

FY25 Summary of the Brownfield Job Training Guidelines Changes

(As of 5/20/24)

EPA prepared this Summary of Changes document to assist prospective applicants with preparing Brownfields Job Training Grant applications. Please review the FY25 Application Guidelines (also referred to as Request for Application (RFA) or Notice of Funding Opportunity (NOFO)) when preparing your application. If the information in the Summary of Changes differs from information in the statute, regulation, or the Guidelines, then the statute, regulation, or the Guidelines will take precedence.

CHANGES TO THE BROWNFIELDS JOB TRAINING GUIDELINES		
Topic	Previously Published Guidelines	FY25 Brownfields Job Training Guidelines
Section I		
I.A. Description of Grant	<p>Brownfield Job Training Coalitions were not allowed.</p> <p>As of April 2022, approximately 20,600 individuals have completed training, and over 15,300 of those graduates obtained employment in the environmental field, earning average starting wages of ~\$15 per hour. This equates to a cumulative placement rate of approximately 74% since the program was created in 1998.</p>	<p>New: Added the additional language to allow Brownfields Job Training Coalition.</p> <p>As of March 2024, approximately 21,700 individuals have completed training, and over 16,200 of those graduates obtained employment in the environmental field, earning average starting wages of ~\$15 per hour. Over the last 5 years, the average starting wage has been ~\$21 per hour. This equates to a cumulative placement rate of approximately 75% since the program was created in 1998.</p>
I.B. Use of Grant Funds	<p>Previously, this section only listed additional information on who was not eligible for a JT Grant.</p>	<p>Eligible participants for Brownfields Job Training must be 18 years of age or older at the time of graduation to be placed into an environmental-related job, as the Fair Labor Standards Act prohibits youth under the age of 18 from being employed in hazardous occupations. Additionally, a Brownfields Job Training participant must be a U.S. Citizen and/or Green Card holder permanently residing in the United States and/or its territories.</p>
I.D. Eligible Trainings With Brownfields Job Training Grant Funds	<p>EPA provided an example list of eligible training activities listed in Section I.B.</p>	<p>EPA moved the example list of eligible training activities listed in Section I.D.</p>

<p>I.D. Eligible Trainings With Brownfields Job Training Grant Funds</p>	<p>Grant funds must be used for direct programmatic costs associated with implementing a Brownfields Job Training program. Examples of eligible uses of grant funds are listed below. Please note that this list is intended to be illustrative. Applicants must indicate the specific types of training they propose to deliver in their training program description.</p> <ul style="list-style-type: none"> • Training in first-aid, cardiopulmonary resuscitation (CPR), and blood-borne pathogens. 	<p>Added statutory authority in the introduction of the section to state what trainings are eligible uses with grant funds:</p> <p>Examples of eligible trainings with Brownfields Job Training grant funds are listed below. Please note that this list is intended to be illustrative. All training must relate to facilitating the inventory of brownfield sites, site assessments, remediation of brownfield sites, community involvement, or site preparation. Applicants must indicate the specific types of training they propose to deliver in their training program description.</p> <ul style="list-style-type: none"> • Training in first-aid, cardiopulmonary resuscitation (CPR), and how to mitigate safety risks from bloodborne pathogens in a site remediation setting.
<p>I.E. Ineligible Uses of Grant Funds</p>	<p>Examples of ineligible uses of grant funds are listed below. Please note that this list is intended to be illustrative and is not all inclusive. Grant funds may not be used for the following activities:</p> <ul style="list-style-type: none"> • Conducting response activities often associated with actual cleanups (e.g., landscaping, demolition, and groundwater extraction), except within the context of on-the-job training. Assessment, cleanup, and associated activity costs must be funded through other means. 	<p>Added statutory authority in the introduction of the section to clarify what trainings are eligible uses with grant funds:</p> <p>Examples of ineligible uses of grant funds are listed below. Please note that this list is not exhaustive. Training that does not directly relate to facilitating the inventory of brownfield sites, site assessments, remediation of brownfield sites, community involvement, or site preparation are not eligible. Grant funds may not be used for the following activities:</p> <ul style="list-style-type: none"> • Training and monitoring that do not relate to conducting response activities often associated with actual cleanups (e.g., landscaping, demolition, and groundwater extraction), except within the context of on-the-job training. Assessment, cleanup, and associated activity costs must be funded through other means.
<p>I.E. Ineligible Uses of Grant Funds</p>		<p>Added ineligible uses of grant funds that were mentioned in what was Appendix 1 into this section:</p>

		<ul style="list-style-type: none"> • A penalty or fine • A cost of compliance with any federal law, excluding the cost of compliance with laws applicable to environmental cleanup.
<p>I.G. Measuring Environment Results: Anticipated Outputs/Outcomes</p>	<p>Each grant award is anticipated to result in at least 50 individuals completing training, with a minimum job placement rate of 70%. The number of individuals completing training will vary by recipient depending on the comprehensiveness of a curriculum and where the recipient is located (urban versus rural locations where a larger number of individuals may be more easily recruited than locations where recruitment may be more challenging as a result of smaller populations).</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ▪ Foster self-sufficiency and enhance the skills and availability of labor for environmental remediation in environmental justice and other communities impacted by environmental contamination. 	<p>Each grant award is anticipated to result in at least 50 individuals completing training, with a minimum job placement rate of 70%. The number of individuals of individuals completing training will vary by recipient depending on the comprehensiveness of a curriculum and where the recipient is located (urban versus rural locations where a larger number of individuals may be more easily recruited than locations where recruitment may be more challenging as a result of smaller populations). While EPA does not set requirements on the minimum number of individuals entering and completing training, EPA encourages applicants to maximize the grant funding to train as many individuals as possible while delivering high-quality training to an appropriate number of jobseekers based on the demand in the local labor market.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Foster self-sufficiency and enhance the skills and availability of labor for environmental remediation in particularly impacted communities, including those that are underserved communities. <p>NEW Outputs:</p> <ul style="list-style-type: none"> ▪ Number of students working in an environmental career one year after the conclusion of the training program. ▪ Number of relationships built with employers that are interested in hiring job training graduates. <p>NEW Outcomes:</p> <ul style="list-style-type: none"> ▪ Support individuals with significant barriers to employment in

Footnote on the definition of an underserved community:

When EPA uses the term “underserved communities” it has the meaning defined in Executive Order 13985: *Advancing Racial Equity And Support For Underserved Communities Through The Federal Government*, which defines “underserved communities” as “populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life as exemplified in the preceding definition of equity.” As described in the Executive Order, the term “equity” means the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality. It also includes “communities environmentally overburdened,” that is, a community adversely and disproportionately affected by environmental and human health harms or risks, and “disadvantaged, communities” as referenced in Executive Order 14008, *Tackling the Climate Crisis at Home and Abroad*, and defined in Office of Management and Budget’s Memo M-21-28: Interim Implementation Guidance for the Justice40 Initiative.

gaining competitive job skills and achieving high quality employment to support meaningful economic mobility.

