

FUNDED

A GRANTS OFFICE PUBLICATION

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AT LAST! A NEW SCHOOL SAFETY GRANT

HIGHER EDUCATION
ACT TITLES III &
V FUNDS

CREATING YOUR
BUDGET

WORKFORCE
DEVELOPMENT
GRANTS



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ON THE COVER

The new Project Prevent Grant Program represents a new approach to reducing the incidence of school violence by providing services directly to students who have been exposed to violence. (Photo: ViktorCap/Getty Images)

FROM THE EDITOR

Dear Readers,

In this issue of FUNDED, we've returned to our regular format of analysis and funding information, with the emphasis on education funding at all levels.

Project Prevent, a new school safety grant from the Department of Education is taking yet another angle on reducing school violence, this time by providing direct support for students who have been exposed to violence. It's promising, and keep in mind that the first round of funding is often the least competitive, because many are unprepared to respond to the opportunity when it first appears.

Chris LaPage takes his *Between the Lines* column for a look at workforce development funding with some inspiration from actor Charlie Sheen. And what grantseeker doesn't want to be able to proclaim that (s)he led a "winning" application?

Dan Casion is back in the mix to reflect on taking time for budgets, and new contributor Elizabeth Evans provides us with some background on title funding for minority-serving institutions of higher education.

As always, if you have comments, feedback, corrections, or topics for future issues, feel free to drop me a line at mpaddock@grantsoffice.com.

I hope you enjoy this issue of FUNDED as much as we've enjoyed bringing it to you!

Sincerely,

Michael Paddock
Editor and Publisher, *FUNDED*



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DISTANCE LEARNING AND TELEMEDICINE PROGRAM (DLT)

SUMMARY: The Distance Learning and Telemedicine (DLT) Program is specifically designed to meet the educational and health care needs of rural America through the use of advanced telecommunications technologies. The DLT program is legislatively authorized to provide three kinds of financial assistance, although in recent years, funding has been restricted to 100% grants, as opposed to loans or grant-loan combinations.

The DLT Grant Program is primarily focused on providing equipment that operates via telecommunications to rural end-users of telemedicine and distance learning. It is useful to keep in mind that while the equipment is eligible, it does not fund the telecommunications that connects that equipment. DLT does not fund communications links between sites (wireless or wire-line) and it does not fund telecommunications or Internet connections. Grants (and eligible matching funds) can be expended only for the costs associated with the initial capital assets associated with the project.

There are three categories of eligible purposes:

1. Eligible equipment for eligible purposes. Acquisition can be by purchase or lease. If leased, the cost of the lease during the three year life of the grant is eligible.
2. First-time acquisition of instructional programming that is a capital asset (including the purchase or lease of instructional programming already on the market). Renewals of instructional programming are not eligible.
3. Technical assistance and instruction for using eligible equipment (TA&I), including any related software. The costs for this category cannot exceed 10% of the grant amount requested or 10% of the eligible matching funds calculated separately.

DEADLINE: The 2013 deadline for applications was August 12, 2013. In 2014, the program is expected to open in late-April and have an early-June deadline.

ELIGIBILITY: To be eligible for a grant, your organization must:

1. Be legally organized as an incorporated organization or partnership; an Indian tribe or tribal organization; a state or local unit of government; a consortium; or other legal entity, including a private corporation organized on a for profit or not-for profit basis with the legal capacity to contract with the United States Government. Many applicants for DLT Grants are informal consortia. This means that they are an assemblage of individual legal entities, such as school districts, that are working together specifically for the purpose of applying for a grant. However, as a group they do not have a separate legal existence.
2. Either operate a rural community facility directly, or deliver distance learning or telemedicine services to another organization that operates a rural community facility.
3. Currently deliver or propose to deliver distance learning or telemedicine services for the term of the grant. Competitive proposals demonstrate an ability to sustain a project beyond the three-year term of the grant. To receive a grant, the purposes must meet the grant definition of distance learning and/or telemedicine. The DLT program is focused on financing projects that will be sustainable. Planning studies, research projects, and short-term demonstration projects will not be considered. Equipment vendors, system integrators, and other businesses whose purpose in the proposal is to sell equipment or technological services to support applicants cannot themselves be applicants or affiliates of the applicant.

