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FY13 EPA Environmental Workforce Development and Job Training Grant Application Guidelines/Request for Proposals Overview

Sponsored by: EPA's Office of Brownfields and Land Revitalization

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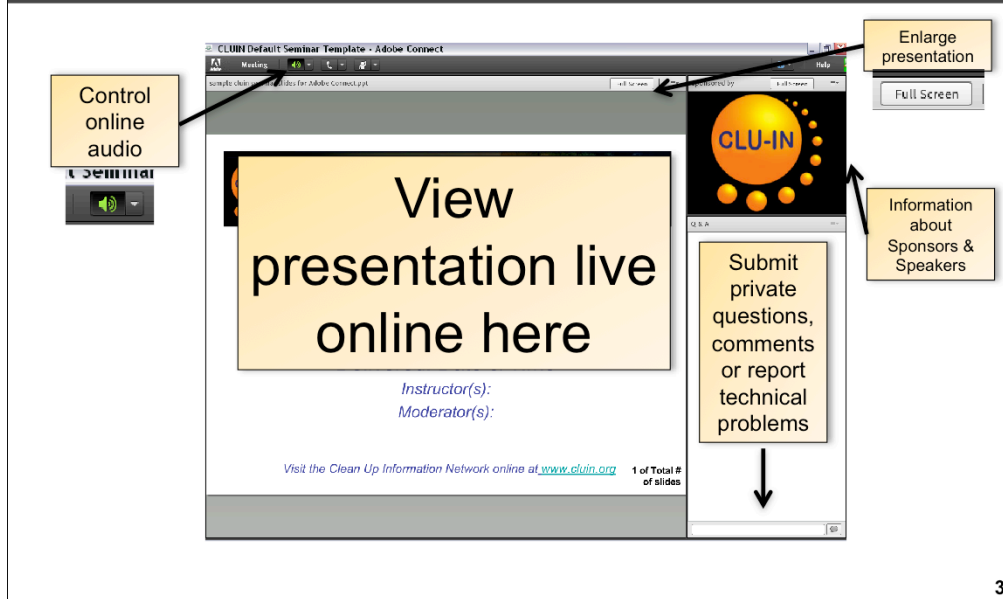
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Environmental Workforce Development and Job Training Grant Workshop: Understanding the FY2013 Proposal Guidelines



Presented by:
The Office of Brownfields and Land Revitalization
February 28, 2013



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Agenda



- **History of the Brownfields Job Training (JT) Program**
- **Competitive Environmental Workforce Development and Job Training (EWDJT) 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 HMTRI 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:** The National Institute of Environmental Health Sciences establishes a Brownfields Minority Worker Training Program in collaboration with selected EPA Brownfields Pilot grantees.
- **1998 (cont...):** EPA awards its first 11 Brownfields Job Training Pilots to entities including 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 206 job training grants totaling over \$45 million through both the former Brownfields Job Training program and newly expanded Environmental Workforce Development and Job Training program.
- **As of November 2012,** approximately 11,100 individuals have completed training, and approximately 7,900 of graduates obtained employment in the environmental field, with an average starting hourly wage of \$14.12. This equates to a cumulative placement rate of approximately 71% since the program was created in 1998.

Environmental Workforce Development and Job Training Grants - Overview



- **In 2010-2011, EPA's Brownfields Program lead an effort to more closely collaborate on workforce development and job training with other programs within EPA's Office of Solid Waste and Emergency Response (OSWER), and across the agency, including offices such as:**
 - **Office of Resource Conservation and Recovery (ORCR);**
 - **Office of Superfund Remediation and Technology Innovation (OSRTI);**
 - **Office of Underground Storage Tanks (OUST);**
 - **Center for Program Analysis (CPA);**
 - **Office of Chemical Safety and Pollution Prevention (OCSP);**
 - **Office of Wastewater Management (OWM), and**
 - **Office of Emergency Management (OEM)**

Environmental Workforce Development and Job Training Grants – Overview (continued)



- The Environmental Workforce Development and Job Training program (EWDJT), is designed to recruit, train, and place, unemployed and severely under-employed, residents from communities impacted by the presence of a variety of waste facilities, blighted properties, and contaminated sites for environmental jobs that may otherwise be filled from outside the affected community by contractors selected to cleanup the various sites.
- The goal was to also develop a job training program, The EWDJT, that through a cooperative agreement, will offer an opportunity for expanded training in other environmental media outside the traditional scope of Brownfields hazardous waste.
- The EWDJT program is purposed to further environmental justice (EJ) by ensuring that residents, including low-income, minority, and tribal communities, living in communities historically affected by economic disinvestment, health disparities, and environmental contamination have an opportunity to reap the benefits of revitalization and environmental cleanup in these areas.
- The EWDJT program supports the Community Engagement Initiative and requires grant recipients to involve the community in the development and implementation of its EWDJT project.

Environmental Workforce Development and Job Training Grants - Overview (continued)



- Through the expanded Environmental Workforce Development and Job Training program (EWDJT), graduates develop wider skill sets that improve their ability to secure full-time, sustainable employment in various aspects of hazardous and solid waste management and within the larger environmental field, including water quality improvement and chemical safety.
- In addition to the focus of the program stated above, under this year's FY13 competition, applicants from communities affected by recent manufacturing plant closures (2007 or later) or experiencing other significant economic disruptions are anticipated to receive some funding preference.
- Under the expanded EWDJT model, communities have more flexibility to provide different types of environmental training that reflect local labor market assessments and employers' hiring needs.

Environmental Workforce Development and Job Training Grants - Overview (continued)



- **Program Requirements:**

- Proposed training programs must target unemployed and under-employed individuals.
- Applicants will be evaluated on the extent to which they have partnered, and secured hiring commitments, with local contractors and other stakeholders where EPA-funded projects for Brownfields, Superfund sites, underground storage tanks, landfills, oil spill sites, wastewater treatment facilities, or EPA-funded state or tribal corrective actions or closures at solid or hazardous waste facilities or landfills are taking place. Applicants should establish procedures to ensure that graduates will be employed in environmental work that involves preventing, assessing, managing, and cleaning up contaminated sites in the graduates' respective communities. Proposed training should be directly linked to ongoing environmental work taking place in the respective community.

Environmental Workforce Development and Job Training Grants - Use of Grant Funds



- Applicants may choose, in addition to Brownfields hazardous waste training, to deliver a variety of environmental training listed below in items 1-6.
 - Training may include all of the items in 1-6, none, or multiple items from the list.
 - Please note that applicants have the option to deliver all of the training listed below, either at **awareness levels or advanced levels**.
 - Applicants must indicate the type of training and at what level the training will be delivered in their transmittal cover letter.
 - Applicants also have the option to deliver only Brownfields hazardous waste training.
- ★ **As noted in the 2013 Guidelines, (Section V.C) EPA's Selection Official, when making funding decisions, may take into consideration and give preference to applicants who choose to deliver multiple types of training, in addition to Brownfields hazardous waste training.**

Environmental Workforce Development and Job Training Grants - Use of Grant Funds (continued)



• Curriculum – Training

As referenced in Section IV.C., the applicant's transmittal letter must indicate what other types of environmental training listed below, if any, they choose to deliver, including:

1. Leaking Underground Storage Tank Site Assessment and Corrective Action, with a focus on training in the remediation of high-priority leaking underground storage tank (LUST) sites;
2. Solid Waste Management or Cleanup training;
3. Superfund site cleanup training, such as innovative and alternative treatment technologies (i.e., "green remediation" technologies);
4. Wastewater treatment training;
5. Emergency response training; and
6. Enhanced environmental health and safety training.