The footnote on the definition of an underserved community has been moved to page 12 under I.G. Measuring Environmental Results: Anticipated Outputs/Outcomes.

When EPA uses the term “underserved communities” it has the meaning defined in Executive Order 13985: *Advancing Racial Equity And Support For Underserved Communities Through The Federal Government*, which defines “underserved communities” as “populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life as exemplified in the preceding definition of equity.” As described in the Executive Order, the term “equity” means the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, which may include Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.

Section II		
Section II.A/B.	<p>Applicants may apply for up to \$500,000 of EPA funds.</p> <p>The project period for Brownfields Job Training Grants is five (5) years. Training is anticipated to conclude by the end of the fourth year, with the fifth year of the project period devoted to the placement of remaining graduates in employment and reporting accomplishments data to EPA.</p>	<p>Applicants may apply for up to \$500,000 of EPA funds. (Note, applicants may also request an amount that is less than \$500,000.)</p> <p>The project period for Brownfields Job Training Grants is five (5) years. Training is anticipated to conclude by the end of the fourth year, with the fifth year of the project period devoted to the placement of remaining graduates in employment and reporting accomplishments data to EPA.</p> <p>Note: Applicants may propose completing the grant in less than five years.</p>
Section III		
III.B. Threshold Eligibility Criteria	<p>The applicant's responses to the threshold criteria must be included in the Narrative Information Sheet submitted to EPA or the application will be rejected.</p>	<p>The applicant's responses to the threshold criteria must be included in the Narrative Information Sheet submitted to EPA or the application will be rejected.</p> <p>Responses to each item (threshold eligibility criteria) below are required and <u>must be included as an attachment</u> to the Narrative that is submitted to EPA. See <u>Section IV.C.</u> for a complete list of required documents that must be submitted.</p>
III.B. Threshold Eligibility Criteria		<p>EPA added two new threshold eligibility criteria:</p> <ul style="list-style-type: none"> • Coalition Agreement <p>Each non-lead coalition member must submit a signed letter to the grant applicant (the lead coalition member) in which they agree to be part of the coalition. An active Memorandum of Agreement that includes a description and role of each coalition member may serve in place of the individual coalition members' letters.</p>

	<ul style="list-style-type: none"> • Target Area <p>You must identify the target area (as defined in Section L.A.) you propose to serve, including the town or city, as well as the neighborhood(s). Applicants cannot propose to serve multiple target areas. However, EPA will consider applications that propose to serve large areas, especially in rural communities, that may include a number of towns, as well as applications seeking to serve sister-cities.</p>	<ul style="list-style-type: none"> • Expenditure of Existing Brownfields Job Training Grant funds <p>Current EPA Brownfields Job Training Grant recipients must demonstrate that the recipient has received payment from EPA (also known as ‘drawn down’), and drawn down funds have been disbursed, for at least 50.00% of the funding for each Brownfields Job Training cooperative agreement by June 1, 2024, in order to apply for funding under this solicitation.</p> <ul style="list-style-type: none"> • Target Area <p>Identify one target area you propose to serve (as defined in Section L.A.), such as county(ies), Tribal lands, a number of neighboring towns or cities, a district, a corridor, a shared planning area, or a census tract. Applicants cannot propose to serve multiple target areas. However, EPA will consider applications that propose to serve large areas, especially in rural communities, that may include a number of towns in a county(ies), and/or Tribal lands as well as applications seeking to serve sister-cities. An example of an application that proposes to serve multiple target areas in a rural location, which is not allowed, would be if the applicant listed an area in the northeast part of a state <u>and</u> an area in the southwest part of the state.</p>
III.C. Cost Sharing and Matching Requirements	In the FY24 RFA, this was Section III.B. Voluntary Cost Share/Leveraging	<p>A lot of the FY24 RFA language has been removed to reduce confusion between cost share and leveraging. <u>Under this competition voluntary cost share is not being accepted.</u></p> <p>As provided in 2 CFR § 200.1, cost sharing or matching means the portion of project costs not paid by Federal funds or contributions. Consistent with the authorizing statute in CERCLA § 104(k)(7), cost sharing and matching funds are <u>not required under this competition</u>. As provided in 2 CFR § 200.1, <i>Voluntary committed cost sharing</i> is when an applicant voluntarily proposes to legally commit to provide costs or contributions to support the project when a cost share</p>

is not required. **Voluntary cost share will not be accepted under this competition.**

Section IV

IV.C. Content and Form of Application Submission

Upon receipt, applications will be reviewed for substantial conformity with the format requirements and page limits listed below, per the threshold eligibility criteria in Section III.C. All application materials, including Partnership letters, must be submitted in English. Photos and graphics **will not be considered**. The Narrative and Narrative Information Sheet must be typed on letter-sized (8½ x 11 inch) paper, be single-spaced, and should use Times New Roman, Arial, or Calibri font, sized no smaller than 11 point.

Application Submission Checklist:

- Attachments (15-page limit) (see Section IV.F.)
 - Documentation of applicant eligibility (if applicable)
 - Milestone Schedule
 - Documentation of Other Factors
 - Partnership Letters identified in your application

The application must stand on its own merits based on the responses to the relevant ranking criteria in Section IV.E.

Upon receipt, applications will be reviewed for substantial conformity with the format requirements and page limits listed below, per the threshold eligibility criteria in Section III.C.

All application materials, including Partnership Letters, must be submitted in English. Photos and graphics will not be considered. The Narrative and Narrative Information Sheet must be typed on letter-sized (8½ x 11 inch) paper, be single-spaced, and should use Times New Roman, Arial, or Calibri font, sized no smaller than **12-point font**.