Note: Electric or telecommunications borrowers financed through the Utilities Programs of Rural Development are not eligible for grants, but are eligible for loans.

AWARD AMOUNTS: In FY13, approximately \$17 million will be made available under the Distance Learning and Telemedicine Grant Program. The minimum award was \$50,000. The maximum award was \$500,000. Funding amounts are expected to be similar in FY14.

FOR MORE INFORMATION SEE: http://www.rurdev.usda.gov/UTP_DLT.html

AT LAST! A NEW SCHOOL SAFETY GRANT

By Michael Paddock

Some grant programs change very little over time. If you wanted to know in 1984, for example, where fire departments got their funding to improve their firefighting operations, the answer would be firefighter grants, which, aside from a name change, are strikingly similar to the 2013 Assistance to Firefighters Grant Program grants, both of which trace their legislative authorization to the Federal Fire Prevention and Control Act of 1974.

Unfortunately, the same cannot be said of school safety funding. Even

though it has been an ongoing concern at all levels of government, school safety grants have been as varied in focus, priority, and funding levels as there have been programs ostensibly dealing with the problem. That would be fine, except that the programs have all seemed to come and go within a couple of years, with no clear continuity with subsequent programs.

The latest iteration of school safety funding is the recently released Project Prevent grants. These grants are an outgrowth of Attorney General Eric Holder's Defending Childhood

initiative, which, like the grant itself, focuses on children's exposure to violence.

PROGRAM BASICS

The Project Prevent program is focused on increasing the capacity of schools in communities with pervasive violence to better address the needs of affected students and break the cycle of violence. It is heavily weighted toward providing mental health and other services for children who have been either



Members of the Newtown community attend a press conference with parents of Sandy Hook Elementary victims in Newtown, Connecticut, site of the second worst school shooting in US History. According to a 2011 survey by the CDC, 7.4% of high school students had been threatened or injured with a weapon on school property (http://www.cdc.gov/healthyyouth/yrebs/pdf/us_overview_yrebs.pdf). (Photo: John Moore/Getty Images)

FEATURE

witnesses, or victims themselves, of violence in their homes and communities, and its goal is to help reduce the well-documented long-term physical, psychological, and emotional harms that result from violence.

PROJECTS MUST OFFER:

- Access to school-based counseling services, or referrals to community-based counseling services, for assistance in coping with trauma or anxiety
- School-based social and emotional supports for students to help address the effects of violence
- Conflict resolution and other school-based strategies to prevent future violence
- A safer and improved school environment, which may include, among others, activities to decrease the incidence of harassment, bullying, violence, gang involvement, and substance abuse.

Students in high poverty schools and Promise Zones are also a priority in this round of funding.

The Department of Education will be making approximately 20 awards of between \$250,000 and \$1 million, with the average award estimated to be \$487,500. Only local educational agencies and charter schools that are considered LEAs under state law may apply.

CHOOSE PARTICIPATING SCHOOLS CAREFULLY

Considering this year's priority on high poverty schools and the overall tenor of the program, it will be important to carefully choose which schools to include in your project. Although you may rightly see school violence as a district-wide, and indeed community-wide, problem, your application will be much more competitive if you restrict participation to only those schools with the highest free and reduced lunch rates (or other poverty indicators) and those where school violence is most prevalent or threatening. A school based in a poor neighborhood with documented high levels of gang activity, for example, would be a good one to focus on.

Of course, violence takes many forms, and you could use a wide range of factors to justify focusing on specific schools.

WORK WITH THE LOCAL POLICE DEPARTMENT

Police departments collect mounds of data that could prove helpful in substantiating the need for your project. Data on domestic violence, gang activity, assault, child abuse, and drug trafficking, for example barely need explanation as to how the violence associated with these offences affects children, although you should make the connection as explicit as possible in your proposal narrative!

Reducing the incidence of school violence also helps advance the peacekeeping interests of your local police department or sheriff's office, and you'll find they are actually thrilled to help you obtain the data you need to seek funding to join them in that effort.

