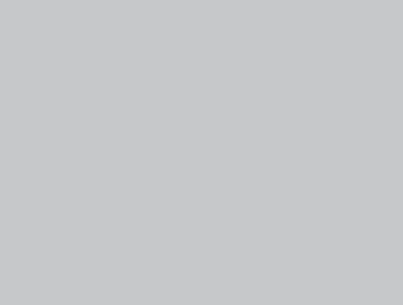
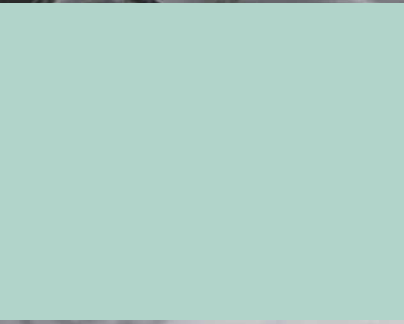
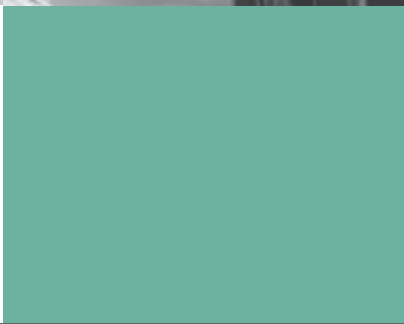
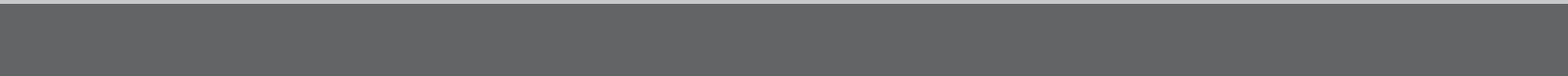
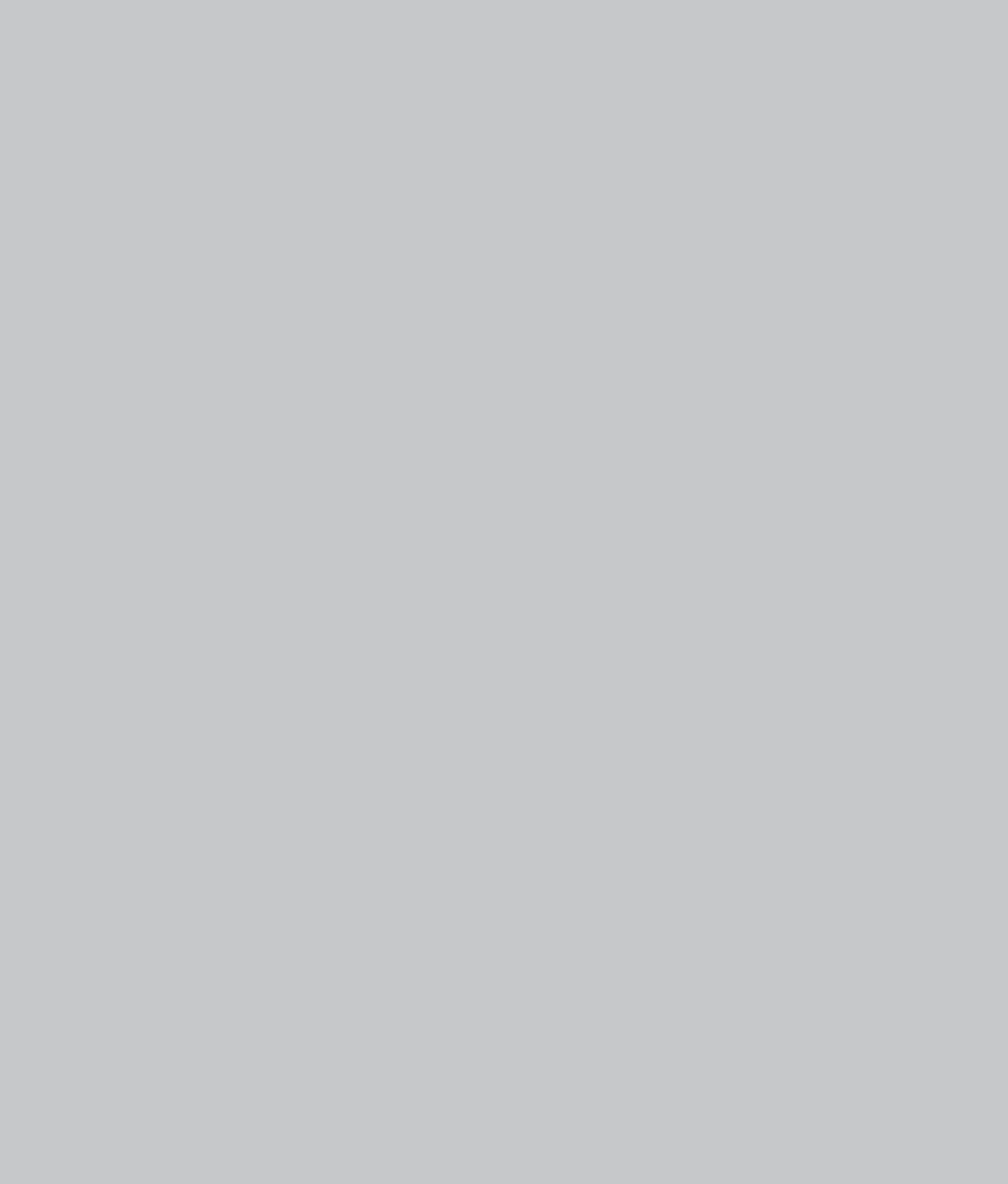


