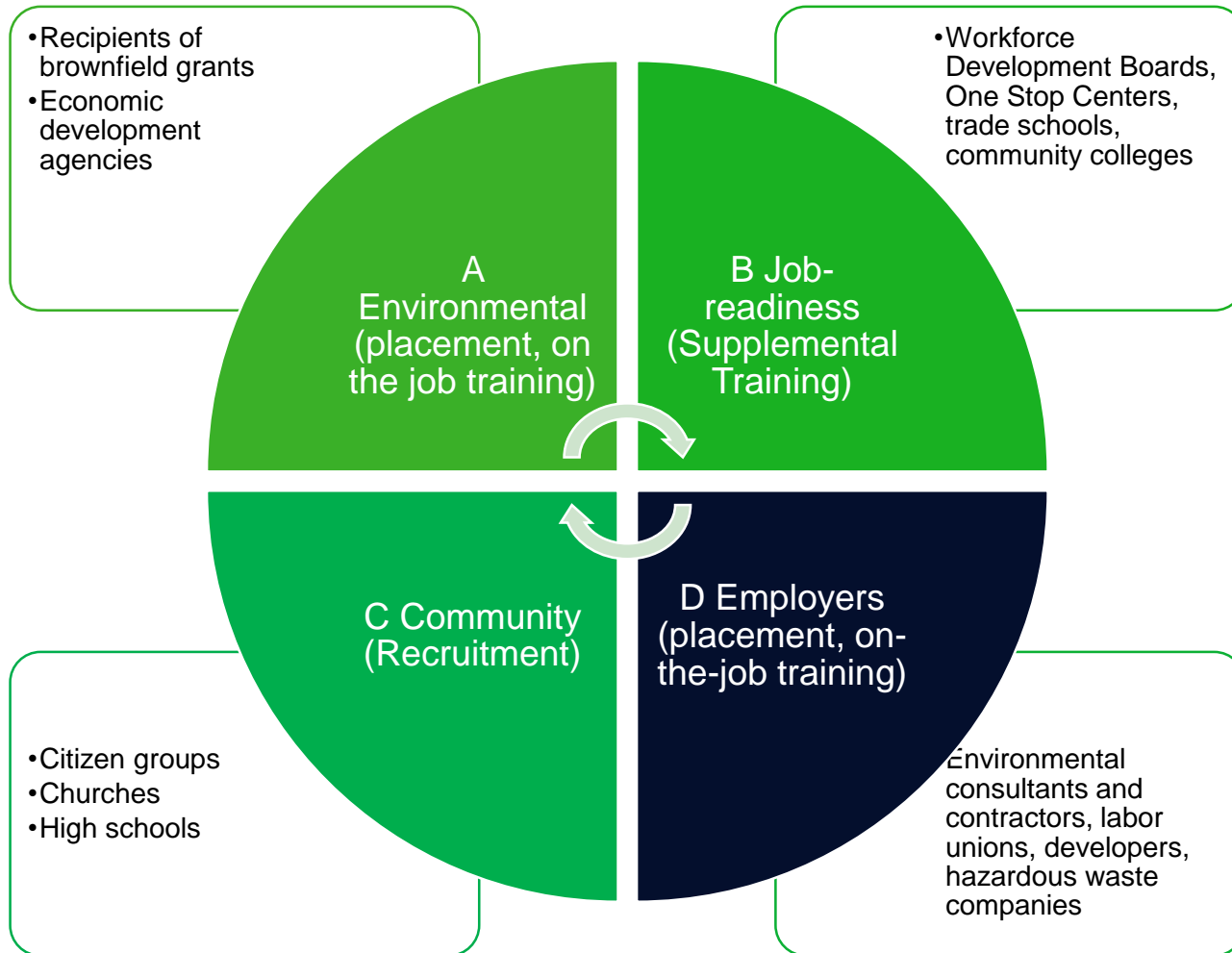
Targeted Groups

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



Brownfield grantees in New England

- <https://java.epa.gov/acrespub/gfs/>
- Apply filters, EPA Region 1, State, Grant Announcement past 3 years



Additional Resources

- [Brownfields Toolbox](#): one-stop site for all issues on JT grants: best-practices documents, webinars, listserv
- [EPA JT website](#): June 15th webinar, guidelines, FAQ
- [UConn TAB website](#): webinar recording, related files – Contact us for a review of your proposal!



Questions?