★ *Please read the FY 2013 RFP for an expanded description of the above training.*

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Environmental Workforce Development and Job Training Grants - Improving Land and Lives

- Solid Waste Management or Cleanup related awareness training (e.g., recycling center operator training, landfill remediation and capping, demolition and debris collection and recycling, etc.);
- Innovative and alternative treatment technologies related awareness training (e.g., solar installation, green remediation techniques, phytoremediation, soil amendments, advanced sampling instrument operator training, etc.)

- Innovative and alternative treatment technologies related awareness training (e.g., solar installation, green remediation techniques, phytoremediation, soil amendments, advanced sampling instrument operator training, etc.)

- Wastewater treatment awareness training (e.g., wastewater treatment facility operations, general water careers awareness training, stormwater management, green infrastructure maintenance, or decentralized systems maintenance);

Note: Applicants may choose to deliver required training courses at varying degrees. For example, if the applicant determines that the demand for leaking underground storage tank prevention training is not as applicable to employers hiring needs in your geographic locale, applicants have the discretion to provide more basic awareness training for that required course. On the other hand, if the applicant has identified a real need to provide one or more of these types of training based on hiring needs in your community, applicants are encouraged to provide more in-depth, advanced training in these courses, especially if the identified EPA-funded project in the community is a solid waste facility, such as a landfill or recycling center, an area where leaking underground storage tanks present an issue, a wastewater treatment facility, or a Superfund or Federal Facility site where innovative and alternative treatment technology training is pertinent and employment opportunities are present.

* Please review the FY13 Frequently Asked Questions for further information.



- **Additional Eligible Uses of Grant Funds –**



Applicants must indicate what other training they propose to deliver in their course outline (as referenced in Section V.B.2).

- **Other examples of eligible uses of grant funds and training listed below:**

- Personnel costs for instructors to conduct training, fringe benefits, and/or personnel costs for tasks associated with programmatic reporting requirements.
- Costs for screening and placement of individuals in the training program.
- Costs for training materials and work gear associated with the training curriculum.
- Development and refinement of existing curricula for training.
- Implementing job development outreach activities directed toward engaging prospective employers to be involved in the job training program and to hire graduates.

Environmental Workforce Development and Job Training Grants – Supplemental Training (continued)



- Training in the assessment, inventory, analysis, and remediation of sites or facilities at which hazardous substances, pollutants, contaminants, and petroleum are located, transported, or disposed, including training for jobs in environmental sampling, demolition, groundwater extraction, and site remediation associated with Brownfields, including sites contaminated by the manufacturing of illegal drugs or mine-scarred land.
- Training participants in the use of techniques and methods for cleanup of hazardous substances, petroleum, and pollutants, such as asbestos abatement; lead abatement; lead renovation, repair, and painting (RRP); mold remediation; and cleaning up sites contaminated by the manufacturing of illegal drugs (e.g., methamphetamine labs), abandoned gas stations, or mine-scarred lands.
- **Training in technologies that use alternative energy (solar, wind, or geothermal power) or alternative fuels (e.g., biofuels), including preparing sites for renewable energy installations.**

Environmental Workforce Development and Job Training Grants – Supplemental Training (continued)



- Training in confined space entry.
- Training in first-aid, CPR, and blood-borne pathogens.
- Training in chemistry, toxicology, and geology to the extent necessary to inventory, assess, remediate, and clean up contaminated sites.
- Training in radiation safety, cleanup of uranium mine tailings, and other mine-scarred land.
- Training in HAZMAT, commercial driver’s license (CDL), forklift, and machine operations associated with the transportation of hazardous waste.
- Training in freon removal or the removal of hazardous substances from white goods.
- **Training in weatherization; Building Performance Institute (BPI) training; energy efficiency retrofitting; heating, ventilation, and air conditioning (HVAC); and energy auditing.**

Environmental Workforce Development and Job Training Grants – Supplemental Training (continued)



- Training in the requirements and implementation of the All Appropriate Inquiries Final Rule, as required in CERCLA Section 101(35)(B) and 40 CFR part 312, *and due diligence*.
- Training in the use of compost and soil amendments and associated sampling, testing, and design considerations, and management techniques to support the assessment and cleanup of sites for urban agriculture and horticulture.
- Training participants in planning and conducting ecological restoration of contaminated land, including general botanical classes or introductory horticultural classes related to land and stream restoration or indigenous species re-vegetation; landscaping; and soil science.

★ *Due diligence is the process for evaluating a property for the potential presence of environmental contamination, and for assessing potential liability for any contamination present at the property.*

Environmental Workforce Development and Job Training Grants – Supplemental Training (continued)



- Training in the various certifications of Leadership in Energy and Environmental Design (LEED).
- Training in building trades related to constructing beams, caps, synthetic barriers, pumping facilities, and similar structures to remediate contamination.
- Training in national historic preservation and tribal historic preservation regulations associated with cleanup projects.
- Training in vapor intrusion testing and mitigation.
- Training in site surveying, mapping, blueprint reading, computer-aided design and drafting (CADD), and geographic information systems (GIS).
- Insurance needed by trainees to participate in on-the-job training.

★ *Applicants must indicate what other training they propose to deliver in their course outline (as referenced in Section V.B.2). Please also note that this list is intended to be illustrative and applicants may apply for funding for other types of related environmental training consistent with the statutory authority for this Request for Proposals (RFP).*



- **Environmental Job Spectrum**

- **Environmental Technician**
- **Recycling Center Operator**
- **Emergency Response Technician**
- **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**
- **Wastewater Treatment Facility Operator**

Environmental Workforce Development and Job Training Grants – Supplemental Allowable Costs (continued)



- Costs associated with health exams (e.g., pulmonary function tests), drug testing, or licensing fees directly related to the training and/or the placement of graduates in environmental work. (Any funding used to pay for such fees must be applied before training is completed and expended before the close of the grant.)
- Costs used to cover rental fees associated with training facilities or minor alteration of existing facilities. (Construction costs are not allowable.)
- Cost associated with eligible participant support expenses, including transportation for trainees for site visits during training or to transport trainees to and from class.

Environmental Workforce Development and Job Training Grants – Ineligible Costs



- **Grant funds may not be used for the following activities:**
- Training in general construction skills and trades (e.g., carpentry, plumbing, electricity, etc.). EPA encourages applicants to leverage this training through outside funding.
- Conducting site assessments or actual cleanups, except within the context of on-the-job training.
- Conducting response activities often associated with cleanups (e.g., landscaping, demolition, and groundwater extraction), except within the context of on-the-job training assignments. Assessment, cleanup, and associated activity costs must be funded through other means.
- General or **life skills** education activities, such as remedial classes in math and reading; job readiness training, such as developing resumes and acquiring interview skills; GED costs; website development; vehicle or medical insurance; or child care and daycare costs.

Environmental Workforce Development and Job Training Grants – Ineligible Costs (continued)



- Stipends for students, including on-the-job training costs, or scholarship funds to support students' enrollment in college courses. As noted above, stipends for student transportation expenses are eligible.
- Membership fees, such as fees required to join placement service organizations or environmental organizations.
- Providing food or light refreshments to employees, instructors, and trainees - except at graduation ceremonies.
- Costs that are unallowable (e.g., lobbying, fundraising, alcoholic beverages) under Cost Principles 2 CFR Part 220 (universities), 2 CFR Part 225 (state, tribal, and local governments), or 2 CFR Part 230 (nonprofit organizations), as applicable.

