

Frequently Asked Questions (FAQ's) for Fiscal Year (FY) 15 Environmental Workforce Development and Job Training Grants

<http://www.epa.gov/oswer/docs/grants/epa-oswer-oblr-15-01.pdf>

EPA prepared these Frequently Asked Questions and Answers to assist prospective applicants with preparing Environmental Workforce Development and Job Training grant proposals for the FY15 competition. Please review the FY 2015 Proposal Guidelines/Request for Proposals (RFP) published in October 2014 when preparing your proposal. If there is a conflict between the answer to a question and the statute, regulation, or the Guidelines, the statute, regulation or the Guidelines take precedence.

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Changes to the Guidelines – New to FY15

Q1. How have the Environmental Workforce Development and Job Training Grant Guidelines changed since the FY14 competition?

i. General Changes

In FY15, all proposals must be submitted electronically through <http://www.grants.gov>. Proposals are due by 11:59 p.m. Eastern Time on February 3, 2015, though applicants should note that there is a registration process for electronic submission via www.grants.gov which may take a week or more to complete.

The FY15 competition maintains the reduction in the number of mandatory training requirements that was introduced in the FY12 RFP. The only required training in the FY15 guidelines remains the OSHA 29 CFR 1910.120 40-hour Hazardous Waste Operations and Emergency Response (HAZWOPER). The applicant is still expected to provide additional training courses, while maintaining flexibility to fit each applicant's training program based on the labor market needs identified by that applicant. Additionally, applicants that propose to deliver some, or all, training listed in items 1-6 in Section I.B., pages 6-7 in the RFP are more likely to receive funding preference.

These additional types of environmental training are:

- Solid Waste Management or Cleanup Training;
- Superfund Site Cleanup (innovative and alternative treatment technologies) Training;
- Wastewater Training;
- Emergency Response Training;
- Enhanced Environmental Health and Chemical Safety Training; and
- Integrated Pest Management (IPM) Training

A complete description of possible training within these categories is contained in Section 1.B on pages 6-7 of the FY15 RFP. **Please note, as in FY14, the Leaking Underground Storage Tank (LUST) training for high priority sites is not an eligible activity in this year's RFP. However, applicants may still propose training related to the assessment and cleanup of low-priority leaking underground storage tanks as referenced in the Brownfields Law.**

ii. Changes to Threshold Criteria

The Threshold Criteria have not changed substantially from FY14. There are six threshold criteria that need to be met in order for the applicant to be considered in this competition and can be found in Section III C:

1. Applicant Eligibility
2. Demonstration that Proposed Project does not duplicate other federally funded Environmental Job Training Programs.
3. Required HAZWOPER Training of **all trainees**.
4. Funding Amount
5. Format Requirements
6. Due Date

Note: Responses to all six Threshold Criteria must be included in the Transmittal Letter.

iii. Changes to Ranking Criteria

The following changes were made to the ranking criteria this year:

- A separate sub-criterion has been added under Section 2. “Training Program Description, Anticipated Outcomes and Outputs” for “Program Sustainability.” Under this criterion, applicants must describe their plan for sustaining and continuing their environmental job training program once EPA funds have been exhausted (see ranking section 2.E. on page 25).
- The criteria under “Programmatic Capability” for current or past grantees has shifted to add weight to the grantee’s placement rates. Current/former grantees are provided with a sample table to report on the outputs under their current/previous award. See Section 3.D.i.c. on page 27 for more information.

II. General Guidelines and Application Process Questions

Q2. How do I get help in understanding and responding to the FY15 Environmental Workforce Development and Job Training Grant Guidelines?

Applicants should review information at: <http://www.epa.gov/brownfields/job.htm>. EPA Regional Job Training Coordinators may provide pre-application assistance to individual applicants regarding threshold eligibility requirements only. Contact information for each EPA Regional Job Training Coordinator is provided in the guidelines/RFP in Section VII. Regional staff will not provide assistance to help applicants prepare their responses to ranking/evaluation criteria. Agency personnel will not review drafted proposals.

Q3. What does the Environmental Workforce Development and Job Training grant application process entail in FY15?