**Finding Funding:**  
**A Guide** to Federal **Sources**  
for Workforce Development  
**Initiatives**



June 2005





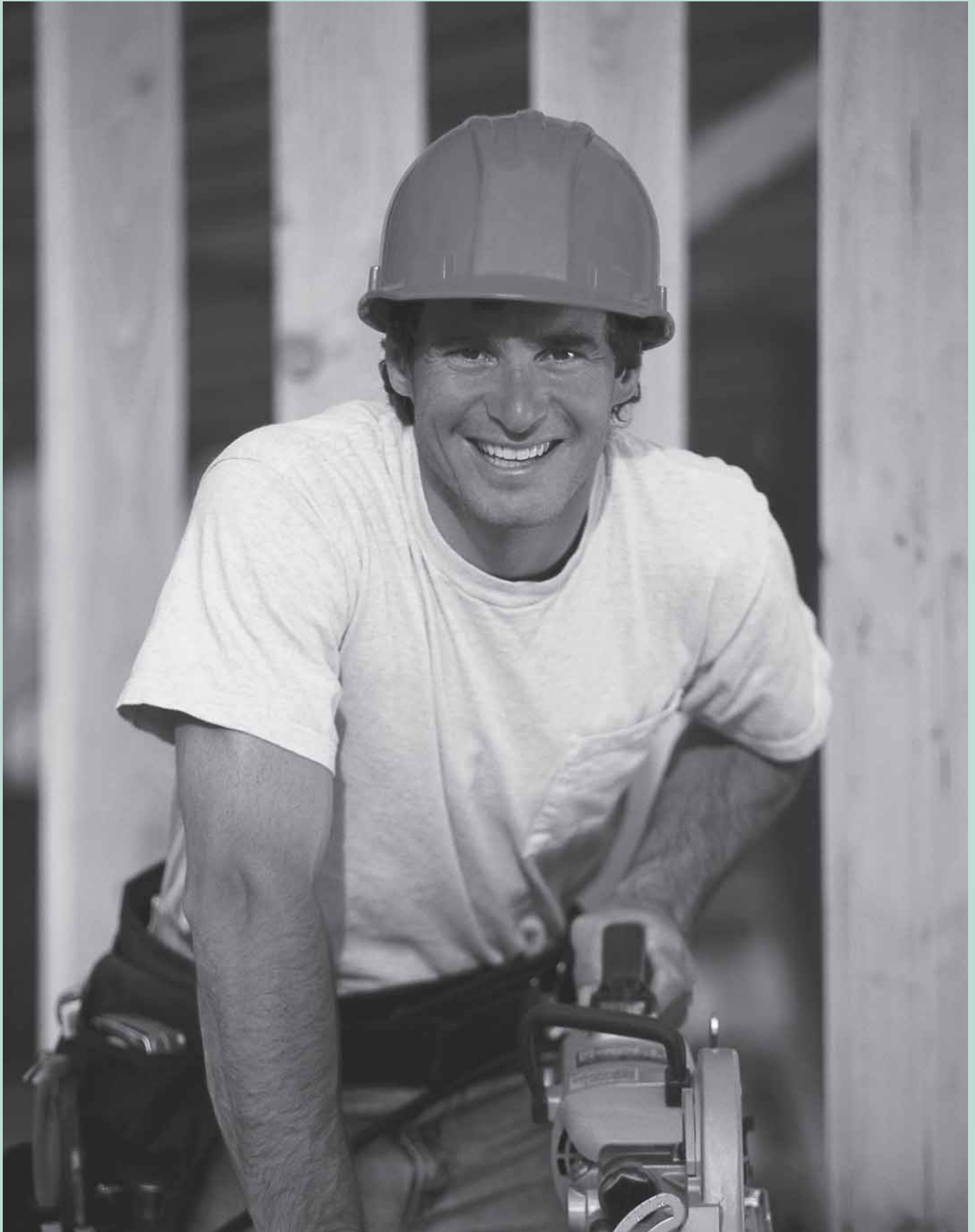
**Finding Funding:**  
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June 2005