Application Submission Checklist:

- **Narrative Attachments (15-page limit) (see Section IV.G.)**
 - Milestone Schedule
 - Partnership Letters identified in your Narrative
- **Threshold Criteria Responses (as an attachment(s))**
 - **A statement of applicant eligibility if a city, county, state, or Tribe (see Section III.B.1.)**
 - **Documentation of applicant eligibility if other than a city, county, state, or Tribe; e.g., resolutions, statutes, Intertribal Consortium**

documentation, or documentation of 501(c)(3) tax-exempt status or qualified community development entity ([see Section III.B.1.](#))

- A statement of the applicant's 501(c)(4) tax-exempt status and, if applicable, legal opinion regarding lobbying activities ([see Section III.B.1.](#))
- Coalition Agreement or a signed letter of commitment from each coalition member, if applying as a coalition ([see Section III.B.2.](#))
- Demonstration that proposed project does not duplicate other federally funded environmental job training programs ([see Section III.B.3.](#))
- An affirmative statement that all trainees in the proposed program will be provided the OSHA 40-Hour HAZWOPER training ([see Section III.B.4.](#))
- A statement of the federal funds requested and estimated project period ([see Section III.B.5.](#))
- Indicate the page(s) on which you include the training curriculum chart ([see Section III.B.7.](#))
- A description of the target area the applicant is proposing to serve ([see Section III.B.8.](#))
- A statement of when the applicant was last awarded a Brownfields Job Training Grant; or an affirmative statement that the applicant has never received a Brownfields Job Training Grant ([see Section III.B.9.](#))
- Documentation of the available balance on each open Brownfields Job Training Grant; or an affirmative statement that the applicant does not have an open Brownfields Job Training Grant ([See Section III.B.10.](#))

IV.E. Narrative	The Narrative (including citations) shall not exceed 12 single-spaced pages. Any pages submitted over the page limit will not be evaluated.	The Narrative (including citations) shall not exceed 14 single-spaced pages. Any pages submitted over the page limit will not be evaluated.
IV.E.1.A. Community Need	<p>This section of your application provides the context for your project. The needs defined in this section should provide the foundation for your discussion of the proposed Brownfields Job Training Program, including planned community engagement and partnerships, and the ways the program will ultimately benefit your community and program participants (both outputs and outcomes). This section of your Narrative should describe your community, identify a target area (s) within your community as well as the specific groups of high-need individuals who will benefit from the program, discuss the impacts from brownfields and other environmental issues, and discuss the community’s economic condition and challenges.</p> <p>Provide a detailed description of your community. Provide demographic information that demonstrates how your target community and the specific groups of individuals you aim to serve are residents in underserved communities, including population, unemployment rate, poverty rate, percent minority, per capita income, and/or other relevant statistics. Provide information on how your project will help facilitate the identification and reduction of threats to human health and the environment that may be associated with exposure to hazardous substances, pollutants, or contaminants, and the health or welfare of children, pregnant women, minority or low-income communities, or other sensitive populations.</p>	<p>This section of your application provides the context for your project. The needs defined in this section should provide the foundation for your discussion of the proposed Brownfields Job Training Program, including planned community engagement and partnerships, and the ways the program will ultimately benefit your community and program participants (both outputs and outcomes). This section of your Narrative should describe your community, identify a target area (s) within your community as well as the specific groups of high-need individuals who will benefit from the program, discuss the impacts from brownfields and other environmental issues, and discuss the community’s economic condition and challenges.</p> <p>Identify and describe your target area, such as a county or counties, a number of neighboring towns or cities, Tribal lands, a district, a corridor, a shared planning area, or a census tract. Provide an explanation of how/why the targeted area was selected for the training.</p> <p>Provide a detailed description of your community and identify if and how it is an underserved community (as identified as defined by the footnote 10). For the purpose of the Justice40 Initiative goal, applicants are encouraged to identify if it is disadvantaged community, as defined by <u>M-23-09</u>. Identify and describe the environmental, public health, and employment/workforce challenges in your community and the degree to which the challenges impact the community. Provide other relevant demographic information that demonstrates how your proposed project will benefit communities in the target area and the specific groups of individuals you aim to serve in the target area,</p>

Additionally, describe how the proposed project will benefit disadvantaged communities as identified in the Biden Administration's Justice40 Initiative. For additional details regarding Justice40, please see [FY24 FAQ](#).

Applicants are encouraged to use [EPA's EJScreen Tool](#) (or other EJ-focused geospatial mapping tools) to identify or gain a better understanding of the communities that may be adversely and disproportionately affected by environmental or human health harms and risks and that may potentially be underserved communities. Applicants can include data from EJScreen in the Narrative to help characterize and

including population, unemployment rate, poverty rate, per capita income, and/or other relevant statistics.

Provide census-based demographic data for your target area and compare the data to the larger local, state, and national demographics, as described in the sample format below. Responses should clearly identify the sources of information used. Applicants may, but are not required to, use the sample format below to organize demographic data. Applicants who do not use this format will not be penalized during the evaluation process. Applicants may use additional rows or text, to include other data or information, including data related to disproportionate environmental or human health harms and risks, which provide a compelling explanation for why you selected the target area.

Provide information on how your project will help facilitate the identification and reduction of threats to human health and the environment that may be associated with exposure to hazardous substances, pollutants, or contaminants, and the health or welfare of the target area population, including any affected sensitive populations, and other high-need individuals. **Examples of high-need individuals are: unemployed or severely underemployed individuals, dislocated workers, formerly incarcerated persons, veterans, individuals with little to no advanced education past high school level, opportunity youth, single custodial parents, members of Federally Recognized Tribes, and residents of communities disproportionately impacted by environmental or human health harms or risks (including disproportionately impacted low income, minority, Tribal and indigenous communities).**

Describe how the proposed project will benefit the health or welfare of sensitive populations, including specific groups of high-need individuals in the target area. Applicants are encouraged to use the EPA