The process for applying for an Environmental Workforce Development and Job Training grant consists of submitting a single proposal as discussed in the FY15 Guidelines for Environmental Workforce Development and Job Training Grants (Guidelines) /Request for Proposals (RFP). The Guidelines can be found at <http://www.epa.gov/oswer/docs/grants/epa-oswer-oblr-15-01.pdf>. EPA is asking eligible applicants to demonstrate that they meet threshold eligibility

requirements, to respond to evaluation criteria that will be used to rank proposals and to provide pertinent attachments described in Section IV of the Guidelines. The closing date and time for submission of proposals is February 3, 2015, 11:59 p.m. EST. See Section IV.B. of the Guidelines for submission details.

The process for applying for the Brownfields Assessment, Revolving Loan Fund, and Cleanup grants, as well as other competitive grant opportunities offered through the Office of Solid Waste and Emergency Response (OSWER), are discussed in separate proposal guidelines from the Environmental Workforce Development and Job Training program and are listed under a different Catalog for Federal Domestic Assistance (CFDA) number, including CFDA 66.818. The Environmental Workforce Development and Job Training Grant Guidelines have one CFDA number – 66.815. For applicants submitting proposals through www.grants.gov, please reference CFDA 66.815.

Q4. How will my proposal be evaluated?

Each proposal undergoes two stages of evaluation. In the first stage, EPA regional staff review the threshold criteria responses. Threshold criteria are evaluated on a pass/fail basis. If a response fails to meet any of the threshold criterion listed in Section III.B, the proposal will be disqualified from further consideration and the applicant will be notified within 15 business days of the determination. However, EPA regional representatives may seek clarification from an applicant regarding its response to a threshold criterion. Each proposal that passes all threshold criteria will then be evaluated on its responses to the evaluation criteria by a national review panel.

During the second stage of review, evaluation panels comprised of EPA headquarters and regional staff and representatives of other federal agencies will evaluate the ranking criteria outlined in Section V of the Proposal Guidelines. The evaluation panel will score each proposal's responses against the ranking criteria. Applicants should make every effort to respond to each and every criterion to the best of their ability, even if it doesn't apply. Scores on each ranking evaluation criterion will be totaled to determine the panel's recommended proposal rankings. EPA will not seek clarification of responses to any ranking evaluation criteria.

Regional Offices will provide input and a score for the "Programmatic Capability" criterion for proposals originating from within their Region. The "Programmatic Capability" criterion will be worth a maximum of 24 points and will be added to the national panel scores for the remaining ranking criteria. The combined ranking criteria—including "Programmatic Capability"—is worth a maximum total of 100 points.

Under the Small Business Liability Relief and Brownfields Revitalization Act, the highest ranked proposals will be recommended for funding. In making final selection recommendations, EPA's Selection Official may then consider the following other factors if, and as, appropriate. The Other factors for this solicitation are listed in the proposal guidelines and include:

- Whether the applicant seeks to serve a community severely impacted by a recently closed, or closing, power plant or manufacturing plant (2008 or later), including an auto plant

closure, or other significant economic disruption (unrelated to a natural disaster), such as bankruptcy.

- 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. (Note: The EPA reserves the right to fund the top-ranked proposal for each region, regardless of its score relative to scores in other regions, contingent on the quality of the proposal and funding availability.)
- Fair distribution of funds between new applicants and previous job training grant recipients. (“New” applicants are also defined as organizations that received EPA brownfields job training grant funding in 2008 or prior to 2008).
- 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 (2008 or later) that has caused significant economic or environmental distress.
- Whether proposals seek to deliver training beyond brownfields hazardous waste, such as wastewater/water quality, Superfund, solid waste, emergency response, enhanced chemical safety training, or integrated pest management training.
- Whether the applicant will serve a community designated as a HUD Promise Zone Community, or will serve an area designated as a federal, state, or local Empowerment Zone or Renewal Community.
- Whether the applicant is a recipient or a core partner 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. Examples of PSC grant or technical assistance include a HUD Regional Planning or Challenge grant, DOT Transportation Investment Generating Economic Recovery (TIGER), or EPA Smart Growth Implementation or Building Blocks Assistance, etc.
- Whether the applicant has received 21st Century Conservation Service Corps member designation.
- Applicant is one of the 12 recipients, or a core partner/implementation strategy party, of “manufacturing community” designation provided by the Economic Development Administration (EDA) under the Investing in Manufacturing Communities Partnership (IMCP). A core partner/implementation strategy party is a local partner organization/jurisdiction that will carry out the proposed strategy, as demonstrated in letters of commitment or memoranda of understanding which documents their contributions, roles, and responsibilities to the partnership. EDA may provide a list of the core partners/implementation strategy parties for each of the 12 “manufacturing community” designees, which EPA would use to verify this other factor.
- Whether the applicant is one of the 30-50 communities designated by EPA under the Agency’s cross cutting initiative on Making a Visible Difference in Communities
- Proposals that seek to serve veterans.