START EARLY

The deadline for the program is June 30, so if you start now, you'll have plenty of time to develop a project that will address your specific needs and issues and to develop a proposal that has a good chance of winning an award. Just be sure to keep your application narrative to no more than 50 double spaced 8.5" x 11" pages with 1" margins on all sides and 10-12 point Time New Roman, Courier, Courier New, or Arial font!

CREATING YOUR BUDGET: WHY WAIT?

By Dan Casion

Recently, I've come across some proposal development scenarios where the applicants were scrambling at the last minute to construct their project budgets and subsequent budget narratives. It seemed that these pieces were being treated as an afterthought, and as a result the documents reflected as much, with missing line items, incorrect calculations, and poor supporting documentation. It's not exactly certain how these poorly conceived budgets will impact the review process, but it stands to reason that if an applicant cannot provide sufficient or accurate budgetary information, a grant reviewer has only to conclude that the applicant most likely isn't in a position to effectively manage grant funding. Budget and budget narratives are crucial components to almost every grant application and they should be treated with as much care and consideration as the main project narrative. Here are some quick tips on how to ensure that your proposal's budget and budget narrative get the attention they rightly deserve.



Budgets drive many aspects of the proposal development process, so it's a good idea to start developing your budget as early as possible.
(Photo: IvelinRadkov/Getty Images)

- Construct a preliminary budget before you even begin writing your application. Often times the grant guidance document will contain sample budgets and template form that can help you pull together your preliminary budget.
- Make sure if your organization requires you to involve folks from finance or the business side of things that they are part of the preliminary budget construction and subsequent budget finalization.
- If your budget contains equipment get a vendor quote right away. It can take some time for a vendor to prepare a quote, so the sooner you can make that request the better.
- Have someone within your organization, but an outsider to the project run all the calculations in the budget to ensure validity and rerun the calculations at least one more time, ideally two more times.
- If a budget narrative is required you'll want to have the person or persons who are checking over your budget to cross check it with the budget narrative to make sure that the documents are synchronized with each other.
- Many times budgetary numbers find their way into the project narrative and they can wind up just about anywhere, so it can be very easy to miss a number completely or include an erroneous number. To combat this, you'll want to cross reference the budget, budget narrative (if required) with the project narrative to make sure that those numbers are consistent with one another. It is suggested that this process is repeated at least twice before finalizing your application.
- A little bit of preplanning, checking (and rechecking!), and cross referencing can go a long way to alleviate those nagging, possibly grant-destroying budgetary issues.

THE CHARLIE SHEEN GUIDE TO WINNING WORKFORCE DEVELOPMENT GRANTS

By Chris LaPage

It doesn't take "Adonis DNA" or "Tiger Blood" to win workforce development grants from the US Department of Labor. It does, however, require well-defined functional relationships with multiple employers in your region. This one theme has become pervasive in DOL programming in FY 2014, whether you applied to recent opportunities such as Youth CareerConnect and Youthbuild or have proposals under development for H-1B Ready to Work Partnership Grants (Due June 19) or the Trade Adjustment Assistance Community College and Career Training Grants Program (TAACCCT - Due July 9). Of course, the concept of employer collaboration goes by different names in different program. The H-1B program, for example, calls it "Ready to Work," while TAACCCT refers to it as "Core Element 6: Sector Strategies and Employer Engagement".

With H-1B, the requirement comes in the form of a strong partnership with a minimum of three regional employers. This particular program is funded through H-1B Visa Fees that employers pay when they hire foreign workers for certain technical positions. At its core, the program is about creating employment opportunities for Americans by training American workers to fill these occupations. Traditionally, H-1B achieved this goal by funding projects that provided training to incumbent workers, to move folks up the career ladder into higher paying positions and avoid job loss. However, this year, the program includes a "Ready to Work" requirement and intends to focus 85% of its funding on the long-term unemployed.