	<p>describe the target area(s) and its community(ies). Data from other sources (e.g., studies, census, and third-party reports) can also be included to give a more complete picture of the impacted communities and populations. For more information on using EJScreen data in your Brownfields Job Training Grant application, please refer to the FY24 FAQs and a recorded demonstration available on EPA’s Brownfields Program website.</p> <p>Provide census-based demographic data for your target community and compare the data to the larger local, state, and national demographics, as described in the sample format below. Applicants may, but are not required to, use the sample format below to organize demographic data. Applicants who do not use this format will not be penalized during the evaluation process. Applicants may use additional rows or text, to include other data or information, including data related to disproportionate environmental or human health harms and risks, which provide a compelling explanation for why you selected the target area. Responses should clearly identify sources of information used.</p>	<p>IRA Disadvantaged Communities in EJScreen to describe and identify impacts to the target area population and gain a better understanding of the communities that may be adversely and disproportionately affected by environmental or human health harms and risks. Alternatively, applicants may use state/regional dataset(s) or geospatial mapping tool(s) to illustrate impacts to the target area population, which may or may not incorporate a state’s own definition of an overburdened or other type of identified community. Applicants can include data from the EPA IRA Disadvantaged Communities layer in EJScreen or other geospatial mapping tools in the Narrative to help characterize and describe the target area and its community(ies). Data from other sources (e.g., studies, census, and third-party reports) can also be included to give a more complete picture of the impacted communities and populations. For more information on using the EPA IRA Disadvantaged Communities layer in EJScreen in your Brownfields Job Training Grant application, please refer to the FY25 JT FAQs and a recorded demonstration available on EPA’s Brownfields Program website.</p>
<p>IV.E.1.A. Community Need</p>		<p>For the Sample Format for Demographic Information Table:</p> <ul style="list-style-type: none"> - Updated sources links - Updated numbers in the National column

		Removed “Percent Minority”
IV.E.1.B. Labor Market Demand	Provide a description of the local labor market assessment and/or employer survey you, as the applicant, conducted. Detail the methods and results of the steps taken to assess the local labor market demand and indicate the time period associated with your assessment. Discuss what certifications you are proposing to incorporate into your curriculum that will meet the labor market demands, as identified by the employers you are partnering with. Discuss how the training curriculum you are proposing will equip students for high-quality jobs that pay family-sustaining wages in your proposed community. The U.S. Department of Labor and Department of Commerce have outlined eight Good Jobs Principles that articulate key features of a good job.	<p>Provide a description of the local labor market assessment and/or employer survey you, as the applicant, conducted. Detail the methods and results of the steps taken to assess the local labor market demand and indicate the time period associated with your assessment. For example, methods may include an employer advisory group, surveys, published reports, one on one meetings, relationships with the employers you are partnering with, etc.</p> <p>Discuss what industry-recognized certifications you are proposing to incorporate into your curriculum that will meet the labor market demands, as identified by the employers you are partnering with. The U.S. Department of Labor and Department of Commerce have outlined eight Good Jobs Principles that articulate key features of a good job. Discuss how you will evaluate whether the jobs in the industry are high-quality jobs that align with the Good Jobs Principles.</p>
IV.E.2. Training Program Description		<p>NEW:</p> <p>Provide a description for each training course for which you are proposing to use Brownfield Job Training Grant funds. For example training courses, see Section I.D.</p> <p>Moved the following from 1.B. Labor Market Demand to 2. Training Program Description Describe how the training program creates a pathway to jobs that provide family-sustaining wages and economic mobility, or a pathway to continued training (e.g., a pre-apprenticeship program in partnership with a Registered Apprenticeship Program). The U.S. Department of Labor and Department of Commerce have outlined eight Good Jobs Principles that articulate key features of a good job.</p>

Applicants may, but are not required to, use the sample table format provided below. Applicants who do not use this format will not be penalized during the evaluation process. Include the course name, the level of training to be provided (awareness, intermediate, or advanced), the type of certification(s) to be earned (state, federal, or other), the number of hours it will take to complete each course, the course schedule, and the training provider (if known). Add or remove rows from the suggested training program table format, as necessary, to accurately and fully detail your training program. Include the cost of each course, how many times that given course will be offered, and the percentage of your **entire** grant budget that is allocated for the total cost of each training course, as referenced in the threshold criteria. For example, if you are requesting a total of \$500,000 in funding from EPA for a course that costs \$2,500 per cohort of students and will offer that course to three cohorts, then the total cost of that course is \$7,500, or 1.5% of your total budget.

Provide the course name, the level of training to be provided (awareness, intermediate, or advanced), the type of certification(s) to be earned (state, federal, industry, other, **or if none and it is a leveraged/training state that here**), the number of hours it will take to complete each course, the course schedule, and the training provider (if known). **Please also list the same information for any leveraged or trainings and ensure that the cost of the course is \$0 or state that the course is leveraged.** Applicants may, but are not required to, use the sample table format provided below. Applicants who do not use this format will not be penalized during the evaluation process. Add or remove rows from the suggested training program table format, as necessary, to accurately and fully detail your training program. Do not include training that is ineligible for EPA grant funding, such as training in general construction and carpentry, or life skills training. Applicants who propose ineligible uses of funding, including ineligible costs/activities described in [Section I.D.](#), will be evaluated less favorably.

Include the cost of each course, how many times that given course will be offered, and the percentage of your **entire** grant budget that is allocated for the total cost of each training course. For example, if you are requesting a total of \$500,000 in funding from EPA for a course that costs \$2,500 per cohort of students and will offer that course to three cohorts, then the total cost of that course is \$7,500, or 1.5% of your total budget.

If selected for funding, EPA will include the training courses, both eligible trainings with Brownfields Job Training Grant funds and leveraged training courses on the [Brownfields Grant Factsheet Tool](#).

IV.E.3. Budget		Added a row for Total Direct Costs and a row for indirect costs, with footnotes for both.
IV.E.4. Program Structure, Anticipated Outputs, and Outcomes	<p>A. Outputs and Outcomes</p> <p>Provide detailed information on 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. A sample template is provided to assist applicants.</p> <p>B. Recruitment and Screening</p> <p>Discuss the screening, retention, and attrition strategies that will be utilized by your program that prospective students must pass to participate in the proposed program and describe how these requirements are appropriate for your target population(s).</p> <p>Describe how this grant will be utilized to alleviate the burden of fees to participants, if any (e.g., licensing, certification, and medical examination fees). Describe the accessibility of your training facilities as not to overburden the target population (e.g., proximity to public transportation, parking accessibility, access for individuals with disabilities). Please note that any fees you collect will be considered “program income” under 2 CFR Part 200 and must be used for the Brownfields Job Training program activities described in your approved grant award.</p>	<p>A. Outputs and Outcomes</p> <p>Provide detailed information on 1) how many participants you expect to enroll, 2) the number of students anticipated to graduate from the proposed training program, 3) the average anticipated wages for trainees obtaining employment, and 4) the targeted placement rate of graduates in environmental employment. A sample template is provided to assist applicants.</p> <p>For the Sample Outputs table, added column, “Average Anticipated Wage for Trainees Obtaining Employment”</p> <p>B. Recruitment, Screening, and Retention</p> <p>Describe the screening approaches that will be utilized by your program to ensure that prospective students will be successful in participating in the proposed program and discuss why these approaches are appropriate for your target community (e.g., age requirements, ability to lift certain weight, reading and math proficiency, and drug and medical tests). Describe your approach to retaining students in the training program and discuss why these approaches are appropriate for your target population.</p> <p>Describe how this grant will be utilized to help retain participants by alleviating the burden of fees to participants (e.g., licensing, certification, and medical examination fees). Describe the accessibility of your training facilities as not to overburden the target community and how the accessibility of your training facilities will help retain participants (e.g., proximity to public transportation, parking accessibility, access for individuals with disabilities). Note that any fees you collect will be considered “program income” under 2 CFR Part 200</p>