Environmental Workforce Development and Job Training Grants – Ineligible Costs (continued)



- Matching any other federal funds (unless there is specific statutory authority for the match). None of the statutory authorities listed above provide this authority. Grant funds may be used to match state or local funds, if authorized by the relevant state statute or local ordinance.
- Construction or substantial rehabilitation of buildings or other facilities to house training.
- Foreign travel.
- Proposal preparation costs.
- **Administrative costs**, management fees, penalties, or fines. (Refer to Appendix 1: *Prohibitions on Use of Funds*.)

★ See <http://www.epa.gov/brownfields> for additional information on ineligible grant activities and Frequently Asked Questions.

Environmental Workforce Development and Job Training Grants – EPA Strategic Plan Linkage



• I.D. EPA Strategic Plan Linkage

EPA's Strategic Plan 2011-2015 defines goals, objectives, and sub-objectives for protecting human health and the environment. The Environmental Workforce Development and Job Training grants awarded through this competition will support progress towards EPA Strategic Plan Goal 3 (Cleaning Up Communities and Advancing Sustainable Development), Objective 3.1 (Promote Sustainable and Livable Communities), Objective 3.2 (Preserve Land), and Objective 3.3 (Restore Land)

★ (View EPA's Strategic Plan on the Internet at: <http://www.epa.gov/ocfo/plan/plan.htm>, and view EPA's Order 5700.7 at <http://www.epa.gov/ogd/grants/award/5700.7.pdf>.)

• Environmental Outputs and Outcomes

Pursuant to EPA Order 5700.7, "Environmental Results under EPA Assistance Agreements," EPA requires that all grant applicants and recipients adequately address environmental outputs and outcomes.

★ Refer to FY 2013 Guidelines § I.E. for delineation of anticipated outputs and outcomes.

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Environmental Workforce Development and Job Training Grants - Improving Land and Lives

Outputs specific to each project will be identified as deliverables in the work plan negotiated after a grant is awarded. Grantees will be expected to report progress toward the attainment of project outputs during the project performance period.

Outputs: The term "output" refers to an environmental activity, effort, and/or associated work product related to an environmental goal or objective that will be produced or provided over a period of time or by a specified date. Outputs may be quantitative or qualitative but must be measurable during the project period.

Outcomes: The term "outcome" refers to the result, effect, or consequence that will occur from carrying out the activities under the grant. Outcomes may be environmental, behavioral, health-related, or programmatic, must be quantitative, and may not necessarily be achievable during the project period.

EPA anticipates the outputs for the grants awarded under this announcement may include but are not limited to the following:

- Increased number of individuals recruited, trained, certified, and placed in environmental careers in communities impacted by solid and hazardous waste sites and facilities, including an expected national minimum of at least 400 persons completing training per year with a **minimum job placement rate of at least 70%**.
- Classroom style training, practical training, and curricula modules.
- Appropriate certification in environmental sampling and site cleanup methods.
- Certification in OSHA 29 CFR 1910.120 40-hour HAZWOPER training.
- Training in innovative and alternative treatment technologies and related subjects.
- Training in underground storage tank removal and cleanup.
- Training in emergency response.
- Training in wastewater treatment facility operations, green (stormwater) infrastructure maintenance, stormwater management, decentralized wastewater system maintenance, and other wastewater management-related topics.
- Training in environmental health and chemical safety.
- Training in solid waste management and/or cleanup-related skills.

2. **Outcomes:** The term "outcome" refers to the result, effect, or consequence that will occur from carrying out the activities under the grant. Outcomes may be environmental, behavioral, health-related, or programmatic, must be quantitative, and may not necessarily be achievable during the project period.

EPA anticipates the outcomes from the projects awarded under this announcement may be an increase in the capacity of governmental entities and nonprofit organizations to:

- Help residents of EJ and other communities take advantage of jobs created by the assessment, cleanup, and management of solid and hazardous waste sites and facilities.
- Provide training that leads to sustainable employment in the environmental field.
- Improve community involvement and stimulate the development of constructive partnerships.
- Reduce chemical exposures and improve the health of workers, occupants, and residents.
- Improved knowledge—in acquisition and attainment—of chemical (substance, mixture, or article) safety information.
- Increase safety by improving chemical management.
- Foster self-sufficiency and enhance the skills and availability of labor for environmental remediation in EJ and other communities impacted by environmental contamination.
- Enable residents to participate in the promotion of environmental health and occupational safety, both on the job and in their communities.

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. In FY2011, EPA received a record number of applications and only one out of every 12 applicants was funded.
 - From year-to-year, 90% of previously unfunded applicants, who re-applied, are successful and consequently, were funded after re-applying.
- ★ *FY 2013's total estimated funding, available for Environmental Workforce Development and Job Training Grants, is approximately \$2,400,000. EPA anticipates awarding 12 cooperative agreements with maximum values of \$200,000 each for a three-year project period.*

The total number of new JT grantees for fiscal year 2012 was ????

The Competitive Grant Process ~ Getting Started



To begin the application process:

1. Go to <http://www.epa.gov/oswer/grants-funding.htm> and scroll down to **Open Announcements -- Office of Brownfields & Land Revitalization** and click on the link for *FY13 Environmental Workforce Development and Job Training Grant Guidelines* to 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.
3. Applicants may choose to submit application packages either in hard copy (paper) format or by submitting a complete electronic version via www.grants.gov.
4. Sign up for the Brownfields *list serve* to receive automatic notifications of request for applications (RFAs) when they are issued.

The Competitive Grant Process – Getting Started (continued)



- a. Paper submission – (The Instructions below apply to Hard copy ONLY!**
- Applicants must submit two complete packages including all of the documents identified in the forthcoming application guidelines.
 - Complete packages must be postmarked by the closing date and time (April 9, 2013) 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.
- c. Electronic Submission** – Applicants may submit the complete application package electronically via www.grants.gov. Also, send an electronic copy to the appropriate EPA Regional Job Training Coordinator as listed in *Section VII* of the guidelines.

★ *NOTE – The grants.gov registration process may take up to one week, so please plan accordingly (Suggestion: pre-register Now for later submittal)*

The Due Date for all submissions is: April 9, 2013 11:59 pm EST

Note: There is a registration process to complete for electronic submission via grants.gov, which may take a week or more to complete. Occasionally, technical and other issues arise when using grants.gov. EPA encourages applicants to not wait until the deadline to submit a proposal.

Environmental Workforce Development and Job Training Grants – The Competitive Grant Process (continued)



- FY 2013 Proposals are due by April 9, 2013.
- Proposals may be sent through the U.S. Postal Service (USPS), a commercial delivery service, or through www.grants.gov.
- ☆ **Note: Only one method should be used for the submission of the original, complete proposal.**
- Proposals sent through the USPS or via a commercial delivery service must be postmarked by April 9, 2013.
- Proposals sent via <http://www.grants.gov> must be received by 11:59 p.m. Eastern Standard Time on April 9, 2013.
- ☆ **Note: Please refer to Section IV.B., Due Date and Mailing Instructions, for further instructions.**

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. Demonstration that Proposed Project Does Not Duplicate Other Federally Funded Environmental Job Training Programs
 3. Required HAZWOPER Training
 4. Funding Amount

★ **Proposals must not request more than \$200,000 or project periods in excess of three years.**

- Applicants who received an EPA EWDJT grant in FY12 are ineligible to apply in FY13 unless proposing to serve a different city.
- EPA will notify applicants not meeting the threshold criteria within 15 calendar days of the “fail” determination.

★ **Applications failing any one of the threshold criteria will not be given further consideration and their proposals will not advance to the ranking evaluation process.**

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Environmental Workforce Development and Job Training Grants - Improving Land and Lives

For example, applicants must demonstrate that the proposed training project does not duplicate **National Institute of Environmental Health Sciences (NIEHS)** hazardous waste management training programs in their target community. Applicants must also undergo similar analyses for other Federally-funded job training programs serving the area or community(ies) in their application including funding provided by the **Department of Labor, the Department of Energy, and other federal agencies.**

Applicant Eligibility - Describe how you are an eligible applicant as described in Section III.A., *Who Can Apply?* For entities other than cities, counties, tribes, or states, please attach documentation of your eligibility (non-profit status, resolutions, statutes, etc.).