The message accompanying this new focus on employ-



Sometime unemployed actor Charlie Sheen at work. Good relationships with employers are increasingly a key to "winning" funding from federal workforce development programs like TAACCCT, H-1B, Youth CareerConnect, and YouthBuild. (Photo: Theo Wargo/Getty Images)

ability is quite simple: A close working relationship with the business sector is the fastest route to move folks from the unemployment rolls into paying jobs. There is no doubt that while the program will require applicants to track educational attainment and employment data, the Administration is ultimately aiming for a decline in one key number: the unemployment rate. In some sense, the idea of reducing our reliance on foreign workers is an afterthought of the current iteration of the program, in that the target audience must be American in order to be counted in the move from the long-term unemployed to the “working” category

In many ways, the fourth round of TAACCCT also takes employer engagement to another level, but similar to H-1B, the underlying purpose of the program seems to take a back seat to the overarching mantra of “jobs, jobs, jobs”. TAACCCT, as its name implies, is meant to retrain American workers that have been adversely affected by trade policies and actions. Thus, target participants for the program are workers who are eligible for Trade Adjustment Assistance. In reality, they simply get priority placement in the projects funded through TAACCCT, which admittedly does seem strange. Could you imagine if Medicare simply gave those 65 and older priority placement in its health insurance program but really allowed anyone without health coverage to join?

The good news, however, is that any adult worker looking to be trained or retrained in employment can potentially be served through TAACCCT programs. In fact, regardless of the underlying purposes behind H-1B or TAACCCT, the truth is that winners must give priority placement to Veterans over any other group, including those eligible for Trade Adjustment Assistance. In that sense, TAACCCT applicants would be wise to create articulation agreements with the Armed Services and allow Veterans to enter their training programs with some credit hours accrued based on their skills training in the military. This strategy positions the military as both an employer and an initial training provider. But that in and of itself would not be enough. TAACCCT applicants must also have partnerships with at least two employers and a regional industry representative for each sector and site location that they target with their project. Depending on the number of industries and site locations they target, the level of employer partnership for winning projects may be extensive.

All this discussion about employer engagement and jobs

leads to one important question that must be addressed by applicants to DOL grant programs. What constitutes functional employer engagement? Many employers will be willing to provide a letter of support to an applicant indicating that a particular training program will result in skills sets that the business is seeking in its employees. This level of employer involvement will not get past the front door during the application review process. These DOL programs require full-fledged memorandums of agreement that spell out a significant role for the businesses in the project. Successful applicants will involve employers in actually developing the curricula they will ultimately deploy.

The idea is to train workers quickly (less than two years when possible) and make sure the program is specific to the credentials and qualifications that are necessary to move directly into employment at the partner businesses. In addition to curriculum development, competitive projects will involve registered apprenticeships, internships and other practicum experience at the employer sites. Businesses should be able to articulate what their labor force demands will be over the next several years as well as their plans for selecting training participants for eventual employment at their companies. The most successful applicants will find a role for employers throughout the entire project. For example, considering that these DOL programs focus on professional occupations in high demand, you can envision a role for employers in the professional development of faculty and training providers.

Normally, knowing the origins and underlying legislative authority of grant programs is a key factor in understanding the gray areas and finding the competitive edge. However, the winning strategy when it comes to DOL’s workforce development grant programs is to weave employer involvement into the fabric of the project. Connecting employers to the project from the beginning (professional development of faculty, curriculum development) and maintaining their participation throughout (practicum experience, real-world symposiums, internships) provides the greatest opportunity to achieve the back end results of employment and jobs that the DOL is striving to achieve. DOL has several names for this strategy, whether it is “Ready to Work” or “Employer Engagement”... Charlie Sheen would no doubt call it WINNING!

TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING GRANTS PROGRAM (TAACCCT)

SUMMARY: The TAACCCT program provides capacity-building grants to drive innovation and the development of model training programs at America's community colleges and universities. TAACCCT-funded programs will prepare participants for employment in high-wage, high-skill occupations by using innovative and sophisticated strategies that address the unique needs of unemployed or under-employed adults. Throughout previous rounds of TAACCCT, grantees have transformed the ways they design and deliver courses to adults through accelerated learning strategies, redesigned curricula, and technology-enhanced learning activities. These have included the incorporation of prior learning and knowledge, integrated occupational and academic learning, new educational technology, work-based learning opportunities, and online and distance learning opportunities. The overarching goals of the TAACCCT program are to:

1. Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
2. Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults; and
3. Demonstrate improved employment outcomes.