	<p>C. Program Support</p> <p>Discuss the job search support and resources available for participants of your job training program, including the extent to which your organization will assist with initial job placement and continuous employment for participants, the extent to which your organization will track graduates and for how long (must be a minimum of one (1) year)</p>	<p>and must be used for the Brownfields Job Training program activities described in your approved grant award.</p> <p>C. Program Support for Job Placement</p> <p>Discuss the job search support and resources available for participants of your job training program, including the extent to which your organization will assist with initial job placement.</p> <p>Discuss how your organization (and if applicable, your coalition members) will track and provide employment support for program graduates and for how long (must be a minimum of one (1) year).</p>
<p>IV.E.5. Partnerships</p>	<p>This section of your application provides a description of the proposed program’s partners.</p> <p>All successful applicants grant recipients have a variety of partners that are actively involved in the project and commit to supporting the project in specific ways. EPA expects these types of partners may include:</p> <ul style="list-style-type: none"> • Environmental. Organizations supporting environmental cleanup work. • Job-Readiness. Organizations providing life skills and other job-readiness tools that are not eligible for funding under this RFA to students. • Community. Local organizations providing outreach and community voice to the project. • Employers. Organizations with market insight that inform curriculum and make commitments to hire graduates. <p>All financial transactions with for-profit partners such</p>	<p>This section of your application provides a description of the proposed program’s partners.</p> <p>All successful applicants grant recipients have a variety of partners that are actively involved in the project and commit to supporting the project in specific ways. EPA expects these types of partners may include:</p> <ul style="list-style-type: none"> • Environmental. Organizations supporting environmental cleanup work. • Job-Readiness. Organizations providing life skills and other job-readiness tools that are not eligible for funding under this RFA to students. • Community. Local organizations providing outreach and community voice to the project. • Employers. Organizations with market insight that inform curriculum and make commitments to hire graduates.

	<p>as consultants or commercial training providers must comply with the competitive procurement requirements in 2 CFR Parts 200 and 1500 and services must be acquired in compliance with the Good Faith Effort provisions of 40 CFR Part 33, EPA’s Disadvantaged Business Participation Rule. Subawards must comply with EPA’s Subaward Policy which precludes using subawards to acquire services from for-profit organizations. Please carefully review Section IV.d, “Contracts and Subawards”, of EPA’s Solicitation Clauses. EPA provides detailed guidance on these competitive procurement requirements and subawards in our Best Practice Guide for Procuring Services, Supplies, and Equipment Under EPA Assistance Agreements and Subaward Frequent Questions.</p>	<p>Carefully review the EPA’s “Contracts and Subawards” solicitation clause before naming an entity that will receive EPA funds provided under this RFA as a partner. All financial transactions with for-profit partners such as consultants or commercial training providers must comply with the competitive procurement requirements in 2 CFR Parts 200 and 1500 and services must be acquired in compliance with the Good Faith Effort provisions of 40 CFR Part 33, EPA’s</p> <p>For the Sample Format for Partnerships, Column added for “Partner Organization Mission”.</p>
<p>IV. E.5. Partnerships A.</p>		<p>Removed A. Partnerships. Collaboration with Environmental Entities has become A.</p> <p>Identify your project partners (i.e., not your coalition members) and describe how those partners support various elements of the proposed project. EPA recognizes that some partners serve multiple roles. EPA also recognizes that some applicants provide these services themselves, such as job-readiness training and employment. Use the narrative to describe your particular program structure. Partner commitments listed in the table must should match commitments made in the Partnership Letters.</p>

IV.E.5. A-D		<p>Added (including with non-lead coalition members, if applicable) and (which may include your coalition members) for instances in which the applicant is referring to commitments made by a coalition member that may also be an environmental entity, provide job readiness/life skills, and/or employer or union.</p> <p>For instances in which the applicant mentions commitments from a coalition member, the following has been added: If the applicant is referencing specific commitments from a coalition member the application does not need to include a partnership letter from the coalition member but the commitment must be in the Memorandum of Agreement or Coalition Agreement.</p>
IV.E.6. Leveraging	<p>Demonstrate how you will leverage additional funds/resources beyond the grant funds awarded by EPA to support the proposed project activities and how these funds/resources will be used to contribute to the performance and success of the proposed project. Note whether any leveraged funding will be in the form of a legally binding <i>Voluntary committed cost sharing</i> as defined in 2 CFR 200.1. Amounts identified as <i>Voluntary committed cost sharing</i> must be included in the budget on the SF 424A and addressed in the budget narrative described above. Note also that Voluntary committed cost sharing may only include costs that are eligible for funding under this RFA as described above. Costs for ineligible activities such as life skills training, GED preparation and substance abuse counseling do not qualify as <i>Voluntary committed cost sharing</i>.</p>	<p>Discuss how you will leverage additional funds/resources beyond the grant funds awarded by EPA to support the proposed project activities and how these funds/resources will be used to contribute to the performance and success of the proposed project.</p> <p>Describe the leveraged commitments for monetary services/resources to the proposed job training program (e.g., staff time, life skills training, pre-employment training, student stipends, supplies, personal protective equipment (PPE), transportation and bus tokens, GED preparation, childcare, academic enhancement, substance abuse counseling, etc.) already committed to your program. If such commitments are not yet made, describe the likelihood that these commitments will materialize during the project.</p> <p>Describe the amount(s) and type(s) of leveraged resources that will be available to your project and for what tasks they may be used. For each source of funding, list whether it is an anticipated source of funding or</p>

Describe the extent to which in-kind and/or partner commitments to providing monetary services/resources to the proposed job training program (e.g., staff time, life skills training, pre-employment training, student stipends, supplies, personal protective equipment (PPE), transportation and bus tokens, GED preparation, child care, academic enhancement, substance abuse counseling, etc.) are already committed to your program. If such commitments are not yet made, describe the likelihood that these commitments will materialize during the project.