Non-profit applicants must also affirm that you are currently maintaining your 501©(3) status and are in good standing within the past four years

For example, applicants must demonstrate that the proposed training project does not duplicate National Institute of Environmental Health Sciences (NIEHS) hazardous waste management training programs in their target community. NIEHS maintains a list of their worker training grantees on their web site, <http://www.niehs.nih.gov/wetp>. If you are listed on this website as a recipient, you must demonstrate how services under this proposed project will complement but not duplicate existing Federal job training activities in your targeted service area, i.e., different target audience, etc. Applicants must undergo similar analyses for other Federally-funded job training programs serving the area or community(ies) in their application including funding provided DOL, DOE, and other federal agencies.

Threshold Criteria (Pass/Fail)

1. Applicant Eligibility



- **Applicants must demonstrate they are eligible.**

Eligible applicants include:

- Non-profit organizations (501(C)(3) or other IRS non-profit designation
- 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



Non-profit entities/organizations are eligible for funding. (Proof of current non-profit designation and status is required)

Threshold Criteria (Pass/Fail)

2. No Duplication of Training



• **Demonstration that Proposed Project Does Not Duplicate Other Federally Funded Environmental Job Training Programs –**

- Applicants must demonstrate that the proposed training project does not duplicate other Federally-funded programs for environmental job training in your target community
- For example:
- Proposed training project does not duplicate National Institute of Environmental Health Sciences (NIEHS) hazardous waste management training programs in their target community, or Department of Labor (DOL) or Department of Energy (DOE) environmental training programs.
- Proposed training does not duplicate another non-profit organization's EPA-funded environmental technician training curriculum in the same geographical area that your proposal is targeting.

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Environmental Workforce Development and Job Training Grants - Improving Land and Lives

Demonstration that Proposed Project Does Not Duplicate Other Federally Funded Environmental Job Training Programs - demonstrate that the proposed training project does not duplicate other Federally-funded programs for environmental job training in your target community

For example, applicants must demonstrate that the proposed training project does not duplicate National Institute of Environmental Health Sciences (NIEHS) hazardous waste management training programs in their target community. NIEHS maintains a list of their worker training grantees on their web site, <http://www.niehs.nih.gov/wetp>. If you are listed on this website as a recipient, you must demonstrate how services under this proposed project will complement but not duplicate existing Federal job training activities in your targeted service area, i.e., different target audience, etc. Applicants must undergo similar analyses for other Federally-funded job training programs serving the area or community(ies) in their application including funding provided by DOL, DOE, and other federal agencies.

- Must show the need for adding another environmental training program in same area; and
- Must show that proposed training is targeting a different population segment of same geographical area than training that is currently being delivered by another organization; and/or
- Must show that training is different than that currently being delivered by another organization.

Threshold Criteria (Pass/Fail)

2. No Duplication of Training (continued)



Federal agencies maintain lists of these grant programs at the following sites:

- **EPA:**

<http://www.epa.gov/superfund/community/sfjti/>

<http://www.epa.gov/environmentaljustice/grants/index.html>

- **NIEHS:** <http://www.niehs.nih.gov/wetp>

- **DOL:**

<http://www.dol.gov/opa/media/press/eta/eta20110949.htm>

<http://www.dol.gov/ocia/grants.htm>

- **DOE:**

<http://www.doe.gov/articles/doe-announces-29-million-recovery-act-awards-weatherization-training-centers>

Threshold Criteria (Pass/Fail)

2. No Duplication of Training (continued)



- If you are listed on any of these websites as a recipient, you must demonstrate how services under this proposed project will complement but not duplicate the existing federal environmental job training activities in your targeted service area (i.e., different target audience, differing types of certifications, etc.).
- If you are not listed on the above websites but are the recipient of other federally funded environmental or “green job” training programs serving your area or community(ies), you must similarly demonstrate how services under this proposed project will complement, but not duplicate, the existing federal environmental job training activities. These other programs **may** include funding provided by Housing and Urban Development (HUD), Health and Human Services (HHS), and other federal agencies. The EPA also may conduct internal screening to ensure demonstration of non-duplication and also will coordinate duplication screening with federal partners.

Threshold Criteria (Pass/Fail)

3. Required Training



- Required HAZWOPER Training

Your proposal must demonstrate that OSHA 29 CFR 1910.120 40-hour Hazardous Waste Operations and Emergency Response (HAZWOPER) training will be incorporated into the proposed curriculum.

The course is required for all trainees participating in the proposed program.

OSHA 29 CFR 1910.120 40-hour Hazardous Waste Operations and Emergency Response (HAZWOPER);

Underground Storage Tank Leak Prevention awareness training;

Solid Waste Management or Cleanup related awareness training (e.g., recycling center operator training, landfill remediation and capping, demolition and debris collection and recycling, etc.); and, Innovative and alternative treatment technologies related awareness training (e.g., solar installation, green remediation techniques, phytoremediation, soil amendments, advanced sampling instrument operator training, etc.)

Wastewater treatment awareness training (e.g., wastewater treatment facility operations, general water careers awareness training, stormwater management, green infrastructure maintenance, or decentralized systems maintenance);

Specialized training in reducing exposures and promoting the health and safety of workers through training in chemical safety awareness, chemical stewardship, pollution prevention, general worker practices, or existing chemical specific worker training and certification programs

Note: Applicants may choose to deliver required training courses at varying degrees. For example, if the applicant determines that the demand for leaking underground storage tank prevention training is not as applicable to employers hiring needs in your geographic locale, applicants have the discretion to provide more basic awareness training for that required course. On the other hand, if the applicant has identified a real need to provide one or more of these types of training based on hiring needs in your community, applicants are encouraged to provide more in-depth, advanced training in these courses, especially if the identified EPA-funded project in the community is a solid waste facility, such as a landfill or recycling center, an area where leaking underground storage tanks present an issue, a wastewater treatment facility, or a Superfund or Federal Facility site where innovative and alternative treatment technology training is pertinent and employment opportunities are present. Please see the FY12 Frequently Asked Questions for further information.

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.

- Application must include Transmittal Letter maximum of 3 pages and single-spaced.
- Pages in excess of the page limitations for the transmittal letter (**3 pages**), narrative proposal (**15 pages**), and the attachments (**15 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.

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Environmental Workforce Development and Job Training Grants - Improving Land and Lives

Transmittal Letter

The transmittal letter must: (1) identify the applicant and a contact for communication with EPA. (2) The transmittal letter must be written on your organization's official letterhead, and (3) signed by an official with the authority to commit your organization to the proposed project. Each transmittal letter must include:

Applicant Identification: Provide the name and full address of the entity applying for funds. This is the agency or organization that will be receiving the grant and will be accountable to EPA for proper expenditure of funds.

Funding Requested:

Grant type: Indicate "Environmental Workforce Development and Job Training Grant"

Federal Funds Requested: \$_____ (must not exceed \$200,000)

Location: City, county, and state or reservation, tribally-owned lands, tribal fee lands, etc., of the environmentally-impacted community(ies) that you propose to serve.

Contacts:

a. Project Director: Provide the name, phone/fax numbers, email address, and mailing address of the project director assigned to the proposed project. This person may be contacted if other information is needed.

b. Chief Executive/Highest Ranking Official: Provide the name, phone/fax numbers, email address, and mailing address of the applicant's Chief Executive (e.g., mayor of a city, executive director of a nonprofit, etc.). This person may be contacted if further information is needed.