Successful applicants will propose strategies that take to scale the adoption of policies, supported by evidence where it exists, that increase training retention, completion, and promote faster time to employment. Applicants are also encouraged to pursue strategies that lead to increased wages compared to prior employment of participants. Successful applicants will propose projects that address all of these core elements:

1. Core Element 1: Evidence-Based Design
2. Core Element 2: Career Pathways
3. Core Element 3: Advanced Online and Technology-Enabled Learning
4. Core Element 4: Strategic Alignment with the Workforce System and Other Stakeholders
5. Core Element 5: Alignment with Previously-Funded TAACCCT Projects
6. Core Element 6: Sector Strategies and Employer Engagement

DEADLINE: The deadline for applications is 4:00 PM ET on July 7, 2014.

ELIGIBILITY: Eligible institutions are institutions of higher education which offer programs that can be completed in not more than two years. They include public, proprietary, or other nonprofit educational institutions. Generally, such institutions of higher education include two-year and four-year colleges and universities, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, Hispanic-serving Institutions, and Asian American and Native American Pacific Islander-serving Institutions.

Applications will be accepted from two types of applicants:

1. Single Institution Applicant - eligible institutions of higher education
2. Consortium Applicant (Single-State Consortium and Multi-State Consortium Applicants) - consortia of three or more eligible institutions of higher education

AWARD AMOUNTS: Approximately \$450 million is available, which the Department intends to award to single and consortium applicants.

FOR MORE INFORMATION SEE: <http://www.doleta.gov/taaccct/>

UNDERSTANDING TITLE III AND TITLE V OF THE HIGHER EDUCATION ACT

Funding Sources for Minority Serving Institutions (MSI)

By Elizabeth Evans

When most Americans think of the Higher Education Act (HEA) of 1965, they probably don't think of President Lyndon B. Johnson's Great Society, nor do they probably think of how the HEA was established to strengthen the resources of public Institutions of Higher Education (IHE). More likely, what comes to mind is the ability for students to receive financial assistance for post-secondary education. But what about the funding that goes directly to institutions?

When Title III ("Institutional Aid") of the HEA was first created, funding was available to small colleges, community colleges, and Historically Black Colleges and Universities (HBCU). Having witnessed the success of HBCUs under Title III, in the 1990s other IHEs began lobbying for federal classification and funding opportunities. Most notably, those institutions with large Hispanic student populations. When the HEA was reauthorized in 1992, Title III was amended to include a definition another type of MSI: Hispanic Serving Institutions (HSI). By 1994, Tribal Colleges and Universities (TCU) were also recognized under Title III. Thus originally, all MSIs were housed under Title III funding. This was a point of concern for those lobbying on behalf of HBCUs, however, for they felt as though the already limited avail-

ability of federal funds was at risk. After much debate, it was decided that as of the 1998 reauthorization of the HEA, HSIs would be moved under Title V ("Developing Institutions").

Through Titles III and V of the HEA came the establishment of federal funding to develop and support physical and academic infrastructures at post-secondary institutions. So what is the difference –really – between Title III institutions and Title V institutions if both hold the capacity to fund MSIs? It comes down to a matter of eligibility, determined by population versus mission.

DIFFERENCES BETWEEN TITLE III AND TITLE V

Title III institutions are those that are categorized based on their historical purpose. As is the case for TCUs and HBCUs, Title III IHEs are established with the primary purpose of supporting a specific minority population (e.g. Native American, Black). This purpose is often expressly conveyed in the IHE's mission statement. Spelman College (an all-female HBCU), for example, states that it strives to be "a global leader in the education of women of African descent" (<http://www.spelman.edu/about-us>).

Title V IHEs, on the other hand, are categorized based on current stu-

dent enrollment. Depending on the racial and ethnic demographics of an institution's current undergraduate student body, an IHE's designation as Title V eligible may change. Unlike HBCUs, for instance, these IHEs did not intentionally target the post-secondary education of specific racial or ethnic groups. Instead, these institutions were founded, admitted students, ran their day-to-day operations, and as regional demographics and enrollment populations shifted found that they had developed into minority serving institutions. In other words, Title V institutions are not created solely for the purpose of serving a specific population. Rather, each Title V institution evolves into a Title V IHE, just as it may someday evolve to no longer be a Title V IHE.