Q5. What is the maximum amount of money that an applicant may be awarded?

Under the Guidelines/RFP, an eligible applicant may apply for up to \$200,000 per grant. However, EPA reserves the right to fund successful proposals at lower amounts depending upon the availability of EPA funds, applicant's access to other funding sources, quality of the applicant's proposal, and community need. The project period for Environmental Workforce Development and Job Training grants is up to three years. Actual funding is dependent upon the availability of funds through the Federal budget process and the EPA reserves the right to partially fund or make no awards at all.

In FY15, EPA anticipates awarding approximately 17 Environmental Workforce Development and Job Training grants at a total of \$3.4 million.

Q6. How do I submit my proposal (e.g. mail, electronic, etc.)?

Beginning in FY15, all proposals must be submitted electronically through <http://www.grants.gov>. Proposals are due by 11:59 p.m. Eastern Time on February 3, 2015, though applicants should note that there is a registration process for electronic submission via www.grants.gov which may take a week or more to complete.

Applicants will receive confirmation from www.grants.gov immediately upon completing the online proposal submission process. If you do not receive this confirmation, you are strongly encouraged to contact www.grants.gov to verify if your application was received. Additionally, if you have not received a confirmation of receipt from EPA within 30 days of the proposal deadline, please contact **Joseph Bruss at 202-566-2772 or bruss.joseph@epa.gov**. Failure to do so may result in your proposal not being reviewed.

Please refer to Appendix 2 in the FY15 guidelines for more information on the electronic submittal process.

Q7. What are the important deadlines?

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| February 3, 2015 | Deadline for submission of proposals to EPA |
| February 2015 | Applicants who failed to meet "Threshold Criteria" are notified |
| May 2015 | Anticipated announcement of grant selections |
| August 2015 | Grants are awarded; budget and project periods begin |

Q8. Would my application be looked upon less favorably if my organization has never received any type of Federal or non-federal financial assistance?

No. If you have never received any type of federal or non-federal financial assistance, you must indicate this in the programmatic capability section of your proposal to receive a neutral score for this subcriterion (6 points). Failure to respond to this criterion will result in a score of zero. If you have received non-federal funding, such as funding from a foundation, this can still improve

your scoring on this criterion and the national review panel will take this into consideration. So, make sure to include information related to whether you have received non-federal sources of funding and indicate your experience in managing funds in general to improve your score on this criterion.

Q9. How can I demonstrate my program is not duplicative of 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. Some examples of types of duplicative training might include:

- National Institute of Environmental Health Sciences (NIEHS) hazardous waste worker training programs (HWWTP) and Minority Worker Training Programs (MWTP). 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, such as an age group, type of training to be delivered or certifications to be earned, etc). Applicants must undergo similar analyses for other federally funded environmental job training programs serving the area or community(ies) in their application.

The EPA will also conduct duplication screening internally with other EPA offices and federal partners.

Q10. What are examples of eligible uses of funds under this grant opportunity?