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# Preface

Participation in the workforce, the development of new skills, and the acquiring of education and credentials continue to be key contributors to individual economic success as well as the competitiveness of the national economy in 21<sup>st</sup> century America. Workforce development programs and services provide a vital link to employment opportunities, education and training, and career advancement for disadvantaged youth and adults. In a job market that is demanding improved basic and technical skills, workforce development initiative leaders and program developers are challenged to help diverse populations – low-income families, immigrants, out-of-school youth, older workers, and others – meet employers’ expectations, develop the skills to secure employment and advance, and access the supports needed to stabilize in the workforce. While economic and demographic trends heighten the need for quality workforce development programs that help emergent and incumbent workers succeed in the labor market, fiscal pressures at the federal and state levels challenge policy makers and initiative leaders to broaden their base of funding for critical workforce development services.

There are a variety of strategies for financing workforce development initiatives for youth and adults, and typically, successful program leaders will use multiple approaches to mobilize the resources they need. Included in the portfolio of available financing strategies is making good use

of available federal funds. Federal grant programs offer a potentially important source of revenue for starting, operating, and expanding workforce development initiatives. Maximizing federal funding can help leverage other funds, build a more sustainable base of funding, and increase program capacity. The creative use of these funds can also support and enhance the delivery and coordination of workforce services and supports. Diversifying sources of federal funding and making the most effective use of these funds is especially important for workforce development initiative leaders in the current fiscal climate. This *Guide to Federal Funding Sources for Workforce Development Initiatives* provides a catalog of 87 federal sources as well as guidance on accessing federal funds and strategies for maximizing federal funds and building partnerships.

The Finance Project’s mission is to support decision making that produces and sustains good results for children, families, and communities by developing and disseminating information, knowledge, tools, and technical assistance for improved policies, programs, and financing strategies. This guide is part of a series of tools and technical assistance resources developed by The Finance Project for The Annie E. Casey Foundation’s Making Connections Initiative and other community and workforce development initiatives. The development and publication of this guide was made possible through the generous support of The Annie E. Casey Foundation.



Cheryl D. Hayes  
Executive Director





# Introduction

Preparing this country's workforce to meet the economic and technological challenges of the 21<sup>st</sup> century is an important national priority. Doing so will require helping out-of-school youth, dislocated workers, immigrants, low-income working families, incumbent workers, and others succeed in a labor market that is demanding more advanced skills. Federal, state, and local government agencies have invested in workforce development initiatives to help prepare diverse populations for employment and advancement. A number of national and regional foundations have supported initiatives to improve workforce development systems for low-income individuals. Sustaining these initiatives over the long-term is a key challenge for program leaders and policy makers at all levels.

