



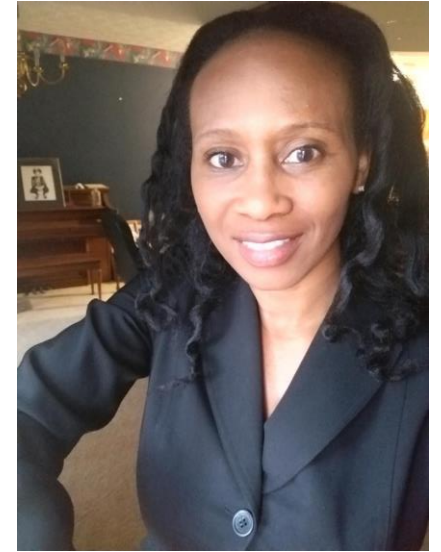
Accessing Funding for Communities

September 23, 2021

Charlette Clark, CHMM, PMP

Environmental Consultant

Environmental Justice Academy Alumni Association, President



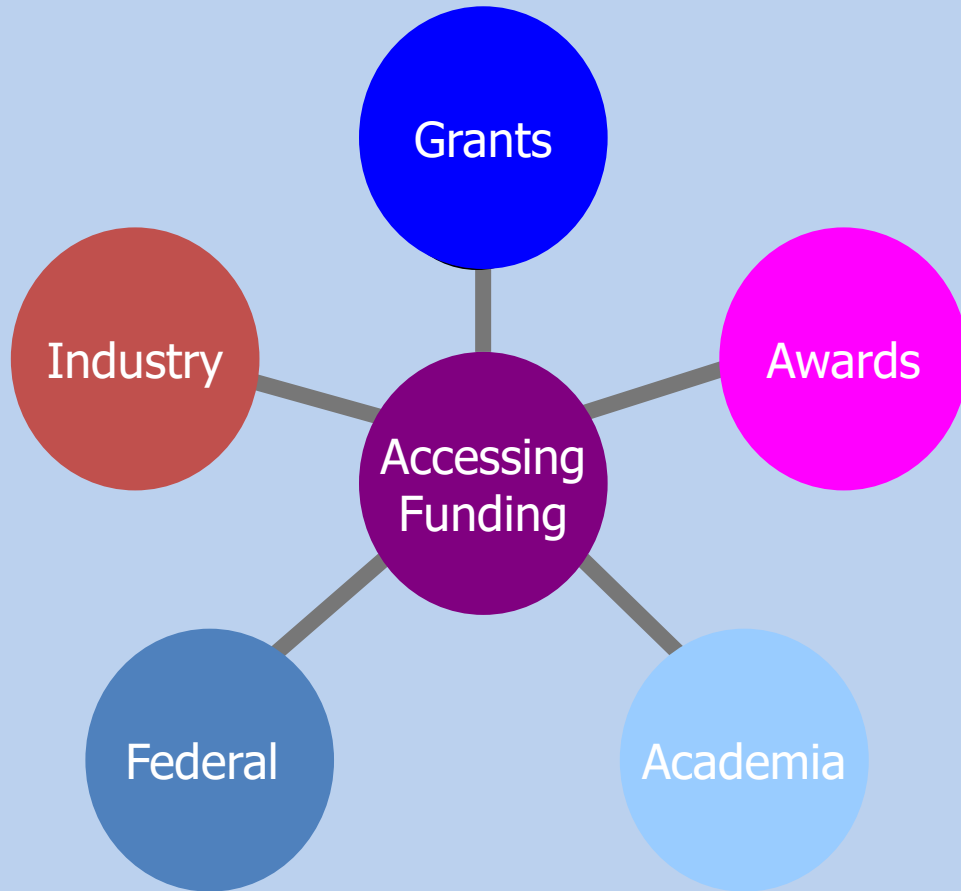
Charlette Clark has over 20 years of experience in environmental consulting and serves as the President of the EPA EJ Academy Alumni Association. As an environmental consultant, she has led project work in communities directly impacted by environmental mismanagement and has helped to facilitate conversations between industry representatives and community advocates in order to address and mitigate to public health issues. She worked directly on the Deepwater Horizon oil spill and performed site mitigation at numerous Superfund sites. Ms. Clark has a Masters Degree in Environmental Health and is a graduate of the EPA EJ Academy. As the President of the Alumni Association, she cultivates continuing education initiatives and encourages leadership development of environmental justice advocates and graduates of the Academy. Ms. Clark serves on the Institute of Georgia Environmental Leaders (IGEL) DEI Board and holds a position on the EJA leadership team which facilitates ongoing EPA EJ Academy training.



Moderator

CHARLETTE CLARK
ENVIRONMENTAL CONSULTANT
EJ ACADEMY ALUMNI
ASSOCIATION PRESIDENT

Purpose of the Webinar



- EPA's webinar series
- Equip communities with information
- Collaborative, interactive approach
- Multiple agencies
- What resources are available and how to access them
- What does the Federal government look at when awarding grants
- Allocating resource sharing (people, staff)
- How to register (SAM, grants.org and Dunn)
- Other funding sources (supplemental document with funding sources)



Workshop Agenda



Community Case Study



Grant Application Tips



Resources from Academic
Institutions



Lightning Talks



Grassroots Initiative



5

Omar Muhammad is from Augusta, GA where he earned his Biology degree from Augusta State University. He currently works for the Department of Natural Resources as a Fisheries Biologist. Married to Tawana Muhammad for seventeen years with their son, Aamir, he and his family reside in Charleston, SC. Omar has worked as a community advocate and activist since 2007 as a volunteer for the Lowcountry Alliance for Model Communities (LAMC). He has served as LAMC's web-site content coordinator and community engagement liaison. Currently, he serves as LAMC's Executive Director. Omar completed a 9 month training with the United States Environmental Protection Agency (US-EPA) Region IV's Environmental Justice Academy and was selected Valedictorian for the inaugural class. He is also a past participant in a joint EPA Region IV and South Carolina Department of Health and Environmental Control Leaders in Environmental Action Pilot (LEAP) inaugural class. He has successfully lead efforts to engage the LAMC communities through various outreach strategies. Omar has successfully funded community research initiatives to train residents, conduct a community-based health survey to assess health service gaps at the community level, conduct a zoning analysis for Environmental Justice communities and several other Citizen Science projects. Omar has been instrumental in leveraging relationships with academics and governmental agencies.

Omar has been instrumental in securing mitigation dollars totaling over 4 millions dollars to address quality of life concerns in low-wealth communities. Specifically, he has lead efforts to create the only Community Land Trust in the City of North Charleston, negotiated 4 million dollars in mitigation with Palmetto Railways, lead an effort to complete the very first Community Benefits Agreement for a local community and a warehouse developer. Omar is currently pursuing a Masters Degree in Community and Urban Planning with a policy focus at the College of Charleston to move the LAMC organization into becoming a community developer.

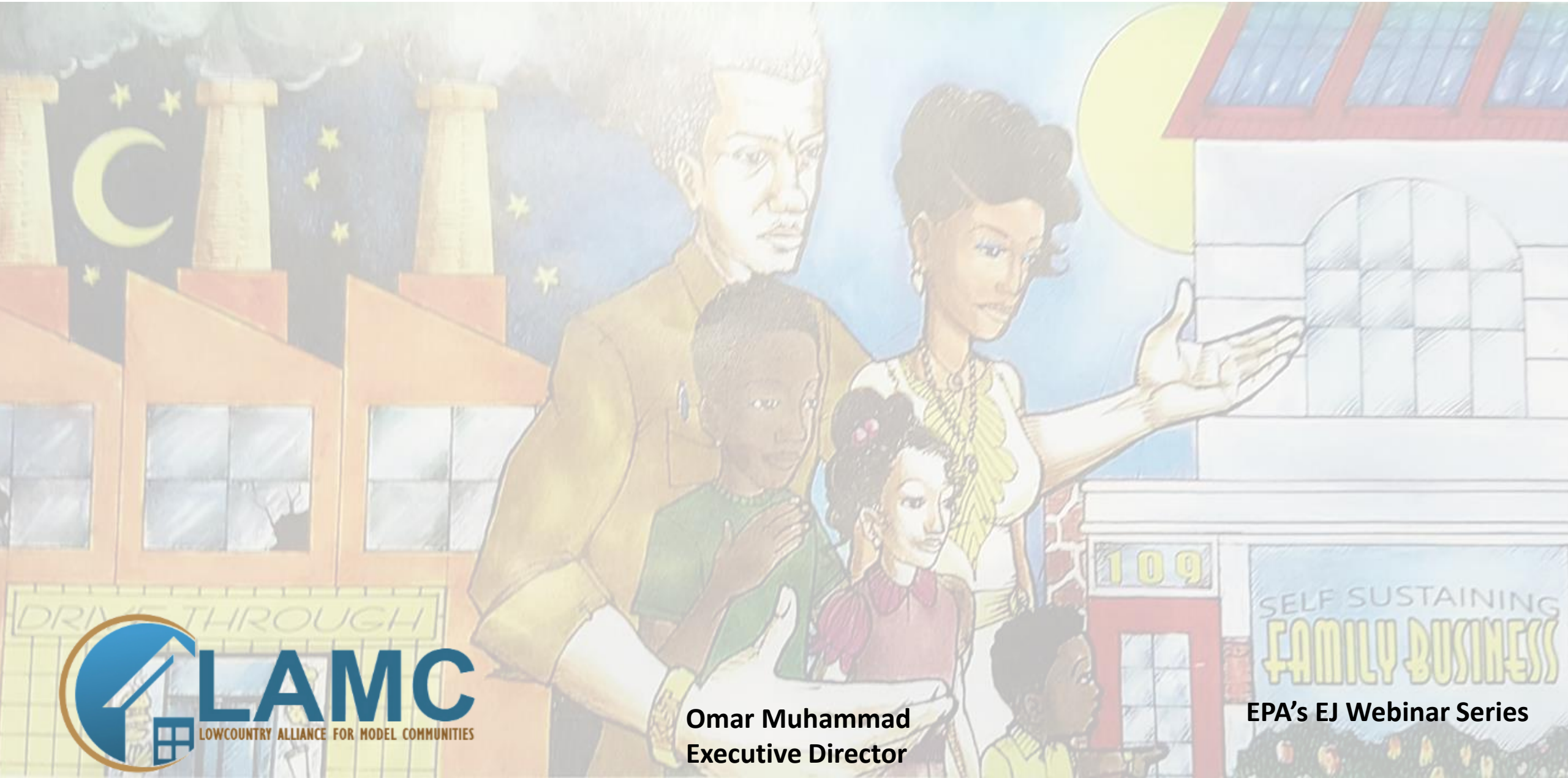
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OMAR MUHAMMAD
EXECUTIVE DIRECTOR
LOW COUNTRY ALLIANCE FOR
COMMUNITIES