In addition to hazardous waste training (40-hr HAZWOPER), applicants may choose to delivery any of the environmental trainings listed under section I.B. of the RFP. In FY15, these include:

1. Solid Waste Management or Cleanup Training;
2. Superfund Site Cleanup (innovative and alternative treatment technologies) Training;
3. Wastewater Training;
4. Emergency Response Training;
5. Enhanced Environmental Health and Chemical Safety Training; and
6. Integrated Pest Management (IPM) Training

In addition to these six environmental trainings, other eligible uses of funds, including training, under this competitive grant opportunity may include:

- 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.
- 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, underground storage tank removal, groundwater extraction, and site remediation associated with brownfields.
- 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 confined space entry.
- Training in first-aid, CPR, and blood-borne pathogens.
- Training in technologies that use alternative energy (solar, wind, or geothermal power) or alternative fuels (e.g., biofuels), including preparing sites for renewable energy installation.
- Training in chemistry, toxicology, and geology to the extent necessary to inventory, assess, remediate, and clean up contaminated sites.
- 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 radiation safety and the cleanup of uranium mine tailings.
- 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.
- 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 and native plant re-vegetation; landscaping; and soil science.
- 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 a trainee needs to participate in on-the-job training.
- 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.
- Costs used to cover rental fees associated with training facilities or minor alteration of existing facilities. (Construction costs are not allowable.)
- Costs associated with eligible participant support costs, including transportation for trainees for site visits during training or to transport trainees to and from class.

Note: This list is not exhaustive and applicants may propose other types of training related to the statutory authorities cited in the RFP.

Q11. Are stipends or scholarships an eligible use of grant funds under this program?

Stipends for students, including on-the-job training costs, or scholarship funds to support students' enrollment in college courses are not eligible under this grant opportunity.

However, costs associated with eligible participant support costs, including transportation costs associated with transporting trainees to site visits during training or for trainees to get to and from class are eligible.

Q12. How does an applicant ensure that all uses of EPA funds are eligible?

Applicants must carefully review the guidelines to ensure that the activities included in their application are consistent with the guidelines. (Please see Appendix 1 in Guidelines "Prohibitions on Use of Funds" and Section I.B. on "Use of Grant Funds" for additional information). Please note that due to the administrative cost prohibition, indirect costs are not eligible. EPA also encourages applicants to carefully review the OMB Cost Principles applicable to their organization (e.g. OMB Circular A-122 for non profit organizations). Please contact the appropriate Regional Job Training Coordinator in Section VII of the Proposal Guidelines for specific questions on eligible uses of funds.

Q13. If my organization is successful in obtaining EPA funding, can we charge the costs we incurred for a consultant to prepare our grant proposal?

No. Costs for preparing proposals are an unallowable administrative cost. Additionally, all consultant services funded under the grant (once awarded) must go through a competitive selection process, as described in the Procurement Standards at 40 CFR Part 30.40-30.48 or 40 CFR 31.36, as applicable.

Q14. Will EPA fund pre-award costs?

Yes. To the extent allowed by 40 CFR 30.25(f)(1) and EPA policies implementing 40 CFR 31.23 and OMB Circular A-87 (now 2 CFR Part 225) Appendix B, Item 31. Successful applicants may incur pre-award costs up to 90 days before award without prior EPA approval provided:

1. The applicant includes the pre-award costs in its proposal;
2. EPA agrees that the costs are eligible and allowable when the Agency approves the scope of work for the grant; and
3. Any procurement contracts that are funded with pre-award costs comply with the competitive Procurement Standards at 40 CFR Part 30 or 40 CFR 31.36 as applicable.

Please note an applicant must obtain prior EPA approval to incur pre-award costs more than 90 days before award. Also, **applicants incur pre-award at their own risk and EPA is under no obligation to reimburse applicants for pre-award costs if the applicant does not receive an award or if the amount of the award is less than the applicant anticipates.**

III. Applicant Eligibility

Q15. Who is eligible to apply for an Environmental Workforce Development and Job Training grant?

Applicants must be either eligible **governmental entities** as defined in CERCLA Section 104(k)(1) or eligible **nonprofit organizations** as defined in Public Law 106-107, the Federal Financial Assistance Management Improvement Act.