Describe the amount(s) and type(s) of leveraged resources, including voluntary committed cost share, that will be available to your project and for what tasks they may be used. Applicants may, but are not required to, use the optional table format below to illustrate for which tasks leveraged funds will be used and how much leveraged funding you plan to use for each task. Applicants who do not use this format will not be penalized during the evaluation process. Please modify task categories and add rows as necessary. For each source of funding, list whether it is an anticipated source of funding or a confirmed source of funding.

Selected applicants are expected to abide by their proposed leveraging commitments during grant performance and the failure to do so may affect the

a confirmed source of funding. Applicants may, but are not required to, use the optional table format below to illustrate for which tasks leveraged funds will be used and how much leveraged funding you plan to use for each task. Applicants who do not use this format will not be penalized during the evaluation process. Please modify task categories and add rows as necessary.

Attach Partnership Letters indicating leveraged commitments made to your proposed program. Specific commitments from a coalition member may be included in the Memorandum of Agreement or Coalition Agreement that is attached to your application.

Selected applicants are expected to abide by their proposed leveraging commitments during grant performance and the failure to do so may affect the legitimacy of the award.

	<p>legitimacy of the award. Note: a cost share is not required for this grant.</p> <p>Column 3 of Leveraging table: Outreach and Recruitment</p>	<p>Updated Leveraged Funding Table (Optional) Outreach, Recruitment and Retention</p>
<p>IV.E.7. Programmatic Capability</p> <p>C. Audit Findings (Removed from FY25 RFA) C. has become Past Performance and Accomplishments</p>	<p>Explain any adverse audit findings. If you have had problems with the administration of any grants (e.g., compliance reporting, expenditure of funds), please describe how you corrected, or are correcting, the problems. If you have not had any problems or adverse findings, provide a statement to that effect.</p> <p>D. Past Performance and Accomplishments</p> <ul style="list-style-type: none"> • Accomplishments – Provide information on: <ul style="list-style-type: none"> a. Number of individuals you committed to train and place in your prior selected application versus what was provided in your approved workplan. b. Number of individuals that were actually trained under each grant. c. Placement rate. d. Whether the original anticipated training and placement goals were met, and, if not, the steps that were taken to improve the program. 	<p>Explain any adverse audit findings. If you have had problems with the administration of any grants (e.g., compliance reporting, expenditure of funds), please describe how you corrected, or are correcting, the problems. If you have not had any problems or adverse findings, provide a statement to that effect.</p> <p>C. Past Performance and Accomplishments</p> <ul style="list-style-type: none"> • Accomplishments – Provide information on: <ul style="list-style-type: none"> a. Number of individuals you committed to train and place in your prior selected application versus what was provided in your approved workplan. b. Number of individuals that were actually trained under each grant. c. Placement rate. (Placement rate is defined as the number participants obtaining full-time employment in an environmental job divided by the number of participants completing training.) d. Whether the original anticipated training and placement goals were met, and, if not, the steps that were taken to improve the program.

Section IV.F. Leveraging

In the FY24 RFA, this used to be IV.F. Attachments. The leveraging information was in Section III.B. Voluntary Cost Share/Leveraging.

Leveraging is generally when an applicant proposes to provide its own additional funds/resources or those from third-party sources (including another federal grant) to support or complement the project they are awarded under the competition which is above and beyond the EPA grant funds awarded. These resources are different from legally binding *Voluntary committed cost sharing* as defined in 2 CFR § 200.1. Leveraging resources may materialize during the grant *Period of performance* or after the Brownfields Grant has ended. Any leveraged funds/resources and their source must be identified in the Narrative. However, the leveraged funds/resources should not be included in the budget and the costs need not be eligible and allowable project costs under the EPA assistance agreement as would be the case for *Voluntary committed cost sharing*, which is not allowed under this solicitation.

- **Leveraging that will materialize during the grant:** An example of leveraging that typically materializes during a Brownfields Grant *Period of performance* includes an applicant's leveraged resources that are needed to support or complement the grant.

If applicants propose to provide leveraged funds/resources, EPA expects them to make the effort to secure the leveraged resources described in their Narrative. If the proposed leveraging does not materialize during grant performance, then EPA may reconsider the legitimacy of the award and/or take other appropriate action as authorized by 2 CFR Parts 200 or 1500. The grant workplan must include a statement indicating that the applicant is expected to produce the proposed leveraging consistent with the terms of the announcement and the applicant's Narrative.

- **Leveraging that will materialize after the Brownfields Grant has ended:** Examples of leveraging that typically materialize after

		the Brownfields Grant has ended include resources for continued training after the Brownfields Job Training Program cooperative agreement is closed.
IV.G. Narrative Attachments	<p>IV.F. Attachments</p> <p>The following documents should be included as attachments to your application. Items 2-4 of the listed attachments must not exceed a total of fifteen (15) pages.</p> <ol style="list-style-type: none"> Documentation of Applicant Eligibility: For entities other than cities, counties, tribes, or states, please attach documentation of your eligibility, such as non-profit status, resolutions, or statutes. <i>Note: This documentation will not count against page limitations.</i> Milestones Schedule: This should indicate start times and completion dates of significant tasks under your program (e.g., outreach, procurement of a contractor, recruitment, frequency of classes to be offered and length, instruction, placement, and tracking). Documentation Addressing Other Factors: Applicants should provide a summary in the Narrative on the applicable other factors, see Section V.B. and also indicate that they addressed the other factors as an attachment to their application (applicants may choose to submit the sample Other Factors Checklist – Appendix 3, for this purpose). Attach supporting documentation as part of their 	<p>IV.F. Narrative Attachments</p> <p>The following documents should be included as attachments to your application. Items 1-2 of the listed attachments must not exceed a total of fifteen (15) pages.</p> <ol style="list-style-type: none"> Milestones Schedule: This should indicate start times and completion dates of significant tasks under your program (e.g., outreach, procurement of a contractor, recruitment, frequency of classes to be offered and length, instruction, placement, and tracking). Partnership Letters: Partnership Letters may only impact scoring of the subcriteria that directly cite and request letters and references. Letters and references will not impact scoring for other criteria. Letters must be received with your application; letters received separately or after the due date for application submission will not be considered.