Date Submitted: Date proposal is submitted to EPA via U.S. Postal Service, commercial delivery service, or via www.grants.gov.

Project Period: Project period must not exceed three years.

Population: Provide the general population of your jurisdiction. If you are not a municipal form of government, provide the population of the area addressed by your application. Tribes must provide the number of tribal/non-tribal



RANKING CRITERIA—OVERVIEW

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

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*.

Ranking Criteria – Overview



Criterion	Maximum Points Per Criterion
1. Community Need	20
2. Training Program Description, Anticipated Outcomes and Outputs	23
3. Programmatic Capability	24
4. Community and Employer Partnerships	25
5. Budget/Resources	8
Total Possible Points Per Proposal	100

Ranking Criteria

1. Community Need

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



- **1. Community Need [20 points]**

- A) Community Description [10 points]**

- Provide a detailed description of your community.
- Use the sample table format below to provide demographic information about your community, including the population, unemployment rate, poverty rate, percent of minority, per capita income, and/or other relevant statistics.
- Discuss how these demographic indicators relate to current challenges and environmental justice concerns, such as the disproportionate siting of polluting facilities or proliferation of brownfield sites in your community, including environmental, social, public health, and economic issues *as a result of the presence BF in your community*.
- Demonstrate how you will recruit and train unemployed or under-employed individuals of specific populations indicative of need (*e.g., ex-offenders, veterans, etc.*).

★ Applicants will be evaluated on the extent to which demographic statistics such as these exceed county, city, state, and/or national averages.

Utilize the table provided in the guidelines to discuss subfactor 1.

Ranking Criteria

1. Community Need

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



Suggested Format for Demographic Information

	Target Community/ Census Tract	County/City	State	National
Population:				308,745,538 ¹
Unemployment:				7.9% ²
Poverty Rate:				14.3 % ³
Percent Minority:				36% ¹
Per Capita Income:				\$26,530 ³
Other:				

¹Data is from the 2010 U.S. Census data and is available at www.uscensusbureau.gov

²Data is from the Bureau of Labor Statistics and is available at www.bls.gov

³Data is from the 2009 American Community Survey and is available at http://www.census.gov/newsroom/releases/archives/income_wealth/cb10-144.html

Ranking Criteria

1. Community Need (continued)

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



B) Labor Market Demand [10 points]

- Detail the methods and results of recent labor market assessments (LMA) and employer surveys you have conducted in your community. *You may not be required to conduct the LMA or employer survey, if one of your committed partners has done so recently, i.e. local WIB, or Economic Development Agency or Department of Labor – remember to cite your source for the data.*
- To what extent do these results indicate a demand for skilled environmental professionals with the certifications being proposed for incorporation into your curriculum?

Ranking Criteria

2. Training Program Description, Anticipated Outcomes and Outputs
(23 Total Points – 4 subfactors – points varies)



- **2. Training Program Description:
Anticipated Outcomes and Outputs (23 points)**

- **A) Training Program Structure [8 points]**

- Detail your proposed training program in the sample table format provided below. Include:

- **course name**
 - **type of training**
 - **Awareness vs. advanced level training**
 - **type of certification(s) to be earned,**
 - **number of hours per course,**
 - **total number of hours for the program,**
 - **the course schedule,**
 - **List of certificates to be earned, and**
 - **the training provider (if known)**

Add or remove columns/tasks from the suggested table formats, provided in the guidelines, as necessary, to accurately and fully detail your training program.

Ranking Criteria

2. Training Program Description: Anticipated Outcomes and Outputs
 (23 Total Points – 4 subfactors – points varies) *(continued)*



- Add or remove columns from the suggested table format, as necessary, to accurately and fully detail your training program.

TRAINING PROGRAM

Course Name/ Curriculum Topic	Type of Training	Program, State or Federally Recognized Certification(s)	# of Hours	Start Date/ Completion Date	# of Times Course will be Offered	Training Provider

- To what extent will the certifications graduates earn ensure employment and apply to the hiring needs of employers in your community? To what extent is the proposed curriculum comprehensive, realistic, and detailed?

Also include in certs: programmatic certification, i.e. certification of completed training. Also indicate the type of certification and its designation as programmatic, state, or federal

Certification.

Ranking Criteria

2. Training Program Description: Anticipated Outcomes and Outputs

(23 Total Points – 4 subfactors – points varies) (continued)



B) Outputs and Outcomes [5 points]

- In the sample table format provided below,
 - detail how many participants you expect to enroll;
 - the number of students anticipated to graduate from the proposed training program; and the
 - targeted placement rate of graduates in environmental employment.

SAMPLE OUTPUTS

Overall # of Participants Enrolled in Program	# of Graduates from Program	# of Graduates Placed in Environmental Positions	# of Graduates Not Placed but Pursuing Further Education

- How will you evaluate progress towards achieving the expected short term and long term project outputs and outcomes, including, but not limited, to those identified in Section I.D. To what extent is your proposed timeline for achieving deliverables of the project, as reflected in the attached milestones schedule, clearly identified, detailed, and realistic?

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Definitions of Outputs and Outcomes (Environmental Workforce Development and Job Training)

Outputs and Outcomes are defined as follows:

- Outputs:** The term "output" refers to an environmental activity, effort, and/or associated work product related to an environmental goal or objective that will be produced or provided over a period of time or by a specified date. Outputs may be quantitative or qualitative but must be measurable during the project period.

EPA anticipates the outputs for the grants awarded under this announcement may include but are not limited to the following:

Increased number of individuals recruited, trained, certified, and placed in environmental careers in communities impacted by solid and hazardous waste sites and facilities, including an expected national minimum of at least 400 persons completing training per year with a **minimum job placement rate of at least 70%**.

Classroom style training, practical training, and curricula modules.

Appropriate certification in environmental sampling and site cleanup methods.

Certification in OSHA 29 CFR 1910.120 40-hour HAZWOPER training.

Training in innovative and alternative treatment technologies and related subjects.

Training in underground storage tank removal and cleanup.

Training in emergency response.

Training in wastewater treatment facility operations, green (stormwater) infrastructure maintenance, stormwater management, decentralized wastewater system maintenance, and other wastewater management-related topics.

Training in environmental health and chemical safety.

Training in solid waste management and/or cleanup-related skills.

- Outcomes:** The term "outcome" refers to the result, effect, or consequence that will occur from carrying out the activities under the grant. Outcomes may be environmental, behavioral, health-related, or programmatic, must be quantitative, and may not necessarily be achievable during the project period.

EPA anticipates the outcomes from the projects awarded under this announcement may be an increase in the capacity of governmental entities and nonprofit organizations to:

Help residents of EJ and other communities take advantage of jobs created by the assessment, cleanup, and management of solid and hazardous waste sites and facilities.

Provide training that leads to sustainable employment in the environmental field.

Improve community involvement and stimulate the development of constructive partnerships.

Reduce chemical exposures and improve the health of workers, occupants, and residents.

Improved knowledge—in acquisition and attainment—of chemical (substance, mixture, or article) safety information.

Increase safety by improving chemical management.

Foster self-sufficiency and enhance the skills and availability of labor for environmental remediation in EJ and other communities impacted by environmental contamination.

Enable residents to participate in the promotion of environmental health and occupational safety, both on the job and in their communities.