Eligible governmental entities include a general purpose local unit of government; a land clearance authority or other quasi-governmental entity that operates under the supervision and control of, or as an agent of, a general purpose unit of government; a governmental entity created by a state legislature; a regional council or group of general purpose units of local government; a redevelopment agency that is chartered or otherwise sanctioned by a state; a state; an Indian Tribe (other than in Alaska), or an Alaskan Native Regional Corporation and an Alaska Native Village Corporation as those terms are defined in the Alaska Native Claims Settlement Act (43 U.S.C. 1601 and following); and the Metlakatla Indian Community. EPA welcomes and encourages proposals from coalitions of such entities, but a single eligible entity must be identified as the legal recipient. Intertribal consortia, except consortia comprised of ineligible Alaskan tribes, are eligible to apply as well.

Eligible nonprofit organizations include any corporation, trust, association, cooperative, or other organization that is operated mainly for scientific, educational, service, charitable, or similar purpose in the public interest; is not organized primarily for profit; and uses net proceeds to maintain, improve, or expand the operation of the organization. Workforce Investment Boards that meet these criteria may be eligible nonprofit organizations. Public and nonprofit private educational institutions are eligible to apply. However, nonprofit organizations described in Section 501(c)(4) of the Internal Revenue Code that engage in lobbying activities as defined in Section 3 of the Lobbying Disclosure Act of 1995 are **not** eligible to apply.

For-profit or proprietary training organizations or trade schools are not eligible to apply. Nonprofit applicants must provide proof of their nonprofit status at the time the proposal is submitted.

See Section III.A of the Guidelines for additional information.

Q16. Can an applicant submit more than one proposal and serve different communities through each proposal?

Yes. An applicant may submit several proposals and propose to serve differing communities. In light of the fact that many training organizations and nonprofits have satellite offices, are national in scope, and exhibit the capacity to train in many communities, the EPA will allow an applicant to submit several proposals. However, the Selection Official will consider the geographic distribution of funds and the distribution of funds among differing organizations and fair distribution of funds between new applicants and previous job training grant recipients.

Q17. Can a non-profit organization or eligible governmental applicant submit a joint application in partnership with a for-profit organization?

No. EPA awards Environmental Workforce Development and Job Training grant funds to a single eligible applicant. Successful applicants may subgrant to eligible entities or may contract for necessary goods and services with for-profit organizations under competitive procurement procedures as required by EPA grant regulations at 40 CFR Part 30 or 40 CFR Part 31, as applicable.

Q18. We live in a community with a large number of dislocated workers and would like to focus our recruitment and training efforts on this population. Is this eligible?

Yes, applicants may use a portion of their grant funding to target unemployed, dislocated workers. However, the grant funding should be used to target residents of solid or hazardous waste impacted communities who have been historically affected by pollution, disinvestment, and waste sites in their community. Thus, applicants should focus on recruiting from the affected community listed in the proposal. Additionally, while a portion of the grant funds may be used to train dislocated workers or provide refresher training, in HAZWOPER for example, the core training program should focus on those who have little or no advanced education, work experience, or who have significant barriers to employment, and are unemployed or severely under-employed. Traditionally, grant funds have focused on training unemployed individuals who are low-income, minority, or tribal residents. Applicants who are providing dislocated workers refresher training or single environmental certifications must ensure these workers have adequate health and safety training since they will not receive the full training.

IV. Training Program Structure

Q19. What training is required?

The only required training in the FY15 guidelines is OSHA 29 CFR 1910.120 40-hour Hazardous Waste Operations and Emergency Response (HAZWOPER). In addition to brownfields hazardous waste training, applicants may choose to deliver a variety of environmental training listed in items 1-6 in Section I.B- Use of Grant Funds. Training may include none of the items in 1-6, or multiple items. Please note that applicants have the option to deliver all of the training listed in items 1-6, 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 letter. See Section I.B. of the Proposal Guidelines for additional information.

Q20. What is the average number of persons trained through a training cycle?

In past EWDJT reporting, 20-24 appears to be the average number of persons trained during each cycle. This is usually due to the maximum number of trainees that can be accommodated in a classroom setting. This number also fluctuates depending on if the training program is located in an urban versus rural geographic setting where there may be a large number of persons seeking training or not. While EPA does not set requirements on the number of individuals to enter and complete training, EPA encourages applicants to train the maximum number of persons possible. Different grantees will also have varying numbers of persons entering training based on the intensity and comprehensiveness of the curriculum, the number of certifications to be earned, and the varying costs of delivering training, etc.