Community Case Study
Low Country Alliance for Model Communities
North Charleston, SC

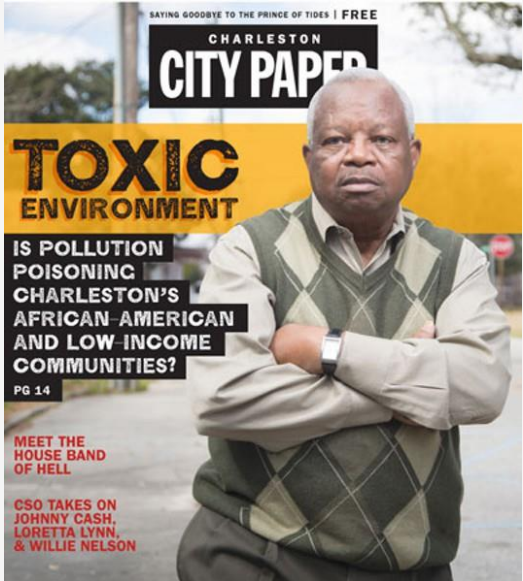
Accessing Funding for Communities



Omar Muhammad
Executive Director

EPA's EJ Webinar Series

Community Issues Are Complex



How To Think About Community Development?

Understanding What is Community Development?

This definition encompass everything involving neighborhood beautification, affordable housing, economic development and revitalization of low-wealth communities and neighborhoods.

Four Elements to Consider:

1. Needs and Desires of the Neighborhood/Community
2. Community-led efforts
3. Focus on Self-Help processes (Empowerment)
4. Collective Vision and Shared Goals

Why Is It Important To Have A Grant Writer?

Key Benefits:

- Excellent Storyteller
- Excellent Writing Skills
- Excellent Research Skills
- Ability to understand the needs of both the organization seeking funding and the funder

What type of Funds Go To Communities?

Federal – State – Local Government Fiscal Relationships

Types of Funding Aid

- Category Grants – Funding the Federal Government awards local governments to achieve a priority of the Federal Government. **TIGER Grants** – targeted transportation grants directed to stimulate regional economies.
- Block Grants – Funding Federal Government awards to achieve a set of policy goals but allow the state and local governments determine how the funds are used to meet the Federal Government's policy goals. **CDBG** – funding used to address a wide range of community development needs. Communities can use these funds to address critical and unmet community needs including those for housing rehabilitation, public facilities, infrastructure, job creation, public services, and more.
- Grants -- Fund ideas and projects to provide public services and stimulate the economy. Grants support critical initiatives, innovative research, and many other programs. **EJ Small Grant** -- supports and empowers communities working on solutions to local environmental and public health issues.

What Are The Various Forms Of Funding?

Financing community development can be complex and often requires both patience and adaptability

It is quite common to finance community development initiatives with multiple sources of funding— private capital; philanthropic grants; incentives offered by local utilities; local, state and federal government grants and subsidies; and more.

- Community Development Financial Institutions
- Foundations
- Individuals
- Tax Credits – LIHTC, Historic, New Market
- Grants
- Shared Resources via Re-granting/sub-recipient (Partnerships, Networks, etc.)

Emerging Approaches

- Social Impact Bonds
- Community Investment Funds



Justice40
Accelerator

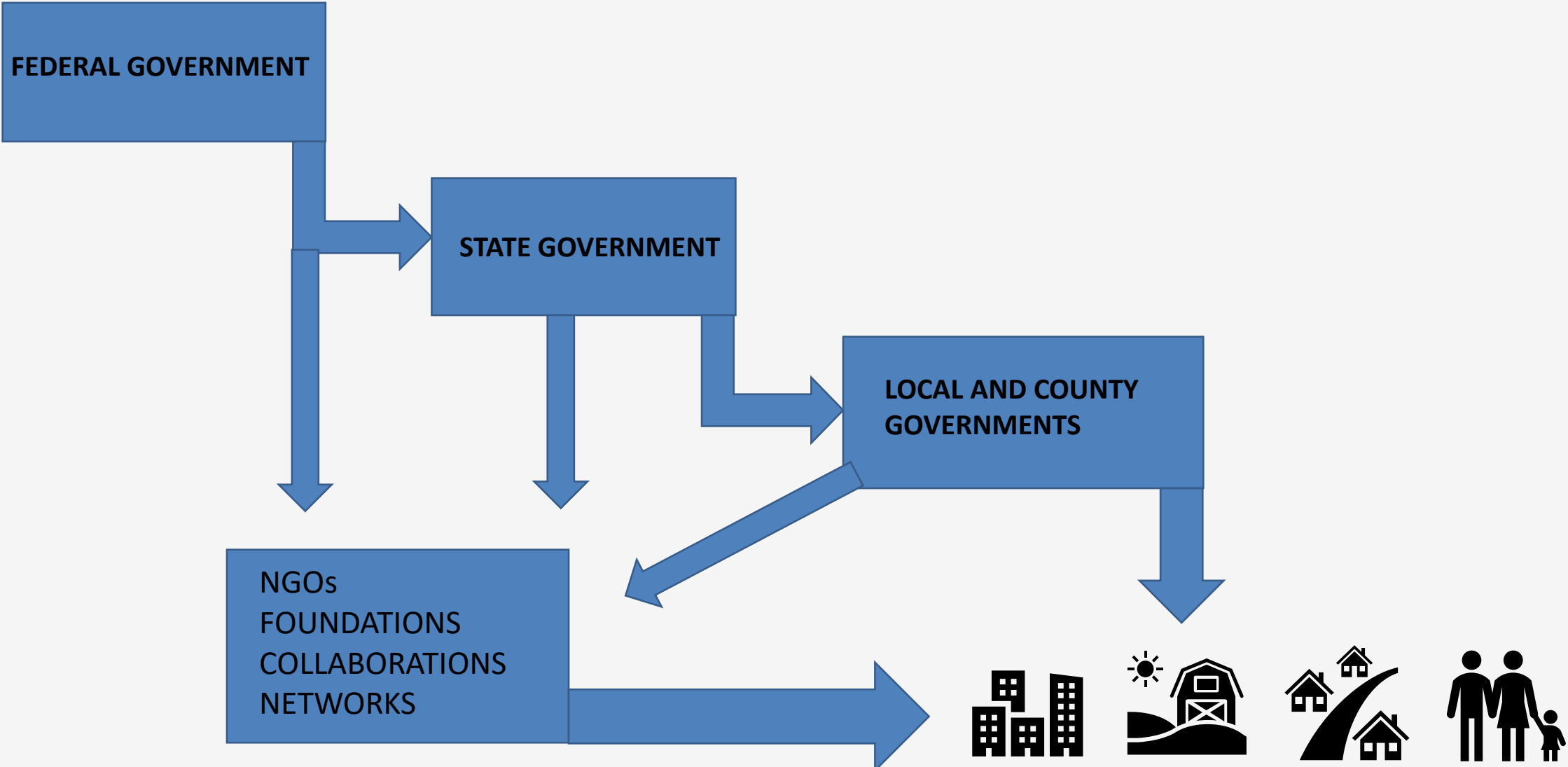


What is the Life Cycle of Funding?

Three Major Stages Involved With Funding:

- **Pre-award** - Begins with solicitation for proposals
- **Award** - Determination of an Award is made
- **Post-award** - Funded work starts, reports and updates are submitted

Who Are The Recipients Of The Funding?



Jay Blackwell, MA, at Umoja Behavioral Health in Albuquerque, NM

Mr. Blackwell will review how Collaborative Outcomes strengthen grant applications. He will review a grant writing approach called the VDC (Vision, Design, and Capacity) which assists technical writers better respond to grant applications he will provide grant writing tips that have been shown to successfully communicate and link priorities, measured change, and explicit budgets in project proposals.

Session Objectives:

- Understanding the VDC Approach as a framework for assisting technical writers
- Focusing on Collaborative Outcomes as a Strengths-Based Approach in grant applications
- Addressing the Intersectionality of Outcomes in grant applications
- Reiterating how the Technical CACCCA matters in grant applications



Mr. Blackwell is the Director of Programs at Umoja Behavioral Health PC in Albuquerque, NM where he continues to utilize his extensive background in public health and community development activities. He previously consulted with the US Department of Health and Human Services in the Office of Minority Health and Resource Center. There, he focused on assisting underfunded and underserved communities and organizations. For the last two decades, his professional services in the public health field have included assisting his clients improve health care access and treatment services to at-risk populations. Mr. Blackwell is considered an expert trainer and facilitator in organizational infrastructure and resource development strategies and techniques

Rosie Mangual

Public Health Analyst

Office of Regional Operations, HRSA, Region 4

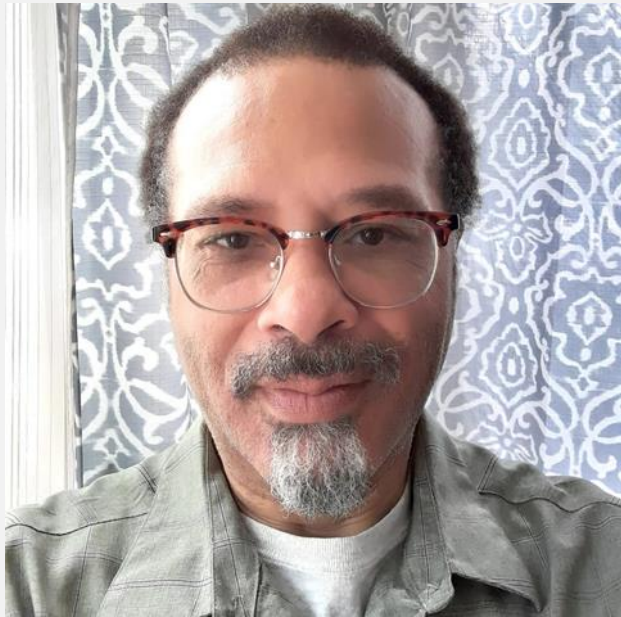


Rosie Mangual serves as a public health analyst with the Health Resources and Services Administration, Atlanta Office of Regional Operations (ORO). She is the state lead for Florida, Georgia and Tennessee; and regional lead on homelessness and intimate partnership violence. Rosie serves as an agency liaison and supports regional leadership in conducting outreach, with an emphasis on selected priority areas to increase knowledge about HRSA's programs and priorities to increase access to care. Prior to joining HRSA, she worked with the Internal Revenue Service, Criminal Investigation Division; the Department of the Army, Oral and Maxillofacial Residency Training Program and the Education Division. Ms. Mangual has over 27 years of Federal service providing support to HRSA programs.