Ranking Criteria

2. Training Program Description: Anticipated Outcomes and Outputs
(23 Total Points – 4 subfactors – points vary) (continued)



C) Recruitment and Screening [4 points]

- Describe the process you plan to utilize to recruit students and market your Environmental Workforce Development and Job Training Program.
- Discuss the screening, retention, and attrition strategies and processes that will be utilized by your program.
- To what extent will fees, if any (e.g., licensing, certification, and medical examination fees), burden participants of your program? ***Please note that any such fees you collect will be considered “program income” under 40 CFR Part 30 and 31.***
- To what extent are the training facilities accessible (e.g., proximity to public transportation, parking, etc.)?

Ranking Criteria

2. Training Program Description, Anticipated Outcomes and Outputs
(23 Total Points – 4 subfactors – points vary) (continued)



D) Program Support [6 points]

- Describe the job search support and resources for participants of your job training program.
- To what extent will your organization assist with initial job placement and continuous employment for participants?
- To what extent will your organization track graduates and for how long **(must be a minimum of one year)**?
- To what extent will you utilize federal and local hiring incentives (e.g., first-source or local hiring ordinances, tax incentives, wage subsidies, etc.) that can increase the likelihood of employment for program graduates in your community and
- How will you market these incentives to employers?

★ **Note: The minimum acceptable placement rate for FY13 is 70%.**

Ranking Criteria

3. Programmatic Capability

(24 Total Points – 4 Subfactors (points vary))



- **3. Programmatic Capability (24 points)**

- A) Grant Management System [4 points]**

- Describe the management system you have in place to direct activities under the grant. Include a brief description of your project manager and staff and a discussion of the expertise, qualifications, and experience.
- Discuss the means you have to retain project leadership or recruit qualified staff should employee turnover occur.
- Describe the system(s) you have in place to acquire additional expertise and resources required to perform the proposed project.
- If you intend to contract for the necessary expertise, describe the system you have in place to acquire that expertise. Please refer to Section II.

Many lose points for failure to answer staff retention/recruit subfactor

Ranking Criteria

3. Programmatic Capability (continued)

(24 Total Points – 4 Subfactors (points vary))



B) Organizational Experience [8 points]

- Discuss your organization's and training provider's experience in working with minority, unemployed, veterans, and ex-offenders in the community you propose to serve.
- Describe any previous experience your organization has had in **environmental** training as it relates to your proposed curriculum.
- If you do not have an instructor on staff and are considering subcontracting or sub-granting to obtain these services, detail the criteria you will use to select these services. **Please provide a commitment letter from the training provider being considered by your organization.**
- Discuss any experience your organization has in the employment and training field at large.

Ranking Criteria

3. Programmatic Capability (continued) (24 Total Points – 4 Subfactors (points vary))



C) Audit Findings [2 points]

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

If your organization has never received an adverse audit finding, state so.

Ranking Criteria

3. Programmatic Capability (continued) (24 Total Points – 4 Subfactors (points vary))



D) Past Performance and Accomplishments [10 points]

- If you have ever received an EPA Job Training grant, please respond to item **i** below.
- If you have not received an EPA Job Training grant, but have received other federal or non-federal assistance agreements (an assistance agreement is a grant or cooperative agreement and not a contract), including EPA Brownfields Assessment, Revolving Loan Fund, or Cleanup grants, please respond to item **ii** below.
- If you have never received any type of federal or non-federal assistance agreements please state so in your proposal and you will receive a neutral score (6 points) for this criterion. **(Failure to respond may result in zero points for this criterion.)**

★ **Note: In evaluating an applicant's response to this criterion, EPA may consider relevant information from EPA files and/or from other federal and/or non-federal grantors to verify or supplement information provided by the applicant.**

Ranking Criteria

3. Programmatic Capability (continued)
(24 Total Points – 4 Subfactors (points vary))



i. Currently or Has Ever Received an EPA Brownfields Job Training Grant

- Identify each of the EPA Job Training grant(s) you currently have or have received in the past.
- 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 following:
- Funds Expenditure: the balance of grant funds not drawn down (funds remaining). If you have an open EPA Job Training grant, please indicate your need for additional funding based on remaining funds. (1 point)

Ranking Criteria

3. Programmatic Capability (continued) (24 Total Points – 4 Subfactors (points vary))



Compliance with grant requirements:

- a. Information regarding your compliance with the work plan, schedule and terms and conditions. Are you making sufficient progress towards achieving the expected results of the grant? (2 points)
- b. Information regarding your timely quarterly and annual reporting, as well as ongoing Assessment, Cleanup and Redevelopment Exchange System (ACRES) reporting. (2 points)

Accomplishments:

- a. the number of individuals you committed **in your proposal** to train and place versus what was provided in your negotiated workplan (1 point)
- b. the number that were actually trained (1 point)
- c. the placement rate (1 point)

Ranking Criteria

3. Programmatic Capability (continued) (24 Total Points – 4 Subfactors (points vary))



Accomplishments (continued):

- d. whether the original anticipated training and placement goals were met, and, if not, the steps that were taken to improve the program (1 point)

- e. whether the data is accurately reflected in ACRES at the time of this proposal submission, and if not, why? (1 point)

Ranking Criteria

3. Programmatic Capability (continued) (24 Total Points – 4 Subfactors (points vary))



ii. Has Not Received an EPA Job Training Grant but has received other federal or non-federal assistance agreements, including EPA Assessment, Revolving Loan Fund, or Cleanup Grants

- Identify current and/or prior federally and non-federally funded assistance agreements, including the EPA Brownfields grant(s) you currently have or have received in the past.
- If you worked with the EPA on delivering a Superfund Job Training Initiative (JTI) project, please also note this.
- Please provide information on no more than five of your most recent assistance agreements.
- Describe your history of successfully managing these agreements and performing the agreements including:

Ranking Criteria

3. Programmatic Capability (continued)

(24 Total Points – 4 Subfactors (points vary))



- Describe your history of successfully managing these agreements and performing the agreements including:
 - a. Information regarding your compliance with the work plan, including schedule, progress and terms and conditions. (5 points)
 - b. Information regarding your meeting and complying with reporting requirements, including quarterly reporting, technical reports, final reports, and data entry into the Assessment, Cleanup and Redevelopment Exchange System (ACRES), as applicable. (5 points)



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

4. Community and Employer Partnerships (25 Total Points – 3 Subfactors – points vary)



- **Community and Employer Partnerships** (25 points)

- A) Collaboration with Solid and Hazardous Waste Site Communities** [4 points]

- Describe any specific efforts that have been made to collaborate with brownfield assessment, revolving loan fund, and cleanup grantees, and/or Superfund, Federal Facility, leaking underground storage tank, EPA-funded state or tribal regulated corrective action or landfill closure contractors, or wastewater treatment facilities in your community.
- Provide detailed information how these efforts will enhance and foster future employment for job training graduates in the community.
- Describe your organization's relationship with your local economic development office and how this relationship has resulted in placement of graduates with local contractors in your community.
- If applicable, please provide letters of support for any commitments these organizations have made to assist with your training program (**e.g., to provide on-the-job training or to hire graduates**).

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LOS are required to substantiate your statements regarding partnerships/relationships with listed organizations to garner maximum points. Make sure each LOS is on partner's letterhead with a current date and includes acknowledgement of the proposed project, support for the project, organization's role/commitment for the project term and any supplemental funding or in-kind commitments (statement is made stronger by assigning a \$ value to committed in-kind services).

Ranking Criteria

4. Community and Employer Partnerships (continued) (25 Total Points - 3 Subfactors - points vary)



B) Community Partnership Building [8 points]

- Describe 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.
- To what extent did you notify, involve, or hold any public comment sessions in the target community before applying or during the development of your proposal?

Make sure each LOS is on partner's letterhead with a current date and includes acknowledgement of the proposed project, support for the project, organization's role/commitment for the project term and any supplemental funding or in-kind commitments (statement is made stronger by assigning a \$ value to committed in-kind services).