One critical financing option for workforce development initiative leaders is to gain access to federal funds. Federal funding, provided by many agencies through an array of funding mechanisms, can provide significant resources to support workforce development activities. Federal funds can also support coalitions or partnerships working to develop and strengthen workforce development programs and systems for adults and youth. For well-established programs, federal revenue can help build program capacity. For smaller or newer community-based programs, gaining access to federal funds is key to creating a more sustainable support base.

This guide is intended to help program developers, policy makers, and initiative leaders identify federal funding sources to support workforce development programs and services for adults and youth. This

guide is one of a set of resources developed by The Finance Project to support program and policy leaders in the design, implementation, and sustainability of workforce development programs and services.

## Overview of this Guide

This guide provides an overview of strategies for gaining access to and using federal funds, as well as a catalog of 87 funding sources that can potentially support workforce development initiatives for adults and youth. The guide includes well-known sources of funding for workforce development efforts (e.g., the Workforce Investment Act, Temporary Assistance for Needy Families, Job Corps), and less obvious sources like the Department of Housing and Urban Development's (HUD) Community Outreach Partnership Centers Program. The HUD program supports partnerships between institutions of higher education and community groups to create initiatives that include job training, counseling and mentoring for youth.

**Section I** of this guide looks at the changing context for financing workforce development programs and services. It provides an overview of public and private investments in workforce development initiatives. It also outlines some of the key issues facing policy makers and initiative leaders, as well as factors affecting current and future investments in these initiatives.

**Section II** describes the various federal funding mechanisms, their structures and requirements.

**Section III** presents the framework used to guide the research of federal funding sources for workforce development activities. It also analyzes the broad service domains (e.g., employment, retention, and advancement; education and training; youth workforce development) used in the framework along with examples of federal programs that can support activities in each service domain.

**Section IV** highlights strategies for maximizing federal funds and building partnerships. It includes examples of initiatives that have successfully accessed federal funds to support workforce development services, and provides tips for implementing financing strategies.

**Section V** is a catalog of federal funding sources that support workforce development initiatives. Each entry provides a short description of the funding source, eligibility requirements, application information, and contact information. To help readers identify specific funding sources to support their initiative, each source is also categorized according to the particular activities or services it can fund.

**Appendix A** lists the funding sources cataloged in Section V sorted by the federal agency administering the funding source.

**Appendix B** displays the federal programs by funding type (e.g. block grants; discretionary grants; direct payment; etc.).

## A Note on the Funding Sources Included in This Guide

The 87 funding sources included in this guide are as wide-ranging as the services and activities offered by workforce development initiatives across the country, and as diverse as the populations and communities served. Not every funding source listed in this guide will be appropriate for every workforce development initiative. The suitability of a funding source for a particular initiative will depend on the specific services or activities offered by a particular program (e.g., job search and placement, skills training, work experience, transportation and other supportive services), and the population served (e.g., youth or adults, individuals with disabilities, migrant workers, low-income families). Finally, the relevance of particular programs depends on the initiative's eligibility to apply for funds—some of the funding sources included in this guide are limited to certain grantees, such as institutions of higher education, state government agencies, or to specific types of partnerships. Keep in mind, however, that it is important to be aware of the full array of potential resources. While an initiative may not be eligible to receive funds directly, it may be able to access resources through strategic partnerships with grantee organizations.





# I. The Current Context for Financing Workforce Development Services

Changes in labor market needs, public policy, and labor force demographics have made a significant impact on the U.S. workforce. With global competition, technological changes, and the growth of a knowledge and service-based economy, even entry-level jobs require more basic and advanced skills than they did several decades ago. And in the coming decades the number of jobs that require some postsecondary education will grow. Preparing workers to meet these skill needs will be one of the major challenges of the 21<sup>st</sup> century as the labor force becomes more diverse. Public policy reforms in welfare and workforce development have led many low-income families into the workforce. In addition, as workers of the baby boom generation retire and leave the workforce, labor force growth will be fueled by immigration and increased participation by ethnic minorities, women, and individuals with disabilities.