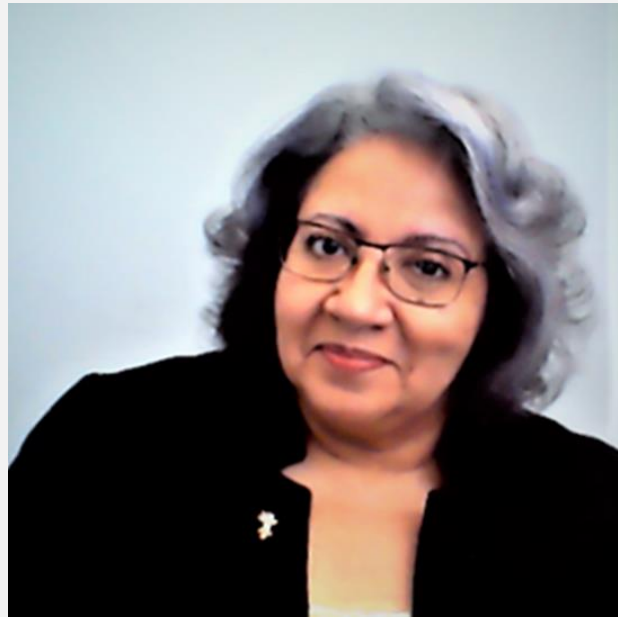
Dana Williamson, PhD, MPH is a behavioral social scientist and earned both her doctorate and master's degree from the Rollins School of Public Health, Emory University. She is a graduate of the inaugural cohort Robert Wood Johnson Foundation Health Policy Research Scholars program, a national leadership program teaching doctoral students how to apply their research to shape policies that improve health and advance equity. Dr. Williamson has a diverse public health experience that spans more than 15 years of applied community-engaged research, outreach, and development; has worked as a health communications specialist with the Centers for Disease Control & Prevention, and as a project director implementing multiple NIH-funded culturally-sensitive interventions. Her research has maintained a core theme of a health disparities lens and emphasizes capacity building, community-centered approaches to address environmental injustices, and scholar advocacy to shape policies that improve health and advance equity. She is the lead evaluator of the U.S. EPA's Region 4 EJ Training Academy, focusing on capacity building and the identification of successful community change strategies and policy-related outcomes. Currently, Dr. Williamson is an Association of Schools and Programs of Public Health (ASPPH) Environmental Health Fellow with the Scientific Integrity Program hosted in ORD/OSAPE/SPD and is applying her evaluation skills toward understanding scientific integrity cultural change.



Successful Grant Application Tips



Jay Blackwell



Rosie Mangual



Dr. Dana H. Z. Williamson

Accessing Funding for Communities: Successful Grant Tips

JAY BLACKWELL, MA

UMOJA BEHAVIORAL HEALTH *ALBUQUERQUE, NM*



Training Guide & Presentation

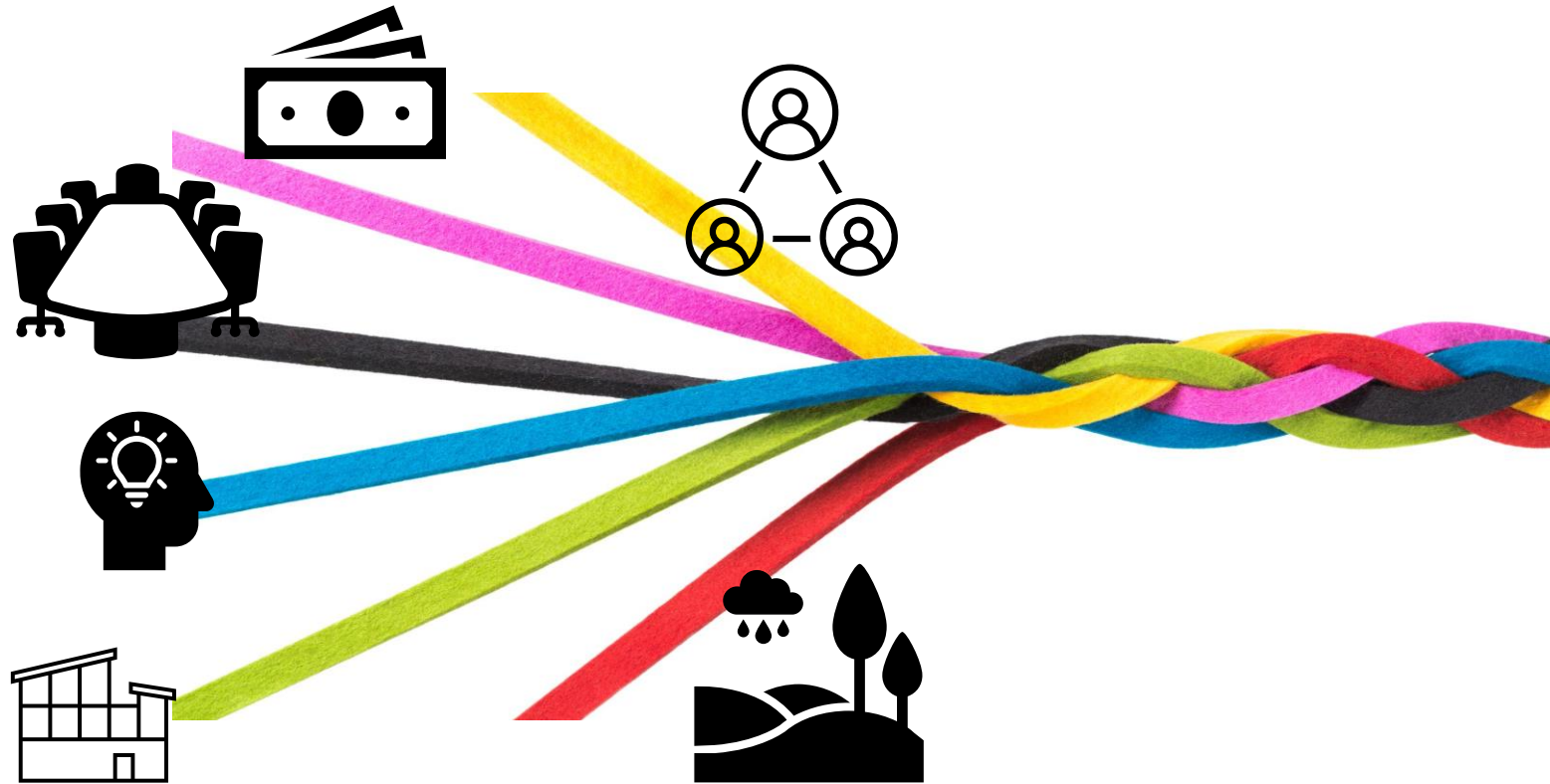
DESCRIPTION

In this training guide we will review how **Collaborative Outcomes** strengthen grant applications. We will review a grant writing approach called the **VDC (Vision, Design, and Capacity)** which assists technical writers better respond to grant applications. And we will **provide grant writing tips** that have been shown to successfully communicate and link priorities, measured change, and explicit budgets in project proposals.

SESSION OBJECTIVES

- Understanding the VDC Approach as a framework for assisting technical writers
- Focusing on Collaborative Outcomes as a Strengths-Based Approach in grant applications
- Addressing the Intersectionality of Outcomes in grant applications
- Reiterating how the Technical CACCCA matters in grant applications

Collaborative Outcomes means...



Description of the **VDC Approach** to Grant Writing

VISION, DESIGN, CAPACITY (VDC)

- Communicating A **Clear Vision** for Change
- Designing **Measurable, Coordinated Activities**
- Demonstrating Capacity & Readiness to Collaborate on **Successful Outcomes**



THE WRITER'S TAKEAWAY TOPICS

- **Intentional Change** Over Time
- The Writer, the Reviewer and the Funder
- The **Technical CACCCA**
- Stress Priorities over Tasks
- Be Certain of **Success**

VISION ELEMENTS in Grants and Proposals



Inclusive Designs and Voices from consumers, stakeholders and program partners,

Systemic Accountability that is timely, desired and necessary,

Relationships to outside Campaigns or Initiatives,

Sustainability possibilities, probabilities and indications.

Specific changes or results that will occur once resources are applied,

Evidence of Expertise by the applicant,

Evidence-Based Interventions,

Something New and why it is important to clients, communities and populations being served,

Successful Outcomes and who will care,

Require Descriptive Details Focusing On

DESIGN ELEMENTS in Grants and Proposals

Linking Agency Expertise to the current application,

SMART Goals and Objectives, concrete measures are mandatory,

Timelines and Responsibilities of staff to meet deadlines, complete reports and address program milestones,

Cohesion among the data, activities, products and outcomes,

Maintain Successful Outcomes as a Priority.

Require Descriptive Details Focusing On

Inclusive Designs and Voices from consumers, stakeholders and/or program partners,

Systemic Accountability with timely indicators, checks and balances,

Clearly Delineated Relationships defining the distribution of tasks across the agency, partnerships, etc.

Sustainability possibilities, probabilities and indications.



CAPACITY ELEMENTS in Grants and Proposals

Linking Agency Expertise to the current application,

Authenticity of connections between partners, communities, populations and/or issues being addressed,

Realistic Timelines and Abilities of staff to meet deadlines, complete reports and address program milestones,

Evaluation Detail, Expertise and flexibility utilizing data, records, and products,

Recruiting for Successful Outcomes.