Q21. What is the average number of training cycles delivered under a grant?

In past EWDJT reporting, 2-3 training cycles per year appears to be the average number of training cycles offered. This number can fluctuate depending on the curriculum being offered as it correlates to available employment. While EPA does not set requirements on the number of training cycles that must be offered, EPA encourages applicants to offer training as often as possible. Different applicants will also have a varying number of cycles based on the schedule which the cycles are offered (days, nights/weekends, etc.)

Note: EPA strongly encourages applicants to focus the third, and final, year of their project period on placement, tracking of graduates, and reporting these results to EPA. Thus, it is assumed the last cycle of training will be concluded by the end of year two.

Q22: Does EPA require grantees/applicants to have a set training curriculum?

No. However EPA does require training in OSHA 29 CFR 1910.120 40-hour Hazardous Waste Operations and Emergency Response (HAZWOPER) as outlined in Section III.C of the Threshold Criteria.

Please note: EPA encourages grantees to have multi-faceted curricula and offer diversified training in order to assist graduates with obtaining sustainable, full-time employment in various environmental and cleanup activities. This is important given the nature of contractual short-term remediation work, seasonal hiring in the environmental and remediation fields, and for individuals who may be entering the workforce for the first time.

Q23. What are some things to consider when designing a curriculum?

The goal of the Environmental Workforce Development and Job training Grant is to help its participants develop the skills and certifications needed to secure full-time careers in the environmental and remediation fields. Your proposed training curriculum must link to the local labor requirements of your target community in order to secure employment for program participants. Before deciding what types of training to offer, use results of employer queries and discussions conducted in your community and research labor market assessment information to help you forecast employment opportunities in the future. Also, try to obtain direct commitments to hire from employers in your community who are looking for the certifications and skills delivered through the proposed training.

Q24. Where can I find information about certified instructors who can deliver the needed training we are proposing?

The EPA does not provide this information and does not endorse specific instructors or training organizations. However, several EPA programs do provide databases of certified instructors who can deliver the required training.

- i. EPA's Lead Program provides a database of certified instructors who can deliver the new lead renovation, repair, and painting (RRP) training at:
<http://www.epa.gov/getleadsafe/>

- ii. For wastewater training, EPA encourages you to contact your state wastewater operator certification coordinator who may be able to assist you in locating instructors that are familiar with your state's operator certification requirements. State operator certification program contact information can be found at the Association of Boards of Certification's website -
http://www.abccert.org/certification_contacts/default.asp.

Q25. What constitutes Superfund site cleanup training (i.e. innovative and alternative treatment technology training)?

Innovative and alternative technologies training could include training such as:

- An array of biological/bioremediation techniques (including phytoremediation),
- Advanced excavation practices,
- Treatment of groundwater and surface water,
- In-situ (in place) treatment of contaminants in soil and ground water using physical, chemical and thermal techniques;
- Rapid sampling and analytical approaches,
- Advanced data management and visualization practices,
- Dynamic or adaptive work strategies,
- Green/sustainable remediation techniques, including use of renewable energy sources to power remediation systems.

Note: This list is not exhaustive.

Q26. What constitutes wastewater related training?

Wastewater treatment related training could include topics such as:

- Wastewater treatment system operation
- Onsite/decentralized system installation or maintenance
- Stormwater management
- Green infrastructure installation and maintenance
- Wastewater careers awareness training

Note: This list is not exhaustive.

The level of training related to wastewater treatment provided in any given curriculum will depend on the jobs that specific program is geared toward. Awareness training should include information that helps participants understand the types of wastewater careers and employment that may be available in their communities. Participants should also learn about the skills, education, or certifications necessary for different wastewater jobs.

The ‘Recruitment and Retention’ section of the Work for Water website includes a presentation on water careers which can be used as a resource for developing an awareness curriculum. http://www.workforwater.org/resourceforwaterprofessionals/page_int.aspx?id=2147483654. On this webpage, and the several links associated with it, there is also information on other water career websites, water career job descriptions, and a “competency model” that describes the foundational skills necessary for careers in the water/wastewater field.