	<p>application submission. Failure to document applicable other factors may affect EPA's ability to consider these other factors during selection decisions. EPA may verify this information prior to selection and consider this information during the evaluation process.</p>	
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Section V

<p>V.A.1.A. Community Description</p>	<ul style="list-style-type: none"> • The extent to which the description of the city, town, or geographic area identifies the environmental, social, public health, economic issues, and brownfield challenges and the degree to which the challenges impact the community as well as the extent to which a specific target area(s) is clearly defined (5 points); • The degree to which the applicant identifies and describes current community challenges in the target area and an explanation of how/why the targeted area was selected for the training. The extent to which the applicant describes how the project will help facilitate the identification and reduction of threats to human health and the environment that may be associated with exposure to hazardous substances, pollutants, or contaminants, and the health or welfare of children, pregnant women, minority or low-income communities, or other sensitive populations. (5 points); • The extent to which demographic statistics are provided for the target area, including a comparison 	<ul style="list-style-type: none"> • The degree to which the applicant identifies and describes their target area and provides a detailed explanation of how/why the targeted area was selected for the training. (5 points) • The degree to which the applicant provides a detailed description of their community and the degree to which their community is an underserved community or includes a disadvantaged community (as defined by footnote 1). The degree to which the described environmental, public health, and employment/workforce challenges negatively impact the target community. The extent to which the demographic information identifies the environmental, social, public health, economic issues, and brownfield challenges. (5 points) • The extent to which demographic statistics are provided for the target area, including a comparison to the larger local, state, and/or national averages and the degree to which the statistics for the target area demonstrate that the project will benefit communities in the target area. Note, responses that do not clearly identify sources of information used will be evaluated less favorably. (5 points) • The extent to which the project will help facilitate the identification and reduction of threats to human health and the environment that may be associated with exposure to hazardous substances, pollutants, or contaminants, <u>and</u> the health or welfare of sensitive
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	<p>to city, state, and/or national averages. For example, the population, unemployment rate, poverty rate, percent minority, per capita income, environmental or human health harms and risks and the degree to which the statistics for the target area demonstrate an underserved community (5 points); and</p> <ul style="list-style-type: none"> The extent to which the applicant identified specific groups of high-need individuals in the target area who will benefit from the program. For example, unemployed and severely underemployed individuals, dislocated workers, residents of communities disproportionately impacted by environmental or human health harms or risks, including low income, minority, tribal and indigenous communities, formerly incarcerated persons, veterans, and individuals with little to no advanced education past high school level who are impacted by potential environmental justice concerns. (10 points) 	<p>populations, specific groups of high-need individuals in the target area, and disadvantaged communities as identified by CEJST, the EJScreen Supplemental Indexes, or other EJ-focused geospatial mapping tools. (5 points)</p> <ul style="list-style-type: none"> The extent to which the proposed project will benefit the health and welfare of sensitive populations, specific groups of high-need individuals in the target area, and disadvantaged communities as identified by CEJST, the EJScreen Supplemental Indexes, or other EJ-focused geospatial mapping tools. (5 points)
V.A.1.B.	<ul style="list-style-type: none"> The extent to which the results of your labor market assessment are incorporated into your curriculum, including demonstrating how students in your program will earn credentials that are in high-demand in the community. (10 points) 	<ul style="list-style-type: none"> The extent to which the results of the labor market assessment are incorporated into the proposed curriculum, including the extent to which trainings will meet the labor market demands. The degree to which the applicant will evaluate whether jobs in the industry are high-quality jobs that align with the Good Job Principles. (10 points)
V.A.2. Training Program Description	<ul style="list-style-type: none"> The degree to which the proposed training curriculum is comprehensive, achievable, and only contains eligible activities as listed in Section I.C. 	<p>Training Program Description has increased from 20 points to 25 possible.</p> <ul style="list-style-type: none"> The degree to which description each training course you are proposing to use Brownfield Job Training Grant funds for is

	<p>(5 points);</p> <ul style="list-style-type: none"> • The extent to which your training program incorporates sustainable practices. For example, recycling/reusing learning materials, or other practices that directly relate to reduction in water, materials, energy, or air impacts. (5 points); and • The extent to which the courses and certifications offered meet the hiring needs of the employers in your community. (10 points) 	<p>described (10 points)</p> <ul style="list-style-type: none"> • The extent to which the applicant provides a detailed description for each training course that will use Brownfield Job Training Grant funds for and the extent to which each course is eligible. (<i>Note, responses that include ineligible costs will be evaluated less favorably.</i>) (5 points) • The extent to which the training demonstrates a pathway to jobs that provide family-sustaining wages and economic mobility, or a pathway to continued training (e.g., a pre-apprenticeship program in partnership with a Registered Apprenticeship Program). (5 points) • The extent to which the execution of the training program incorporates sustainable practices. (5 points)
<p>V.A.3. Budget</p>		<p>Budget has increased from 10 points to 15 points possible. Added:</p> <ul style="list-style-type: none"> • The degree to which to which the EPA-funded tasks/activities that will take place under this grant (beyond the eligibility of the training courses evaluated in Section 2, <i>Training Program Description</i>) are eligible and appropriate to the goals of the proposed training program. (5 points) <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Projects that allocate at least 60% of funds to tasks directly associated with instruction/training will be evaluated more favorably. Please reference Section IV.E.3. for guidance on instruction/training costs.</i> • <i>Transportation stipends, monetary stipends, and childcare subsidies are considered participant support costs that are separate and do not count toward instruction/training costs. Total amount of stipends or personnel costs, to hire the trainees as W2 employees,</i>