Inclusive Designs and Voices from consumers, stakeholders and/or program partners,

Clearly Delineated Relationships defining the distribution of tasks across the agency, partnerships, etc.

Papertrails, Copies and Permits of everything needed to operate and receive public/private funding,

Sustainability possibilities, probabilities and indications.

Require Descriptive Details Focusing On





Letter of Intent (LOI)



Abstract



Program Narrative



Mission Statement



Organizational Summary



Program Description



Evaluation Methodology



Budgets & Fiscal Responses



Attachments

The 9 Parts of Most Grant Applications

Vision Elements

Design Elements

Capacity Elements

- **STRESSING INTENTIONAL CHANGE OVER TIME**
- THE WRITER, THE REVIEWER, AND THE FUNDER
- THE TECHNICAL CACCCA
- **STRESSING PRIORITIES OVER TASKS**
- BE CERTAIN OF SUCCESS

Preparing Grant Applications for Funding Success



Technical CACCCA

Clear: easily understood by the audience

Accurate: based on factual data

Correct: follows grammatical/technical rules

Comprehensive: contains all the requested info

Concise: brevity is a plus

Accessible: follow the technical rules as written

Program Goal: Overall aim or intended impact

Stressing Priorities over Tasks



Resources

The inputs dedicated to or consumed by the program

Activities

The actions that the program takes to achieve desired outcomes

Outputs

The measurable products of a program's activities

Outcomes

The benefits to clients, communities, systems, or organizations

Impacts

Projects the results of your program activities over TIME.

The Logic Model



BE CERTAIN OF
SUCCESS,

*AND FOCUSED IN YOUR
WRITING STYLE.*

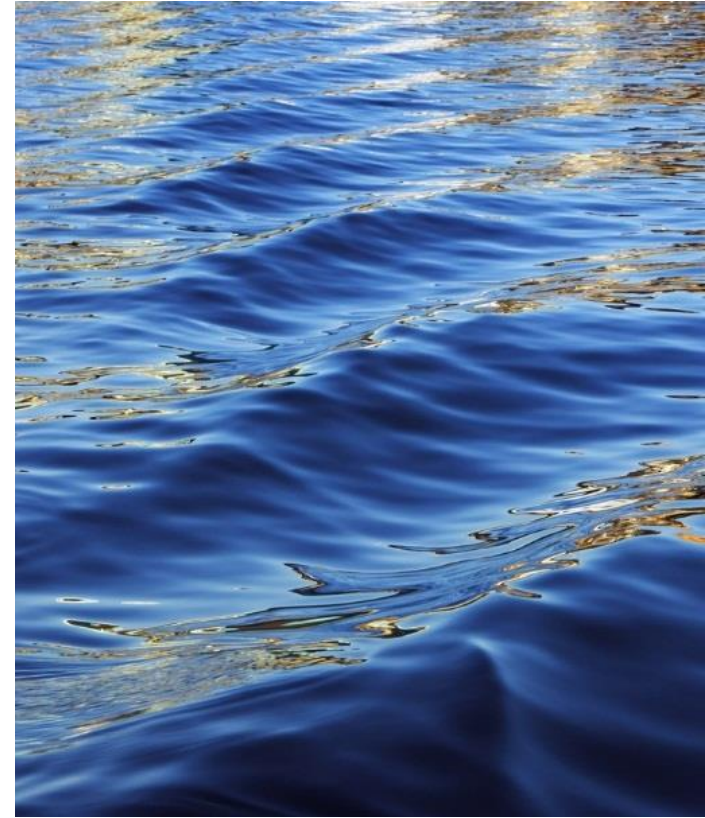
THANKS FOR YOUR
PARTICIPATION!

JAY BLACKWELL, MA

WWW.UMOJAWELLNESS.COM



- ① Successful Grant Application Tips
- ① Allocating Resource Sharing
- ① How to Register



What the Feds are looking for is the **5 Rs**

A good proposal

Clarity and Competence

Realistic Goals

Do the Research

Recruit a Team

**Respond to the
Guidance**

**Review the
Application**

**Revise it as
needed**

Attention to detail



What the Feds are looking for is for the **5 Rs**

Do the Research

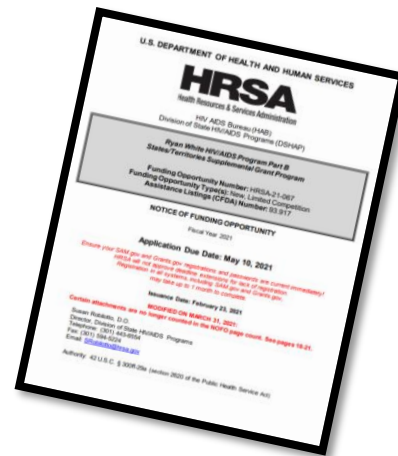
- **Study** the funding opportunity
- Dissect application guidelines
- Do you understand the program?
- Do you meet eligibility criteria?
- Are stakeholders on board?
- Can you operate within the budgetary guidelines?

Recruit a Team

- Internal Team
 - Help draft the application
 - Talk with colleagues and partners
 - Provide honest feedback
 - Have knowledge of the organization
- Consortium/Network Members
 - Determine the roles and participation levels
 - Obtain written commitments (i.e. MOUs)
 - Consider overall network structure

Respond to the Guidance

- Clear, concise, specific
- Who, what, when, where, why, how
- Address needs/gaps
- Current data sources
- Address sustainability



Review the application

- Check spelling, calculations, due dates.
- Check submission package and make sure all required forms and necessary attachments are included.
- Page number and font size requirements are followed.
- All documents are in the order described in the funding opportunity.

Revise it as needed

- Allow enough time for revisions and a final review before submission.

Allocating resource sharing



Project Resources

- **Labor**
 - Employees, contracts , in-kind
- **Equipment/Tools**
 - Software and hardware
- **Facilities**
 - Conference room, office space
- **Materials**
 - Consumables that generate outputs
- **Budget**
 - Finance needed to purchase any of the above resources.
-

Considerations for Allocation of Personnel

- **Prioritize**
 - Look at project goals/objectives
 - Consider time and effort to perform
- **Skillset**
 - Match skills to task
 - Consider multi-sharing staff
- **Availability**
 - Who has the bandwidth?
 - Avoid shifting staff

How to register (DUNS, SAM, Grants.org)

DUNS

- Obtain an organizational Data Universal Number System (DUNS) number with Dun and Bradstreet
- All businesses required to register with the Federal government for contracts or grants.
- Check if your organization already has a DUNS
- April 2022: DUNS will be replaced by a SAM.gov-issued Unique Entity Identifier (UEI)

SAM

- Designate an E-Business Point of Contact (E-Biz POC)
 - Create a MPIN
 - Select Authorized Organization Representatives (AORs)
- The AORs must have a completed profile
- E-Biz POC must approve the AOR to submit applications on behalf of the organization.

GRANTS.GOV

- Go to grants.gov and click on the register area (top right hand of page)
- Complete the required form fields.
- Confirm your email address.
- Add an organization applicant profile or an individual applicant profile after registering.
- Learn more on the [Applicant Registration page](#).

Common Mistakes

- Not registered with Grants.gov
- Missing or incorrect DUNS on application
- Expired SAM registration
- Application is rejected for errors and applicant did not leave enough time to correct before the deadline
- Rejection email is in spam folder
- AOR is not approved by E-Biz Point of Contact
- AOR is not available to submit the application
- Applying to the wrong announcement number
- Application exceeds page limits



Top Ten Tips for Applicants!

1. Start preparing the application early.
2. Follow the instructions in the NOFO carefully.
3. Keep your audience in mind.
4. Be brief, concise, and clear.
5. Be organized and logical.
6. Show evidence of fiscal stability and sound fiscal management.
7. Attend to technical details.
8. Be careful in the use of attachments.
9. Print out and carefully proofread and review your electronic application to ensure accuracy and completion.
10. Submit all information at the same time.



Top Ten Tips (Expanded version).

Resources

Federal

- [Grants.gov](https://www.grants.gov)
- [HRSA](#) [funds grants,([Geriatrics](#), [Health Careers](#), [Medicine](#), [Nursing](#), [Oral Health](#), and [Public Health](#)); [school loan repayment](#), and [scholarships](#).)]
- [Federal Business Opportunities](#)
- [Grant making agencies](#)
- [HHS Office of Minority Health Funding Opportunities](#)
- [HHS Office of Minority Health](#)
- [Government Contract instead of Grant](#)

Other

- [The Community Foundation Public Awareness Initiative](#)
- [GrantWatch](#)
- [USA Grant Applications](#)
- [Funding for Good](#)
- [Church of God by Faith](#)
- [Small Business Development Centers](#)
- [Get Money For Free from your congressman](#)
- [Funding Employee Training](#)
- [Inside Philanthropy](#)
- [Appalachian Community Fund](#)

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Questions about HRSA?