If grant applicants are interested in stormwater or green infrastructure related training, EPA has compiled a catalog of training opportunities for wet weather technologies, which can be found at <http://www.epa.gov/npdes/pubs/greenjobscatalog2010.pdf>.

If your program is proposing an in-depth wastewater curriculum, such as wastewater operator certifications, you should check with your state operator certification program to ascertain their specific certification requirements. Many states require that their wastewater service providers have documentation of a minimum level of education and experience, and require that applicants take and pass an exam.

Note: There is no federally mandated operator training for wastewater professionals. Each state defines and develops unique operator licensing programs. Therefore, it is important that grant applicants inform themselves on the program in the state in which they will be working.

Q27. What constitutes enhanced environmental health and chemical safety related training?

Training may include worker health and safety, promoting chemical (substance, mixture or article) awareness, including an overview of the content of material safety datasheets (MSDS),

information on exposure guideline limits (Occupational Exposure Limits and Recommended Exposure Limits), information contained within the NIOSH pocket guide to chemical hazards, and the OSHA/EPA Occupational Chemical Database.

Training that promotes safe work practices to reduce exposures to chemicals, including promotion of safer chemical products, engineering controls such as well-designed ventilation to promote air exchange, use of correct personal protective equipment including respiratory protection, gloves, goggles, or coveralls, isolation of work areas, safe storage and handling of chemicals, promoting sanitation and hygiene, and prevention of spills and proper waste disposal. These general worker protection methods have been well-established and are important to consider in any work environment (homes, schools, commercial buildings, clean-up sites, or traditional industrial facilities where chemical exposures are possible).

Training in an overview of any existing chemical specific worker training and certification program including but not limited to: lead abatement, lead renovation, repair, and painting (RRP), asbestos abatement, PCBs, diisocyanates (auto-refinishing and spray polyurethane foam), pesticide worker protection standards, PFCs, PBDEs/HBCD, and others.

Q28. How much of the grant should go towards funding the direct training versus non-training expenses?

There is currently no requirement for how much of the grant should be committed directly towards training versus non-training expenses. Though grant funds can be used for a variety of eligible activities (e.g. costs for screening and placement, outreach, and curriculum development, among others activities), preference may be given to programs that commit the bulk of grant funds towards personnel costs to instructors and other direct costs of training.

The exact budget allocation for each program is expected to vary to some degree depending on a variety of factors. For example, some programs may be able to commit more funds directly towards training while others may require supporting costs for travel or curriculum development. In the latter case, it is important to thoroughly explain the additional costs and fully justify the budget allocation in your proposal. Applicants are still encouraged to seek non-EPA supplemental funding and leveraging for supporting and non-environmental training costs whenever possible.

Q29. Can a grant recipient conduct a training cycle in another language, e.g. Spanish?

Yes. If the applicant chooses to serve a predominantly non-native English speaking population (e.g. Spanish speaking residents), the applicant may choose to deliver training in those languages. The applicant should be cautious and mindful that examinations for certifications may be in English, and that some certifications or licenses require that holder has a valid legal ID or green card. Thus, the applicant should verify state, local, and/or federal certification requirements beforehand.

Applicants should also provide details about how individuals receiving instruction in languages other than English will be able to secure employment—keeping in mind potential barriers that

may arise. If the applicant chooses to deliver training in languages other than English, they do so at their own risk. Applicants must also be reminded that any support letters submitted with their proposal must be submitted in English, such as from training providers or employers expressing an interest to hire graduates of the proposed program or who support the proposed project by other means.

Applicants who choose deliver training in an alternate language must make all reasonable efforts to ensure that native English speakers and non-native English speakers have an equal opportunity to benefit from the training program and an equal opportunity to compete for available positions. Applicants should also be cognizant of civil rights Title VI and Title VII requirements that may apply as terms and conditions of the award.

Q30. Can a grantee provide training to individuals who are not currently legal residents or are in the process of obtaining legal citizenship?