MSI Classifications: Below is a list of the most predominate characteristics of each MSI. The description is no exhaustive, and one should refer to the actual legal text for full eligibility definition.

- Historically Black Colleges and Universities: an IHE established prior to 1964 whose principal mission is the education of Black Americans.
- Hispanic Serving Institution (HSI): an IHE where at least 25% of full-time, undergraduate students identify as Hispanic, with at

FEATURE

least 50% of these students qualifying as below the most recently established U.S. Census poverty line.

- **Tribal Colleges and Universities:** a tribally controlled IHE with no less than 50% of enrolled students identifying as Native American.
- **Native American Serving Institution:** is a non-Tribally controlled IHE and has an enrollment of undergraduate students that is no less than 10 % Native American.
- **Alaskan Native and Native Hawaiian-Serving Institutions (ANNHI):** an IHE that has an enrollment of at least 20% Alaskan Native undergraduate students, and/or 10% Native Hawaiian.
- **Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI):** an IHE that has an undergraduate enrollment of at least 10% Asian American and Native American Pacific Islander students.
- **Predominantly Black Institutions (PBI):** an IHE with a minimum of 1,000 undergraduate students enrolled, wherein 40% of enrolled students identify as black, 50% of students are first-generation college attendees or low-income, and 50% of students are enrolled for a bachelor's or associate's degree.

SO WHY DOES ANY OF THIS MATTER?

Well, unlike the non-competitive minimum allotment grants under Title III-B, Title V is a competitive grant program. This means that IHEs must first apply for eligibility, and if granted, are then able to apply for the federal grant monies available through Title V. Example grant programs include:

- Strengthening Institutions Program (SIP)
- Promoting Post Baccalaureate Opportunities for Hispanic Americans Program (PPOHA)
- Hispanic Serving-Institutions STEM and Articulation Program (HSI STEM)
- Minority Science and Engineering Improvement Program
- Predominantly Black Institutions Program – Competitive Grants

So take a moment to reflect. Do you think you're at a Title V eligible institution? Do you have a project that you would like to see funded, possibly through Title V funds? If so, are you ready to submit your proposal? For more information visit: <http://www2.ed.gov/about/offices/list/ope/ides/eligibility.html>



Spelman College Junior Brittany Moore discusses her DNA research at the National Institute on Aging Biomedical Research Center in Baltimore, MD. In 1924, Spelman was the first historically black college to receive its collegiate charter, and minority-serving institutions like Spelman are a focus for funding under Title III and Title V of the Higher Education Act of 1964. (Photo: National Institutes of Health/National Institute on Aging)

H-1B READY TO WORK PARTNERSHIP GRANTS

SUMMARY: This grant program is designed to provide long-term unemployed workers with individualized counseling, training and supportive and specialized services leading to rapid employment in occupations and industries for which employers use H-1B visas to hire foreign workers. A small percentage of other unemployed and/or incumbent workers may also be served through this program. These grants are financed by a user fee paid by employers to bring foreign workers into the United States under the H-1B nonimmigrant visa program. The main objective of this program is to provide funding opportunities that can effectively recruit and serve long-term unemployed workers, and that are built around a comprehensive, up-front assessment resulting in customized interventions across three tracks:

1. intensive coaching and other short-term, specialized services culminating in direct job placement into middle and high-skilled jobs;
2. short-term training leading to employment; and
3. accelerated skills training along a career pathway that leads to an industry-recognized credential and employment.