Rosie Mangual

Public Health Analyst

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Logic Model Development & The CPS Model

Dana Williamson, PhD, MPH
Public Health Behavioral Scientist
ASPPH Environmental Health Fellow
Hosted at the U.S. EPA

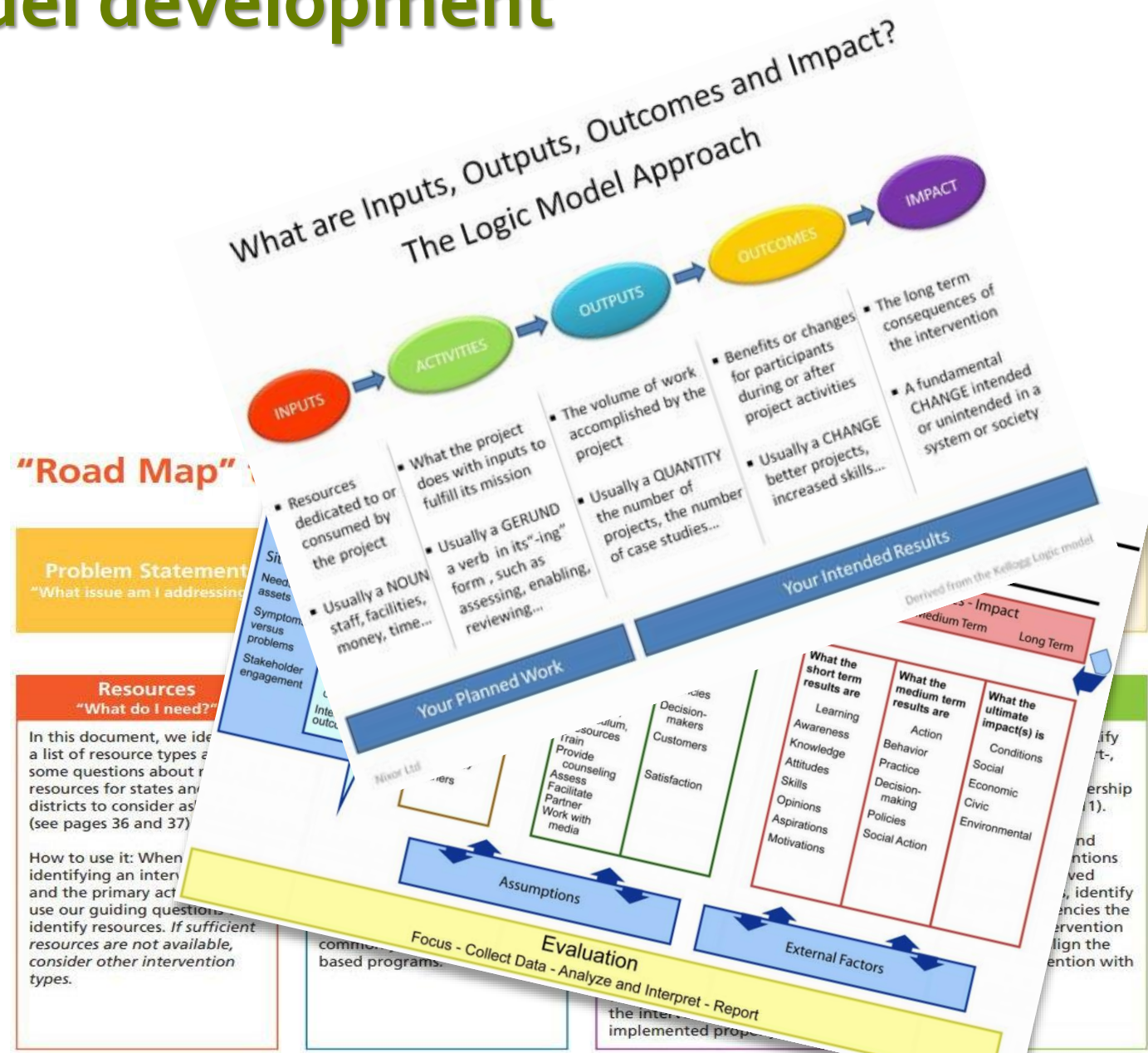


Logic model development and application

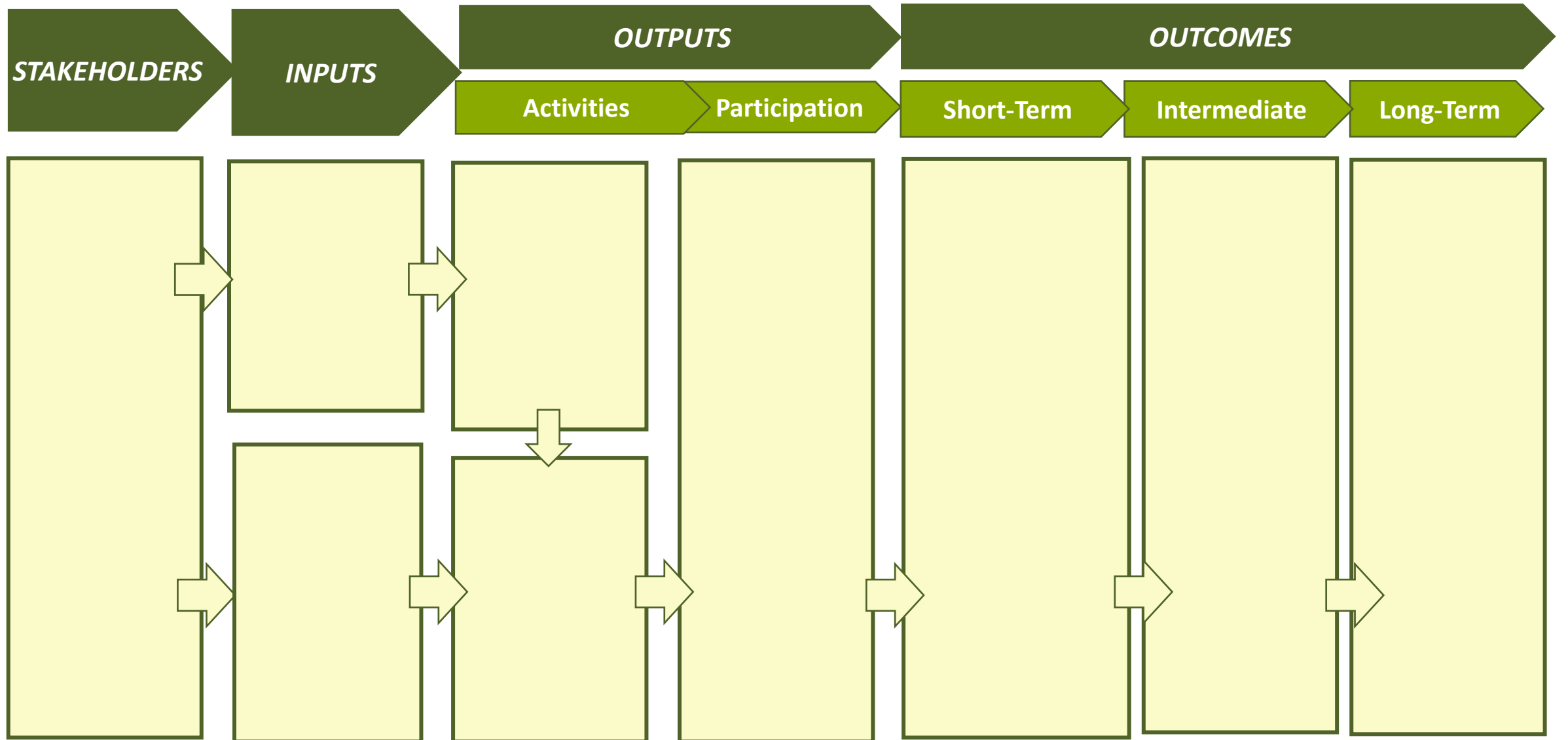
- **What is a logic model?**
- **Why are they useful?**
- **How can a logic model help your program/organization?**

Logic model development

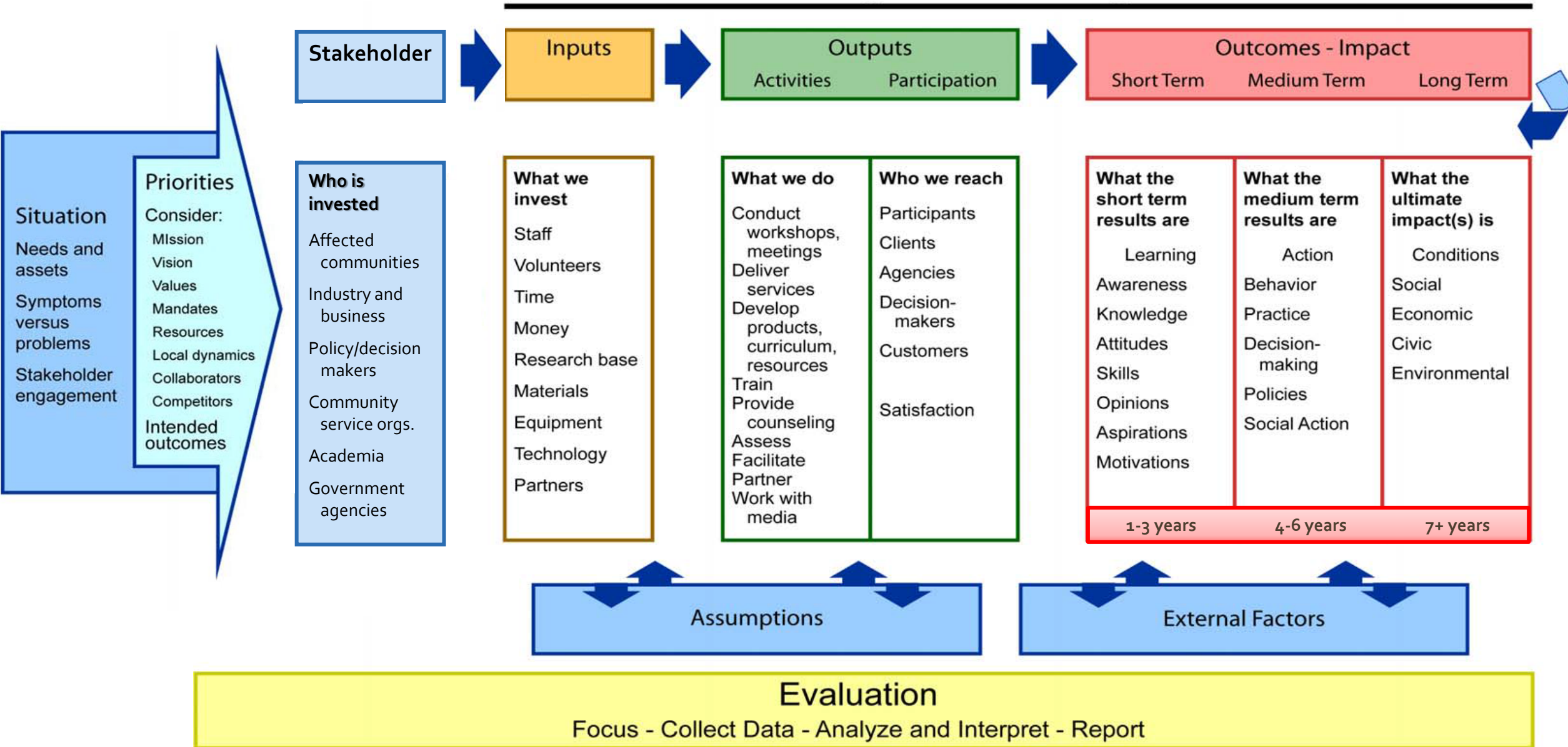
- ✓ systematic and visual representation
- ✓ presents perceived relationships between activities and results
- ✓ graphical representation of program efforts
- ✓ creates a grounded framework for understanding
- ✓ structures planning and communication strategies