The EWDJT grant program does not contain any citizenship requirements or prohibitions for individuals receiving training. While grantees are able to provide training regardless of the trainees' citizenship status, they should remain mindful of any other residency requirements that individuals will need to meet in order to receive licenses or certification. Some licenses may require the holder to have a valid legal ID or green card. Applicants should research the requirements for each training, license, and certification that will be included in their EWDJT curriculum prior to submitting their proposal.

Programs that train non-US citizens should ensure that they have the capacity to provide such training (e.g. multilingual resources if necessary) and that any lack of legal residency will not pose a substantial barrier for the graduate(s) seeking employment. If the grantee decides to provide training to non-US citizens, they must still ensure equal opportunity for US citizens and that individuals are not excluded from training solely as a result of their status as a legal resident.

Q31. Can my program offer Integrated Pest Management (IPM) training?

Yes. In FY15, applicants can provide training in Integrated Pest Management (IPM) for public housing and project-based rental assistance properties, including training in pesticide prevention and the safe application of pesticides.

V. Community and Employer Partnerships

Q32. Am I required to inform the target community of my intention to apply for an Environmental Workforce Development and Job Training grant before or during the preparation of my proposal?

While the EPA does not require applicants to notify or involve the community during the development of the program and proposal, applicants may improve their score by working with the community and conducting ongoing community involvement. Employers, workforce investment boards, community colleges, and community-based organizations provide critical

partnerships needed to deliver a successful training program – especially in light of the fact that grant funds may not be used to provide life skills training or social services which can be leveraged through these partnerships.

Q33. How can I get the target community involved in my proposed training?

To engage your target community in the proposed training program, try to participate in events or activities already scheduled in your target community (e.g. town hall meetings, neighborhood advisory council meetings, church functions, etc). Be prepared to make an announcement or distribute flyers with information about your proposed training program. Another good idea would be to have a draft of your proposal available at the city's webpage or public library and encourage the community to provide comments.

Q34. What type of roles might community-based organizations play in my proposed training?

Community-based organizations can help you provide the non-environmental training (not covered under this grant) that may be required to help participants retain employment. Community-based organizations can play a number of valuable supporting roles including (but not limited to):

- Educational: offering GED classes, life skills training, recruitment assistance in the target community, and
- In-kind contributions: staff time, supplies, transportation, daycare services, equipment required for training, or providing a facility to host events or training.

Q35. How do I get potential employers from my target community involved in my proposed training program?

An essential part of any successful job training program is the involvement and participation of employers. After potential employers become aware of your proposed training program, encourage them to help in the design and delivery of your training program by:

- Inviting them to be part of your steering committee,
- Helping with the design and development of the training curriculum,
- Agreeing to provide on-the-job training or internships to trainees,
- Providing resources to support training such as equipment, and
- Providing mentoring to trainees.

Applicants are encouraged to discuss their efforts to engage the employer community in their responses to the appropriate ranking criteria.

Q36. Where can I find information on other Environmental Job Training Programs and receive assistance in developing my proposal?

For more information on environmental job training programs, please visit the Hazardous Materials and Research Training Institute's (HMTRI) website at: <http://www.hmtri.org> or <http://brownfields-toolbox.org>. HMTRI, through a cooperative agreement with the US EPA, also provides technical assistance to existing grantees and prospective environmental workforce development and job training applicants through their Professional Learning Community (PLC). Please contact Glo Hanne at ghanne@eicc.edu to register.

Applicants may also find more information on environmental health and safety training at the National Institute of Environmental Health Science's (NIEHS) Worker Education and Training Program website at: <http://www.niehs.nih.gov/careers/hazmat>.

The Technical Assistance to Brownfields (TAB) Communities grantees can also provide technical assistance to prospective applicants interested in submitting a proposal for an environmental workforce development and job training grant. For a listing of these organizations and contact information, visit: <http://epa.gov/brownfields/tools/index.htm#tab>.

EPA's official web site is www.epa.gov. EPA has provided this link because it provides additional information that may be useful or interesting and is being provided in a manner consistent with the intended purpose of the EPA website. Please note that EPA uses third-party sites to provide EPA content already on www.epa.gov in a different format.

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