		<p><i>may not exceed 40% of total award. Projects that allocate more than 40% of funds for participant support costs or trainee wages will be evaluated less favorably.</i></p> <ul style="list-style-type: none"> • <i>Administrative costs that exceed 5% of the total EPA-requested funds will be evaluated less favorably.</i> • <i>A response that includes cost estimates that are not reasonable or realistic to implement the project/grant will be evaluated less favorably. For example, applicants that request more funds than is reasonably justified in the Narrative to complete the proposed project/grant.</i>
<p>V.A.4.C. Program Support for Job Placement</p>	<ul style="list-style-type: none"> • The extent to which your program provides support to graduates to ensure employment and employment retention. (5 points); • The extent to which the hiring incentives you plan to implement will enhance employment opportunities and the extent to which you plan to track graduates, include both timeframe and specific actions to ensure employment. (5 points) 	<p>Program Support has increased from 10 points to 15 points possible. Separated the last bullet of the FY24 RFA so one part is focused on the hiring incentives and the other bullet is focused on tracking and providing continuous employment for program graduates.</p> <ul style="list-style-type: none"> • The extent to which the proposed program provides job search support and resources for participants, including the extent to which the applicant will assist with initial job placement. (5 points) • The extent to which the applicant’s use of federal and local hiring incentives will increase the likelihood of employment for program graduates. The extent to which the incentives will be marketed to employers. (5 points) • The extent to which the applicant will track and provide employment support for program graduates. <i>(Programs that will track graduates for less than one year will be evaluated less favorably.)</i> (5 points)
<p>V.A.5. Partnerships</p>		<p>Partnerships has decreased from 45 points to 35 points possible.</p>

		<p>Removed 5.A. Partnerships (10 points).</p> <p>5.A. has become Collaboration with Environmental Entities (5 points).</p> <p>5.C. Collaboration with Community has increased from 5 points to 10 points.</p> <p>5.D. Collaboration with Employers has decreased from 20 points to 15 points.</p> <p>In A. D. added: Added (including with non-lead coalition members, if applicable) and (which may include your coalition members) for instances in which the applicant is referring to commitments made by a coalition member that may also be an environmental entity, provide job readiness/life skills, and/or employer or union.</p> <p>For instances in which the applicant mentions commitments from a coalition member, the following has been added: If the applicant is referencing specific commitments from a coalition member the application does not need to include a partnership letter from the coalition member but the commitment must be in the Memorandum of Agreement or Coalition Agreement. <i>(Note, that Partnership Letters, Memorandum of Agreement or Coalition Letters that do not match the commitment identified in the Narrative will be evaluated less favorably.)</i></p>
<p>V.A.5.C Collaboration with Community</p>	<p>5.D. Collaboration with Community (5 points)</p> <ul style="list-style-type: none"> The extent to which you have collaborated with organizations and individuals in the target community and how that collaboration will continue throughout the program. (e.g., community-based profit organizations, local community groups, faith-based organizations) (5 points) 	<p>5.C. Collaboration with Community (10 points)</p> <ul style="list-style-type: none"> The extent to which the applicant has collaborated with community leaders and community-based organizations to support the success of the students in the program. The degree to which the applicant notified and involved the local community in developing the application. The extent to which the collaborations

		<p>with the local community will continue throughout the program. (5 points)</p> <ul style="list-style-type: none"> • The extent to which the Partnership Letters identify specific commitments to support the proposed program. If the applicant is referencing specific commitments from a coalition member, the application does not need to include a partnership letter from the coalition member but the commitment must be in the Memorandum of Agreement. <i>(Note, that Partnership Letters, Memorandum of Agreement or Coalition Letters that do not match the commitment identified in the Narrative will be evaluated less favorably.)</i> (5 points)
<p>V.A.5.D Collaboration with Employers</p>	<p>5.E. Collaboration with Employers (20 points)</p> <ul style="list-style-type: none"> • The extent to which you have collaborated with employers or local labor unions committed to enhancing a graduate's chance of being hired and the specific commitments by those employers. For example, commitments by employers to interviewing or hiring graduates. If applicable, the extent to which those employers have hired past graduates of your program. (10 points); • The extent of employer or union involvement in the development of your program. For example, identify meeting dates, advisory council participation and curriculum development. (5 points); and • The extent to which you have collaborated with employers or unions committed to enhancing student learning and the specific commitments by those employers or unions. For example, employer guest speakers, field trips, mentoring or on-the-job training. (5 points) 	<p>5.D. Collaboration with Employers (15 points)</p> <ul style="list-style-type: none"> • The degree to which the employer community or local labor unions (which may include your non-lead coalition members) were involved in the development of the proposed program. The extent to which the applicant has collaborated with employers or unions (which may include your non-lead coalition members) committed to enhancing student learning and the degree to which the specific commitments by those employers or unions (which may include your non-lead coalition members) will contribute to the success of the proposed program. (5 points) • The extent to which the applicant has collaborated with employers or local labor unions (which may include your non-lead coalition members) committed to enhancing a graduate's chance of being hired and the specific commitments by those employers. (5 points). • The extent to which the Partnership Letters identify specific commitments to support the proposed program. If the applicant is referencing specific commitments from a coalition member, the application does not need to include a partnership letter from the coalition member but the commitment must be in the Memorandum

		of Agreement. <i>(Note, that Partnership Letters, Memorandum of Agreement or Coalition Letters that do not match the commitment identified in the Narrative will be evaluated less favorably.) (5 points)</i>
V.A.6. Leveraging	<ul style="list-style-type: none"> The extent to which the applicant demonstrates other sources of monetary funding and resources that will support the job training program and whether they are firm (have already been committed or confirmed) or if they are an anticipated leveraged resource. Applications with firm leveraged funding and resources may garner more points. (5 point) 	<ul style="list-style-type: none"> The extent to which the applicant provided a detailed plan (amount(s) and type(s)) to leverage additional funds/resources beyond the grant funds awarded by EPA to support the proposed project activities and the extent to which these funds/resources will be used to contribute to the performance and success of the proposed project. The extent to which leveraged commitments for monetary services/resources to the proposed job training program are already committed to your program. If such commitments are not yet made, the likelihood that the commitments will materialize during the project. The degree to which the applicant's leveraged resources have already been committed or confirmed or if they are an anticipated leveraged resource. <i>(Applications with committed or confirmed leveraged funding and resources will be evaluated more favorably).</i> (5 points)
V.A.7. Programmatic Capability		Programmatic Capability has decreased from 30 points to 25 points. Deleted 7.C. Audit Findings (5 points) 7.C. has become Past Performance and Accomplishments (10 points)
Appendix 1	Appendix 1 Prohibitions on use of Funds	Appendix 1, Prohibitions of Use of Funds has been removed. The information was incorporated into Section I.E. Ineligible Uses of Grant Funds. Appendix 1 is now Grants.gov Application Submission Instructions