Logic model development and application




Logic model development and application





The Collaborative Problem Solving Model



Using the collaborative problem-solving model

Element 1: *issue identification, visioning, strategic goal setting*

Element 2: *community capacity building & leadership development*

Element 3: *consensus building & dispute resolution*

Element 4: *stakeholder engagement & leveraging resources*

Element 5: *constructive engagement with relevant stakeholders*

Element 6: *management & implementation*

Element 7: *evaluation, lessons learned, replication of best practices*

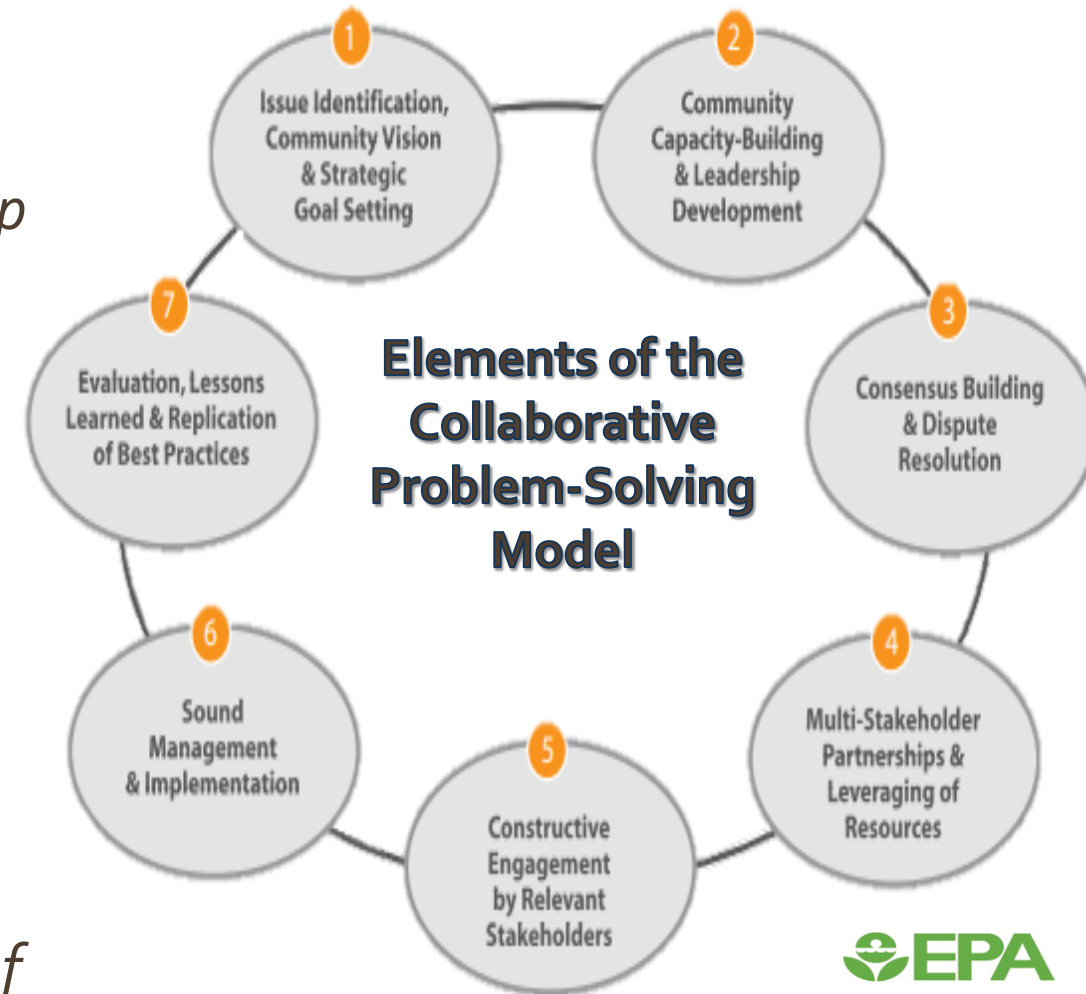


Figure adapted from the Office of Environmental Justice, EPA's Environmental Justice Collaborative Problem-Solving Model, 2005

Using the collaborative problem-solving model

- Framework for leadership development
- A systematic approach for building capacity
- Allows for strategic thinking around working with diverse stakeholders
- Helps to create organized brainstorming for ways to address environmental concerns that impact overburdened communities
- Useful for creating structure for programming, partnership, vision and change agendas "for community and by community"

Melanie Pearson received her bachelor's degree from Clemson University and her graduate degrees from the University of Missouri-Columbia. As an environmental scientist at Emory University, she managed two longitudinal environmental exposures studies, published articles, and worked with a local community to address environmental concerns to an alternative approach to pesticide applications for municipal sports fields. Through this work, Dr. Pearson developed a strong interest in community-engaged research, playing a primary role in implementing and conducting community-based initiatives for three NIH-funded research centers. She currently works with a state-wide community of farmers, former chemical workers, residents, and their children who continue to suffer from an industrial mix-up that led to polybrominated biphenyls (PBB) being mixed into livestock feed, resulting in the contamination of food products distributed throughout the state of Michigan in the 1970s. This work has led to in-depth engagement with the community surrounding the former chemical plant responsible for both the industrial mix-up as well as waste practices that continue to plague the community with three Superfund sites. This collaboration with the affected community, a local non-profit, a district health department, and the research team has led to four collaboratively-led research grants.



Dr. Pearson also leads the Community Engagement Core of the Emory HERCULES Exposome Research Center for which she has developed strategies to engage the local Atlanta community with the dual-purpose of strengthening the Atlanta community in its capacity to address its environmental health concerns and to create a feedback system so that the community's concerns and ideas are shared with the scientists and integrated into the exposome concept. To this end, HERCULES offers a combined community grants and a technical assistance program and direct interaction between HERCULES scientists and community members. A highly engaged, 30 member Stakeholder Advisory Board (SAB) guides core activities via quarterly board meetings interspersed with smaller, focused SAB workgroups.

Dr. Sacoby Wilson is an Associate Professor with the Maryland Institute for Applied Environmental Health and Department of Epidemiology and Biostatistics, School of Public Health, University of Maryland-College Park.

Dr. Wilson has over 20 years of experience as an environmental health scientist in the areas of exposure science, environmental justice, environmental health disparities, community-engaged research including crowd science and community-based participatory research (CBPR), air pollution studies, built environment, industrial animal production, climate change, and community resiliency. He works primarily in partnership with community-based organizations to study and address environmental justice and health issues and translate research to action. Dr. Wilson is Director of the Community Engagement, Environmental Justice and Health (CEEJH) Initiative. CEEJH is focused on providing technical assistance to communities fighting against environmental injustice health disparities in the DMV region and across the nation.



He is a member of the USEPA's National Environmental Justice Advisory Council (NEJAC), on the board of the Citizen Science Association, a member of the National Academy of Sciences' Board on Environmental Studies and Toxicology (BEST), a past Chair of the APHA Environment Section, past board member of Community-Campus Partnerships for Health (CCPH), and a former Chair of the Alpha Goes Green Initiative, Alpha Phi Alpha Fraternity, Inc. He is also a senior fellow in the Environmental Leadership Program.

Dr. Wilson has worked tirelessly to build environmental justice organizations and coalitions. He is Co-Founder of the DMV Environmental Justice Coalition and the Chesapeake Bay EJ Coalition, and Founder of 17 for Peace and Justice, an environmental justice advocacy organization. He currently is the faculty advisor for a student chapter of 17 for Peace and Justice on the campus of the University of Maryland, College Park. He is on the steering committee for the recently relaunched National Black Environmental Justice Network (NBEJN). Additionally, he hosts an annual environmental justice symposium at the University of Maryland that brings together community members, advocates, policymakers, researchers, students, and practitioners to discuss ways to address environmental justice issues in the DMV region and around the country.