Ranking Criteria

4. Community and Employer Partnerships (continued)



~~(2) Total Points → Subfactors → points vary~~

B) Community Partnership Building (continued) [8 points]

- To what extent have partners committed to providing non-environmental training such as GED attainment, life skills training, transportation, childcare, personal protective equipment (PPE), etc.? Please attach letters of support indicating commitments these organizations have made.

- Describe how your program and partners' expertise ensure trainees are job ready and have the pre-employment skills needed to secure full-time work.

Please carefully review Section II.D. and II.E. before identifying a partner who you intend to provide EPA funds to under a procurement contract or subgrant.

Ranking Criteria

4. Community and Employer Partnerships (25 Total Points - 3 Subfactors - points vary)



C) Employer Involvement [13 points]

- To what extent has the employer community (e.g., local businesses, environmental contractors, labor unions, site owners) been involved in the development of the proposed job training program (e.g., curriculum development, advisory councils, apprenticeships, and mentoring)?
- Provide detailed information on specific efforts related to employer involvement, such as meeting dates, etc., that occurred during the preparation of this proposal.
- To what extent have employers committed to hiring graduates of your proposed program?
- Discuss any partnerships you have established with employers who have hired graduates of your program in the past. **Please provide letters of support from past and prospective employers that affirm their involvement and commitment to the proposed program.**

LOS are imperative for maximum points for this criterion. Without the LOS, statements are considered to not be substantiated and very little value if any is given. Make sure each LOS is on partner's letterhead with a current date and includes acknowledgement of the proposed project, support for the project, organization's role/commitment for the project term and any supplemental funding or in-kind commitments (statement is made stronger by assigning a \$ value to committed in-kind services).

Ranking Criteria

5. Budget Resources

(8 Total Points – 2 Subfactors – points vary)



• **Budget Resources (8 points)**

A) Budget [5 points]

- Use the table format below to identify specific tasks for which EPA funding will be used.
- Show the costs (by budget category) associated with each task. (Note: the tasks provided in the table below are examples, not necessarily required).
- In addition to the budget table, **describe in narrative format each task in detail**, including the basis for the estimated cost as well as the projected outputs where possible (e.g., student safety equipment for 100 students at a cost of \$50 each for a total of \$5,000).

★ **Note: EPA also encourages applicants to set aside appropriate funding to support placement and required tracking upon completion of the last training class. (Refer to Section I.E. for a definition and examples of “outputs.”)**

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EPA strongly encourages the applicants utilize the sample table provided for recording their projects proposed budget.

The narrative must accompany the budget table. Each category must be discussed describing in detail its purpose, correlating workplan activity/task, responsible party, cost, projected outcome and output.

The budget will be evaluated based on the extent that it is clearly stated, detailed, and appropriate to achieve the project’s objectives; whether it demonstrates the ability to effectively sustain the proposed project; whether it describes the applicant’s plan for managing the budget; and how the applicant will manage the project within cost parameters.

Do not include tasks for activities or costs that are ineligible uses of funds under EPA’s Brownfields grants as described in Appendix 1. Note particularly the prohibition on using grant funds for indirect costs. Please refer to the FAQs at: <http://www.epa.gov/Brownfields> for additional examples of ineligible uses of funds. For questions not covered by the FAQs, contact your Regional Job Training Coordinator listed in Section VII.

Ranking Criteria

5. Budget/Resources (continued)

(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 (Optional)					
Total Non-EPA Funds					

★ Do not include tasks for activities/costs that are ineligible uses of funds. Including administrative costs, under these grants as described in Appendix 1. For additional examples of ineligible uses/costs for grant funds, refer to the FAQs at <http://www.epa.gov/brownfields>.

Ranking Criteria

5. Budget Resources (continued)

(8 Total Points - 2 Subfactors - points vary)



• The Budget Narrative

- Include a short introduction before the budget chart outlining how you intend to spend the grant.
- Present the budget chart
- Include a budget narrative explaining each of your tasks clearly and completely, including:
 - Basis for the estimated cost
 - projected outputs where possible.
 - Address each cost presented under a task. *The task should correlate with the proposed project's workplan*
 - The cost should appear reasonable based on the details in the description.
 - List responsible party assigned to complete the task or activity



Note: This is where many applicants lose points! Applicant must provide both the chart and the narrative must be provided to receive full points.

The narrative must accompany the budget table to garner maximum points.. Each category must be discussed describing in detail its basis, correlating workplan activity/task, responsible party, cost, projected outcome and output.

Ranking Criteria

5. Budget Resources (continued)

(8 Total Points – 2 Subfactors – points vary)



- REMINDER: **DO NOT** include tasks for activities or costs that are ineligible uses of funds under EPA’s grant. e.g.,
 - Indirect costs are ineligible.
 - A list of prohibited uses of funds can be found in *Appendix 1* of the *FY2013 Environmental Workforce Development and Job Training Grant Guidelines*.
- Don’t use acronyms like “CBOs”, **(Community Based Organizations)**—spell them out.
- Allocate travel funds to attend the Brownfields Conference and the annual Job Training All-Grantee Meeting.
- **Make sure your budget table adds up (across and down the columns) to the total requested amount of funding!**

Ranking Criteria

5. Budget Resources (continued)

(8 Total Points – 2 Subfactors – points vary)



B) Leveraging [3 points]

- To what extent are in-kind and/or partner commitments providing services/ resources to the proposed job training program (*e.g., staff time, life skills training, pre-employment training, student stipends, supplies, transportation and bus tokens, GED preparation, child care, academic enhancement, counseling, etc.*) clearly indicated?
- Are these commitments current and confirmed? (*Written confirmation*)
- If not, what is the likelihood that these commitments will materialize during the project? (*What guarantees do you have that the commitments will be honored?*)
- Describe how your organization will manage this grant in light of the administrative cost prohibition? (*Note: cost-shares are not required for this grant.*)

LOS are imperative to substantiate any statements made in this criterion. Make sure each LOS is on partner's letterhead with a current date and includes acknowledgement of the proposed project, support for the project, organization's role/commitment for the project term and any supplemental funding or in-kind commitments (statement is made stronger by assigning a \$ value to committed in-kind services).

Ranking Criteria

5. Budget Resources (con't)
(8 Total Points - 2 Subfactors - points vary)



• Leveraging

- **When reviewing your budget, ensure that you demonstrated how you will leverage additional funds or in-kind services to carry out your project.**

- Make sure to describe additional sources of internal/external funding already in place.
- Did you 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.). *(Assign an estimated monetary value to the in-kind services)*
- If you do not currently have additional funding sources in place, indicate when and where you plan to look *(if known, the likelihood of the funds materializing)*!
- Did you 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.



• V.C. Other Factors

- In making final selection recommendations, EPA’s Selection Official may consider other factors (as appropriate) listed below.
- Whether the applicant seeks to serve a community severely impacted by a manufacturing plant closure (2007 or later), including an auto plant closure, or other significant economic disruption.
- Fair distribution of funds between urban and non-urban areas, including funding to “micro” communities (those communities with populations of 10,000 or less) and rural communities (those communities with populations of 20,000 or less) and not located within a Metropolitan Statistical Area.
- Fair geographic distribution of funds among EPA’s ten Regions.
- Fair distribution of funds between new applicants and previous job training grant recipients.