Within these tracks, the Department of Labor's Employment and Training Administration (ETA) is especially interested in programs that include employer-based activities with an earnings component, such as on-the-job training, and other paid work experience, as well as specialized participant services that address the unique barriers facing long-term unemployed workers, such as financial counseling and behavioral health counseling. These programs will include tangible commitments from employers and other partners to provide employment opportunities, technical skills training, and on-the-job experience and other paid work experience for H-1B occupations, while also addressing the barriers, income needs, and support needs unique to long-term unemployed workers. As a pre-condition to be considered for Ready to Work funding, all applicants must have at least three employers or a regional industry association with at least three employers actively engaged in the project. To meet the legislative intent of positioning American workers to reduce the need for foreign workers under the H-1B visa program, applicants must design their programs to support industries and occupations in demand in their regional economy(ies) and for which employers are using H-1B visas to hire foreign workers. According to recent data, a wide range of industries may meet these criteria in local and regional areas around the country. Ready to Work grants under this SGA will focus on high-growth industries and occupations defined as those that:

1. are projected to add substantial numbers of new jobs to the economy;
2. are being transformed by technology and innovation requiring new skill sets for workers;
3. are new and emerging businesses that are projected to grow; or
4. have a significant impact on the economy overall or on the growth of other industries and occupations.

DEADLINE: The deadline for applications is 4:00 PM ET on June 19, 2014. A similar deadline is anticipated annually.

ELIGIBILITY: Grants will be awarded to the lead applicant of a public and private partnership of entities that includes: the workforce investment system; training providers, such as community colleges and community-based and faith-based organizations; and, business and business-related groups, trade associations, nonprofit business or industry organizations functioning as workforce intermediaries for the expressed purpose of serving the needs of businesses, individual businesses, or consortia of businesses. As a pre-condition to be considered for Ready to Work funding, there must be at least three employers or a regional industry association consisting of at least three employers who are actively engaged in the project. Additional partners that reflect the character and resources of the local or regional economy and the community are strongly encouraged. Finally, the department is committed to producing strong evidence on the effectiveness of the grantee programs and full participation in any national evaluation initiated by DOL is a condition of all grants awarded.

AWARD AMOUNTS: Approximately \$150 million will be available for an H-1B Grants.

FOR MORE INFORMATION SEE: <http://www.dol.gov/dol/grants/>

EVENTS



GRANTS OFFICE

UPCOMING WEBCAST EVENTS

- Back the Truck Up! A Panoramic Overview of the 2014-2015 Federal Funding Landscape - Sponsored by Cisco May 13, 2014 at 2:00 pm ET
Register at www.publicsafetygrants.info/webcasts
- Funding Data-driven Workforce Development Projects - Sponsored by NetApp
May 29, 2014 at 2:00 pm ET
Register at <http://avnetgrants.com/Webcasts.aspx>
- Highlights of Grants to Manage and Expand Access to Health Data - Sponsored by NetApp
June 12, 2014 at 2:00 pm ET
Register at <http://avnetgrants.com/Webcasts.aspx>
- Funding Data-intensive Higher Education Projects - Sponsored by Cisco
June 17, 2014 at 2:00 pm ET
Register at www.higheredgrants.info/webcasts
- Justice Grants: the Well-known and the Valuable Less Well-known - Sponsored by Cisco
July 15, 2014 at 2:00 pm ET
Register at www.publicsafetygrants.info/webcasts
- Accessing Data Security Funding Across Education and the Public Sector - Sponsored by NetApp
July 17, 2014 at 2:00 pm ET Register at <http://avnetgrants.com/Webcasts.aspx>

RECENT WEBCAST RECORDINGS

- NSF Funding for Campus Cyberinfrastructure in Higher Education - Sponsored by NetApp
Recorded April 24, 2014 and is available for playback or download at <http://avnetgrants.com/Webcasts.aspx>.
- Healthcare Preparedness Funding - Sponsored by Cisco
Recorded April 15, 2014 and is available for playback or download at <http://grantsoffice.info/webcasts>.
- DLT and Beyond: Grants for Distance Learning and Telehealth Technologies - Sponsored by Cisco
Recorded March 18, 2014 and is available for playback or download at <http://grantsoffice.info/webcasts>.
- Funding Classroom Technology to Empower Students and Teachers - Sponsored by Panasonic
Recorded March 11, 2014 and is available for playback or download at <http://grantsoffice.info/webcasts>.

These and other recordings are available for playback or download at <http://grantsoffice.info/webcasts>.

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