Academic Institutions Resources



Dr. Melanie Pearson

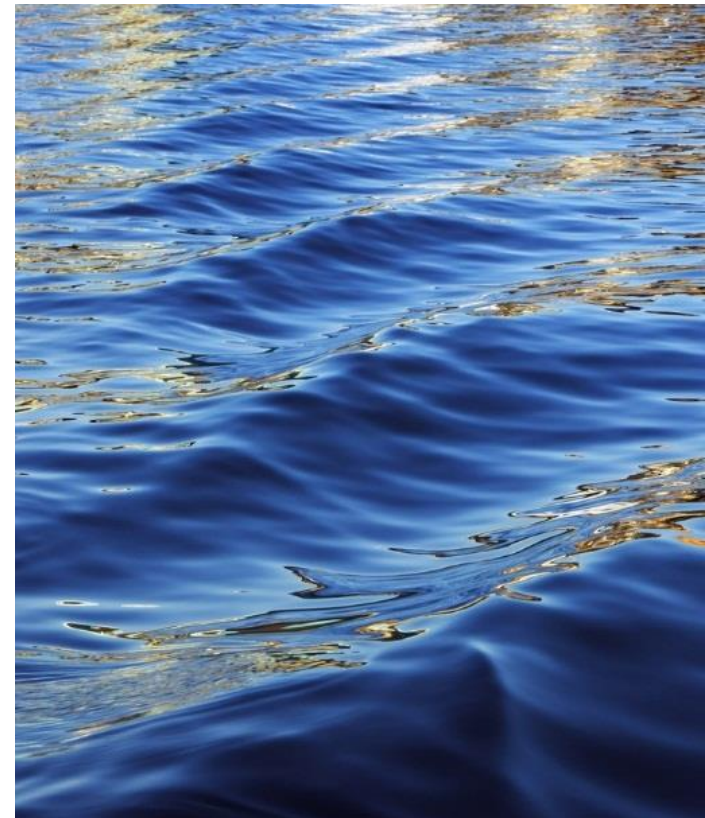


Dr. Sacoby Wilson



Resources for Communities at Colleges & Universities

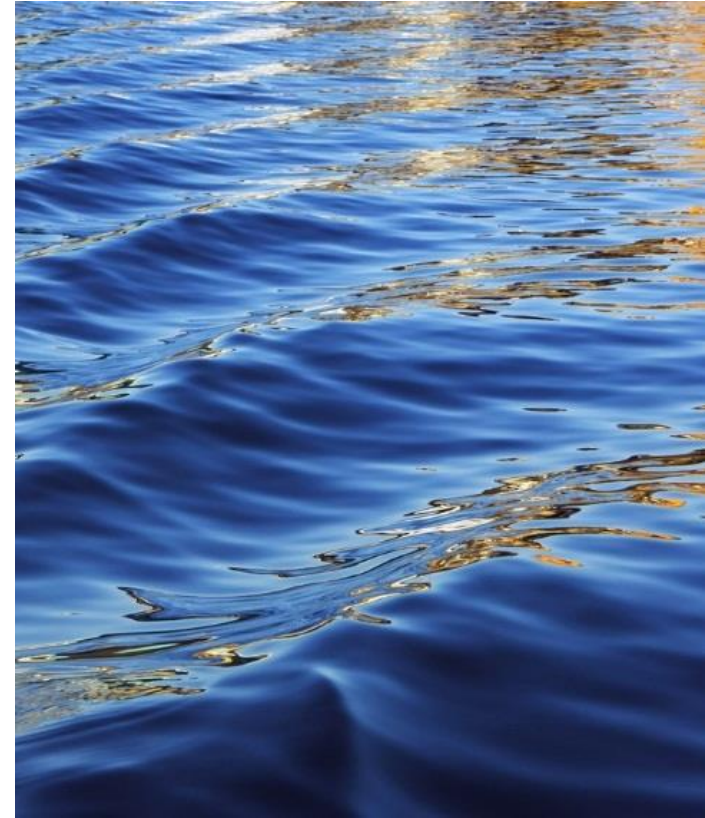
Melanie Pearson, Emory University
Sacoby Wilson, University of Maryland





Commonly Available Resources

at Universities and Colleges



Students

Student Volunteers

- Clean-up events
- Data collection
- Canvassing

“Service Learning Classes”

- Student groups provide a service to a community organization related to class content
 - Community Needs Assessment
 - Curriculum Development
 - Digital Engagement Strategies
 - Literature and document research
 - Marketing materials

• Capstone Projects & Theses

- In depth focused project that can include data collection or analysis
 - [EPA's College/Underserved Community Partnership Program \(CUPP\)](#)
 - [College and Community Partners Program \(C2P2\)](#)



Emory MPH students volunteering at West Atlanta Watershed Alliance
Photo credit: <https://www.wawa-online.org>

Students

Fellowships, Practicums, & Work Study

- Summer undergraduate fellowships
 - <https://www.emorycbsc.com/cbscprojects>
- MPH requirement: 200–400 hour work experience
 - Students provide at least two deliverables for organization
- Work Study Programs
 - [Emory's Rollins Earn and Learn \(REAL\)](#)
 - 10 – 20 hrs work per week
 - Cost to organization: \$1,500 per semester

Professional Student Services

- Nursing students staff community health fairs
- Law students and professors: pro bono representation to community groups
 - [Turner Environmental Law Clinic](#)



Emory Nursing students volunteering at community health event
Photo credit: <https://www.nursing.emory.edu/overview/service-learning>

Faculty (Professors & Scientists)

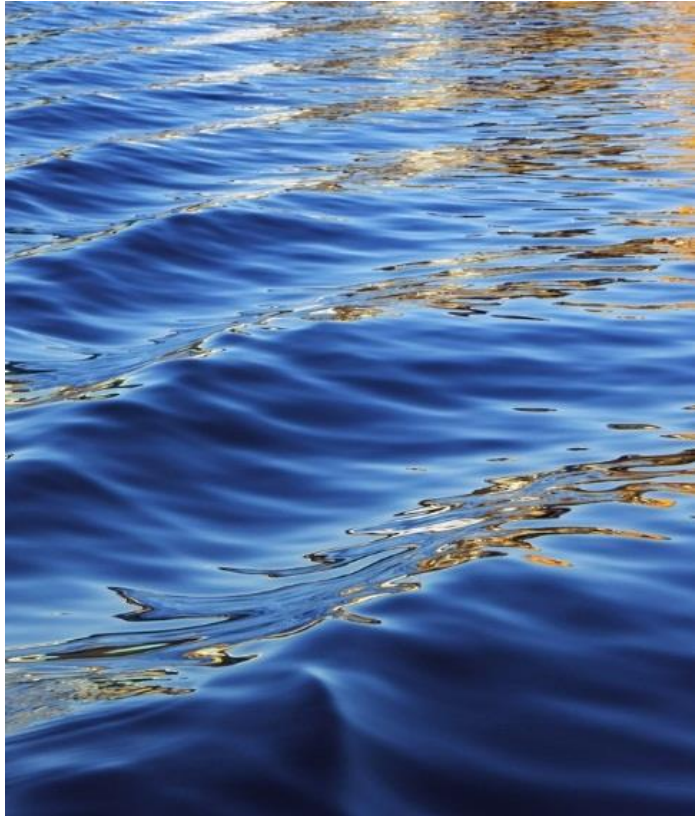

Content-specific guidance

- Serve as content expert at a community meeting
- Provide guidance on a community-conducted data collection
- Review environmental data for community
- Partner with community on research (more about this later!)

Emory faculty



Community meeting regarding flooding and residential mold in the English Avenue neighborhood of Atlanta, GA



Resources offered by Research Centers

at Universities and Colleges

University-based Research Centers with Community Engagement Cores

CTSA Program Hub Directory

<https://clic-ctsa.org>



Superfund Research Centers

<https://tools.niehs.nih.gov/srp/outreach/outreach2.cfm>



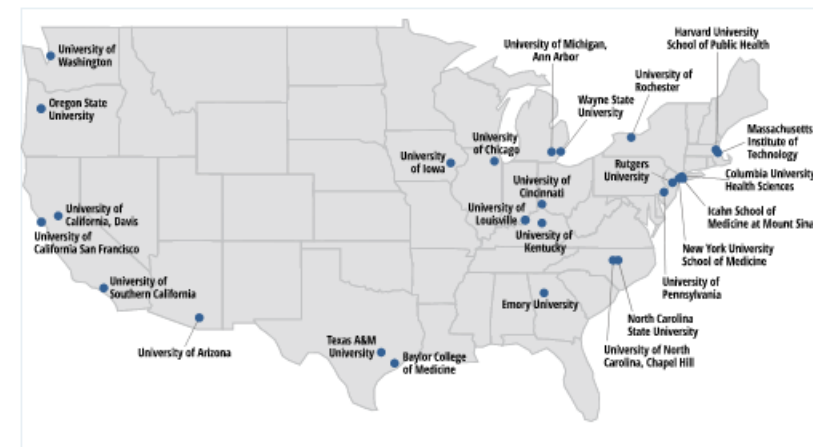
Prevention Research Centers

<https://www.cdc.gov/prc/center-descriptions/index.htm>



Environmental Health Sciences Core Centers

<https://www.niehs.nih.gov/research/supported/centers/core/grantees/index.cfm>



Workshops & Trainings

Offered for Communities by Universities and Colleges
(often by Community Engagement Cores in research centers)

- Community Needs Assessment
- Program Planning
- Program Evaluation
- Grant Writing
- Accessing and Using Public Datasets
- Survey Development
- Citizen Science Workshops
- Community Workshops to Identify & Prioritize Challenges, Coalesce, and Act
- Advocacy Training
- Teacher Summer Training Programs
- Student Summer Programs



Gather your community, share ideas, and get funding
to take action on an environmental health issue!

What things in your environment might be affecting community members' health?

Which of these things concern you and your community the most?

Be prepared to:
Bring your community together to identify an issue, plan for action, take action, and sustain your efforts.

We'll provide:
Up to \$6000* in funding plus technical support over 3 years for your community.

The central graphic shows three people sitting around a table with a thought bubble above them.



EMORY
UNIVERSITY



Funding Opportunities

for community-led programs and activities
(often by Community Engagement Cores in research centers)

Community grant programs often align with the mission of research center.

- Implementing an evidence-based cancer prevention program.
- Disseminating research findings to affected communities.
- Research, community engagement, education, or evaluation related to a local environmental health issue.

Often small grants (\$2500 - \$20,000) with technical assistance provided.

Community Grants

Topic areas might include:

- | | |
|--|---|
|  Indoor/Outdoor Air Quality |  Climate Change |
|  Drinking Water Quality |  Healthy Homes |
|  Environmental Justice |  Environmental Pollution |
|  Respiratory Health |  Contaminated Food Sources |

Proposals must make a direct connection between the environment and human health.

NC STATE Center for Human Health and the Environment

<https://chhe.research.ncsu.edu/coec/projects/community-grants/>

Funding Opportunities

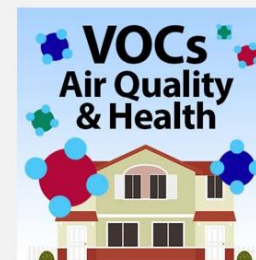
for community-academic research partnerships
(often through research centers and federal grants)

Pilot grants offered by research centers

- Goal of pilot grants: provide data needed to apply for a larger, multi-year research grant
- Academic partner is often primary “lead” on grant
- One-year of funding (\$20,000 - \$50,000)
- Funding may be shared, but not equally (*or equitably*)
- May directly address community concern
 - *Often most also include scientific innovation*

Note: Many pilot grants programs are not community-oriented

Community-Engaged Pilot Projects



Removal of unsafe lead begins in contaminated Atlanta neighborhood

AJC CONTINUING COVERAGE: LEAD CONTAMINATION | Jun 28, 2020
By Andy Miller

Industrial Air Pollution in East Point

Key takeaways from a study done with East Point residents

East Point is home to hundreds of sites that periodically emit chemicals into the organic compounds (VOCs) or some VOCs (VOCs) into the air of East Point neighborhoods. East Point residents partnered with Emory HERCULES to investigate this industrial air pollution.

What did we want to know?

What chemicals are in the air of East Point neighborhoods near industrial facilities? What are East Point residents' perspectives and experience with air pollution?