Environmental Workforce Development and Job Training Grants – Other Factors (continued)



- Whether the applicant is a federally recognized Indian Tribe or United States Territory, or is an organization that will serve tribal or territorial residents.
- Whether the applicant seeks to serve a community severely impacted by a natural disaster (2005 or later).
- Whether proposals seek to deliver training beyond brownfields hazardous waste, such as wastewater/water quality, underground storage tank removal, Superfund, solid waste, emergency response, or enhanced chemical safety training.
- Whether the applicant is a recipient of a HUD/DOT/EPA Partnership for Sustainable Communities (PSC) grant and the proposed target area includes the same area served through the PSC funding.
- Proposals that seek to serve areas designated as an Empowerment Zone or Renewal Community.

Environmental Workforce Development and Job Training Grants – Other Factors (continued)



- Environmental Justice – a community that bears a disproportionate impact of environmental contamination or faces adversely high cumulative environmental impacts.
- Proposals that seek to serve veterans.

★ *Applicants must complete and submit the Other Factors Checklist (Appendix 3) as part of their attachments. Failure to do so may affect EPA's ability to consider these other factors during selection decisions. The EPA may verify this information prior to selection and consider this information during the evaluation process.*



• V.D. Proposal Checklist

• Before you submit your proposal for an Environmental Workforce Development and Job Training grant, please ensure the following documents are included in your package submitted to EPA and EPA’s contractor:



•	Transmittal Letter, which includes responses to threshold criteria (3-page limit) (see Section IV.C.2)	
•	The Narrative Proposal, which includes responses to all 5 ranking criteria (15-page limit) (see Section IV.C.3)	
	Attachments including: (15-page limit)	
•	References List (see Section IV.C.4.2)	
•	Milestones Description (see Section IV.C.4.3)	
•	General letters of support from partners identified in your proposal (see Section IV.C.4. 5)	
•	Other Factors Checklist (Appendix 3)	
•	Documentation of applicant eligibility if other than city, county, state, or tribe (see Section IV.C.4.1) Note: This documentation will not count against page limitations.	

Attachments (15 page limit)



A. Documentation of Applicant Eligibility

B. References List

E. Milestones Schedule

F. General Letters of Support

(Letter should contain statement for support and confirm commitment *e.g.*, in-kind services, life-skills training, job-readiness prep classes, on-the-job-training, facility space for training and/or meetings, *etc.*)



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. *Status must be current and in compliance with the IRS requirements for non-profit organizations.*

★ **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.

Make sure than any partner agency, company, organization or government office listed as partners or employers receive a copy of your proposal with a cover letter explaining that you are submitting the proposal. Nothing worse than a listed partner/ employer being contacted and they don't know anything about your proposal or proposed training project.

Milestones Schedule



Your Milestones Schedule should include:

- **start and completion dates for significant tasks**
 - **outreach**
 - **procurement of a contractor**
 - **recruitment and screenin**
 - **training cycles (with start and completion dates)**
 - **class schedule (with start and end dates)**
 - **placement, and tracking (for each cycle)**

General Letters of Support



- 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.4 Community and Employer Partnerships*** 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 (Contact information is 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 **15-page limit for the narrative proposal**, the **3-page limit for the transmittal letter**, and the **15-page limit for attachments**. Pages in excess of page limits (**for each section**) will be removed and will not be reviewed or evaluated.
- Typed; single spaced; no binders; **NO COLOR!**
- No photos or graphics.
- Limit attachments to required and relevant documents and currently dated letters.
- Electronic submission (via www.grants.gov) of applications is allowed (See Section IV of the Guidelines). (**Register early for grants.gov!**)

General Tips for Proposal Preparation (continued)



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

- Read the EWDJT Guidelines for **comprehension** . In order to respond in detail and on-point to the criteria, you must first be familiar with and understand the EWDJT program.
- Too much information is not necessarily a good thing.
- Quality beats quantity.
- Do not restate the evaluation criteria. Do not re-cycle the proposal you submitted last year; the guideline and format requirements may change; and generally do each year.
- Respond clearly and directly to the questions in the guidelines (avoid unnecessary jargon).
- Although your responses may seem repetitious, respond as many times as asked. Some reviewers may not always cross-reference responses.

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

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

General Tips for Proposal Preparation (continued)



- **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 your proposed program concepts and well-thought out plans will come through in your application.**
- **“Don't say “we will” if we get the funding; communities “ready to go” with established partnerships will garner more points.**

Application Submission – FY2012 Application Timeline [Tentative]



- February 27, 2013 Request for Proposals issued
- April 9, 2013—Application Submission Deadline
- June, 2013—Grants Announced (anticipated)



FY13 applications will be accepted via grants.gov

(Remember to plan for submission to grants.gov and register at least 2 weeks prior to submission due date!)

After Application Submission



- Threshold Criteria are evaluated by your EPA Region. A reviewer may contact you 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 selections determinations.

What To Do Now?



- Access and read for comprehension and clarity the FY 2013 EWDJT Guidelines and the FAQs. <http://www.epa.gov/Brownfields/applicat.htm>
- Begin compiling and organizing the required documentation to insert into your application package!
- Conduct employer survey and get commitments from employers to participate in your program and to hire!
- Request and collect individualized letters of support (LOS) on respective letterhead with current date from committed partners and supporters. Make sure LOS contain support, and specific role partner will assume during project term. **(NB: Boiler-plate LOS reduces points – indicate no real commitment from author)**
- Hold a public meeting **(plan to offer opportunity for public comment and input and not to just inform public of plans to submit EWDJT proposal).**
- Contact partners for assistance in preparing and/or reviewing your application/proposal for clarity and completeness.
- Contact us with eligibility questions!

EPA Regional Job Training Brownfields Team



- **Region 1** – **Kathleen Castagna** (1-617- 918-1429) castagna.kathleen@epa.gov
- **Region 2** – **Schenine Mitchell** (1-212- 637-3282) mitchell.schenine@epa.gov
- **Region 3** – **Jeff Barnett** (1-215-814-3246) barnett.jeff@epa.gov
- **Region 4** – **Kathleen Curry** (1-404-562-8660) curry.kathleen@epa.gov
- **Region 5** – **Linda Morgan** (1-312-886-4747) morgan.linda@epa.gov
- **Region 6** – **Amber Perry** (1-214-665-3172) perry.amber@epa.gov
- **Region 7** – **Ina Square** (1-913-551-7357) square.ina@epa.gov
- **Region 8** – **Christina Wilson** (1-303-312-6706) wilson.christina@epa.gov
- **Region 9** – **Noemi Emeric-Ford** (1-213-244-1821) meric-ford.noemi@epa.gov
- **Region 10** – **Susan Morales** (1-206-553-7299) morales.susan@epa.gov

Web-based Resources



- **FY13 Environmental Workforce Development and Job Training Grant Guidelines** – <http://www.epa.gov/Brownfields/applicat.htm>
- **FY13 Environmental Workforce Development and Job Training Grant Frequently Asked Questions (FAQ)** – <http://www.epa.gov/Brownfields/applicat.htm>
- **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 Job Training Grant Recipients** – http://cfpub.epa.gov/bf_factsheets/index.cfm
- **List of existing and past EPA funded JT Grant Recipients in your area** – www.epa.gov/Brownfields/plocat.htm

Questions ?



Students Graduating from Florida State College-Jacksonville's EWDJT program, August 29, 2011

Good Luck!



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

New Ways to stay connected!

- Follow CLU-IN on Facebook, LinkedIn, or Twitter



<https://www.facebook.com/EPACleanUpTech>



<https://twitter.com/#!/EPACleanUpTech>



<http://www.linkedin.com/groups/Clean-Up-Information-Network-CLUIN-4405740>

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

EPA United States Environmental Protection Agency
Technology Innovation Program

U.S. EPA Technical Support Project Engineering Forum
Onion Remediation Opening the Door to Field Use Session 1 (Onion Remediation Tools and Examples)
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