What did we do?

80 air samples were collected at around 3 locations: PPG Industries, William C. Meredith, and Tri-Cities High School.

122 East Point residents responded to a separate survey about community perspectives on air pollution in East Point, health symptoms and diagnoses, and desire for community action.

What did we find?

Air Sampling

- Six chemicals were found in over 50% of the samples.
- Sixteen other chemicals were identified less frequently.
- Certain industrial chemicals were higher when residents smelled odors.

Community Survey

A majority of responders thought air pollution was a problem and reported smelling chemical odors in their neighborhood.

Chemical name	Percent of samples	Identified in 50% of samples	Chemical exposures are associated with
Chloroform	50%	✓	Industrial commercial paint, solvents, hairbrushes, nail polish remover
Methylene chloride	50%	✓	Masonry, paint, industrial solvents, traffic, vehicle air pollution
Perchloroethylene	50%	✓	Dry cleaning
Styrene	50%	✓	Plastic products
Diethylhexylamine	50%	✓	Automotive, "signature" odor
Isobutene	50%	✓	Common industrial solvent
Hexamethyldisiloxane	50%	✓	Automotive, "signature" odor

Jonathan Corso, EDA

Jacob Burney is currently the Environmental Justice Grants Program Manager with EPA's Office of Environmental Justice (OEJ) in Washington, DC. Since joining OEJ in 2015, Jacob has focused on increasing applicant accessibility to the grant program, improving sustainability of EJ grant projects, and promoting the program's outreach to underrepresented and rural areas. From 2011-2015, Jacob worked as a Grants Specialist in EPA's Office of Grants & Debarment (OGD). Prior to his work at EPA, Jacob served as a Peace Corps volunteer in Western Samoa and China. Jonathan Corso is the Georgia Representative for the Economic Development.



Cindy Nolan, U.S. Environmental Protection Agency

Cindy has worked for EPA since 1983; the first 15 in the Chicago office. During those years, she worked in the Superfund program and in the Water program negotiating cleanup plans for the Great Lakes harbor sites with the Canadians and neighboring States. Cindy transferred to Atlanta in 1998, where she worked for several years on Regional strategic planning, and worked to transform the environmental programs for our six (6) federally recognized tribes. She's been Region 4's Brownfields Section Chief since 2013 - working with communities, States and other federal agencies, and the awesome Brownfields staff to manage grant funds and foster community revitalization. Cindy has a degree in Environmental Science from Southern Illinois University, currently lives in Roswell, GA and volunteers with the city's historic homes and Atlanta's theater community in her free time

Jonathan Corso, EDA

Jonathan Corso is the Georgia Representative for the Economic Development Administration (EDA) in Atlanta. He provides applicants with technical assistance, reviews funding requests and makes funding recommendations. Mr. Corso received his Master of Public Administration from Syracuse University and his B.A. from the University of Massachusetts.



Lightning Talks



Jacob Burney



Cindy Nolan



Jonathan Corso



USEPA Environmental Justice Grants

Jacob Burney (EJ Grants Program Manager)



Key Points (EJ Grants Program)

- Provides direct funding to underserved communities
 - Grassroots and community-based organizations (nonprofits)
 - Tribal governments
- Eligible projects fund training, education, monitoring, and demonstration activities addressing local environmental issues
- 6-month timeline (application → award)
- Guidance / Tips for writing a strong EJ grant application
 - Located in the appendices of each EJ grants funding opportunity
- Successful projects tend to include coalition-building with a diversity of partners
 - Community groups, local government, community colleges/schools, local business/contractors, and hospitals/clinics

EJ Grants Program Links and Resources

- EJ Grants Webpages:
 - <https://www.epa.gov/environmentaljustice/environmental-justice-grants-funding-and-technical-assistance>
- EJ Grants Story Map
 - <https://www.arcgis.com/apps/Cascade/index.html?appid=d426d553c4cc44a3af62bff7e175108e>
- Contact:
 - Jacob Burney – Burney.Jacob@epa.gov or 202-564-2907

EPA Brownfield Funding Opportunities

-Assessment Grant (Testing & Sampling) \$300K

-Cleanup Grant \$500K

-Revolving Loan Fund Grant (RLF) \$800K

-Multipurpose Grant (Assessment & Cleanup) \$800K

-Brownfields Job Training Grant \$200K

-Targeted Brownfields Assessments (TBA)

-Technical Assistance to Brownfields



Competitive
Grants

EPA'S BROWNFIELDS PROGRAM

What is a Brownfield?

A brownfield is "real property, the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant."

Are you frustrated with the blighted commercial or industrial properties? Is reuse stalled due to concern of contamination? Are nearby residents potentially impacted by a property? The EPA's Brownfields Program helps communities with assistance to characterize and revitalize brownfield sites.

Your community can apply for environmental site assessment, contamination cleanup, reuse planning and environmental job training grants. Eligible recipients include local governments, states, state-chartered units of government, tribes, and 501(c)(3) non-profits. Requests for Proposals (RfP) for most Brownfields grants are announced in early fall. Grants are nationally competed and usually require proposal submittal within 60 days of the RfP.

Targeted Brownfields Assessments

EPA's technical assistance is provided by EPA contractors under the Targeted Brownfields Assessment (TBA) program. Typically, this assistance consists of EPA contractors conducting environmental assessments in lieu of a community consultant.

The TBA program is intended to help communities that do not have brownfield assessment grants. Applications are accepted year-round and reviewed by the Regional office. Phase I or Phase II environmental site assessments can be completed but not cleanups. This is a relatively small program with very limited funding.

Types of Financial Assistance

Assessment Grants

Assessment grants can be used to develop a brownfields inventory, conduct environmental site assessments, prepare cleanup and reuse plans, and conduct community outreach. Single eligible entities receive up to \$300,000 and coalitions can receive up to \$600,000 to assess hazardous substances and petroleum contaminants at eligible sites over a three-year grant period. No cost share.

Cleanup Grants

Cleanup grants provide funds to conduct environmental cleanups at a brownfields site owned at the time of application by an eligible applicant. Recipients must contribute a 20% matching share in the form of money, labor, materials or services. Recipients receive up to \$500,000 per brownfields site. The grant project period is three years.

Multipurpose Grants

Multipurpose grants provide for both assessment and cleanup type work at brownfield sites. Assessment and cleanup do not have to be for the same site. Eligible recipients receive up to \$800,000 to conduct these activities over a five-year grant period. Recipients must contribute \$40,000 in match share in the form of money, labor, materials or services. EPA awards a relatively small number of these grants compared to the assessment grants.

Revolving Loan Fund Grants (RLF)

RLF grants provide funding to capitalize revolving loans and to provide subgrants to carry out cleanup activities at brownfield sites. Eligible recipients can receive up to \$1,000,000 over a five-year period. Recipients must contribute a 20% matching share in the form of money, labor, materials or services that would be eligible and allowable costs under the grant.

Job Training Grants

An Environmental Workforce Development and Job Training grant is used to recruit, train and place under-employed and unemployed residents in the environmental field. Training programs may focus on hazardous and solid waste management, wastewater treatment, cleanup technologies and environmental health and safety. Eligible recipients can receive up to \$200,000 to conduct training over a two-year period.



Federal Courthouse
Jackson, Mississippi



QuikTrip
Greenville, South Carolina

Brownfields Revitalization Act

What is EPA's Brownfields Program?



The Small Business Liability Relief and the Brownfields Revitalization Act of 2002 allows EPA to provide funds for:

- ✓ Assessing and cleaning up brownfields
- ✓ Providing technical assistance and training
- ✓ Supporting state and tribal response programs

and exempt certain property owners from environmental liability.

EPA's Brownfields Program is Built on four pillars:

- ✓ Protecting the Environment
- ✓ Promoting Partnerships
- ✓ Strengthening the Marketplace
- ✓ Sustaining Reuse

For more information, please visit the EPA's Brownfields website at:
www.epa.gov/brownfields or
<https://www.epa.gov/brownfields/region4>
 or contact us at (404) 562-8729.

EPA's BROWNFIELDS PROGRAM

Investing in Brownfields for the Next Generation

*Alabama - Florida - Georgia
 Kentucky - Mississippi
 North Carolina - South Carolina
 Tennessee
 And Six Federally Recognized Tribes*



Revised: September 5, 2018

U.S. Environmental Protection Agency
 61 Forsyth Street
 Atlanta, Georgia 30303



Accessing Funding for Communities

September 23, 2021

EDA Programs

A photograph of two construction workers in white hard hats and safety glasses, wearing plaid shirts, looking at a large set of blueprints held by one of them. They are standing on a construction site with scaffolding and rebar visible in the background.

CONSTRUCTION

- Public Works
- Economic Adjustment Assistance

Non-Construction

- Planning
- Technical Assistance
- Economic Adjustment Assistance
- University Centers
- Build to Scale

Eligible Applicants

- PUBLIC BODIES
- NATIVE AMERICAN TRIBES
- ECONOMIC DEVELOPMENT DISTRICTS
- COLLEGES AND UNIVERSITIES
- NON-PROFIT ORGANIZATIONS*

*REQUIRES LOCAL GOVERNMENT SUPPORT



Economic Distress

- **Low Per Capita Income**
(80% or less than the national average)
- **High Unemployment**
(1% or higher than the national 24-month average)
- **Special Need**
(**COVID-19**, job loss, natural disasters, military base closures, underemployment, etc.)



Competitive Applications

- LOW COST-PER-JOB
- HIGH PRIVATE INVESTMENT
- CASH MATCH
- DISTRESSED REGION

Notables and Tips

- American Rescue Plan Act
- www.eda.gov
- 50% - 80% grant rate
- **DO NOT BEGIN WORK PRIOR TO AWARD!!!**
- Submit application on www.grants.gov.
- Register with System for Award Management
- Consider working with your regional commission

JONATHAN CORSO

GEORGIA ECONOMIC DEVELOPMENT REPRESENTATIVE

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Thank you! Please review the webinar and share the information

- Speakers
- Environmental Protection Agency
- Planning Team
 - Sheryl Good- EPA
 - Melanie Pearson -
 - LaKeshia Robertson- EPA
 - Charlette Clark – CMC Consulting/EJA Alumni Association
 - Omar Muhammad - CCRAB