At the same time, unemployment remains high among certain segments of the population, such as high school dropouts. These trends are creating a critical need for workforce development services that can upgrade emergent and incumbent workers' skills, support working families, and meet the needs of an increasingly diverse workforce by teaching them basic and technological skills and providing workplace support. Additionally, these services can stabilize the workforce by helping those struggling with unemployment or dislocation. Ultimately, helping individuals succeed in the workforce is critical to personal and family financial stability as well as to the nation's economic health and well-being.

## *Public Investments in Workforce Development Federal Investments*

### **Federal Investments**

A variety of initiatives demonstrate that federal, state, and local policymakers recognize the need for workforce development programs to address labor market demands, promote employment, and support economic development. For over 50 years, the federal government has invested resources in workforce development through an array of employment and training programs administered by a number of federal agencies. The U.S. Departments of Labor, Health and Human Services, Education, Housing and Urban Development and others invest significant resources in employment services, job training, and education. Although many federally-funded programs support workforce development services, a small number of programs spend the majority of funds and resources in this area. These programs include Workforce Investment Act programs, Temporary Assistance for Needy Families (TANF) grants, State Vocational Rehabilitation Services, and the Job Corps program.<sup>1</sup> In addition, federal spending on postsecondary education – a key component of developing the nation's workforce – is significant and eclipses spending on employment and other training services.<sup>2</sup>

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<sup>1</sup> U.S. General Accounting Office, *Multiple Employment and Training Programs: Funding and Performance Measures for Major Programs* (Washington, D.C., April 2003), 12, available at <http://www.gao.gov/new.items/d03589.pdf>.

Over time, the federal approach to workforce development has become more decentralized and categorical – serving specific target populations and in recent years focusing on employment services and job-related outcomes. While a range of federal resources are available to states, localities, and communities for workforce development, fragmentation, program silos, and the categorical nature of funding sources make it more challenging to access federal funds. In addition, funding to provide training or education to working adults and nontraditional students is limited and difficult to access.

### State Investments

States invest their own resources in workforce development, particularly in the area of skills development, to supplement federal programs and create their own state programs. Nearly all states have state-funded incumbent worker programs financed through general fund appropriations, funds tied to the Unemployment Insurance program or other funding mechanisms.<sup>3</sup> These programs tend to address business needs, support skill upgrading, and promote economic development. California’s Employment Training Panel (ETP) is the nation’s largest state-funded customized training program and it pays for training to incumbent and unemployed workers, typically

providing between \$70-80 million per year in training funds.<sup>4</sup> In recent years, fiscal challenges have forced several states to reduce funding for state-financed job training programs.<sup>5</sup>

State investments are also an important resource for postsecondary education. States invest in student aid grant programs, appropriate funds for community colleges, provide most of the institutional aid to colleges and universities, and provide funds for nontraditional and disadvantaged students.<sup>6</sup> The Georgia HOPE Grant program, for example, is available to state residents who enroll in nondegree programs resulting in a certificate or diploma.

In addition to helping finance training and education programs, a number of states are experimenting with ways to combine existing workforce development-related programs and spending such as U.S. Department of Labor-funded employment and training programs, vocational rehabilitation, TANF, education, and economic development at the state level.<sup>7</sup> The state of Utah, for example, integrated its TANF program into the Utah Department of Workforce Services. State officials created this department to consolidate job placement, job training, and welfare services for greater efficiency and improved service delivery.

<sup>2</sup> Major federal student financial assistance programs financed through Title IV of the Higher Education Act totaled nearly \$50 billion in fiscal 2001, see Bosworth, Brian, and Victoria Choitz, *Held Back: How Student Aid Programs Fail Working Adults* (Belmont, Mass.: FutureWorks, April 2002), 1, available at <http://www.futureworks-web.com/pdf/Held%20Back%20exec%20summary.pdf>. The General Accounting Office identified 44 federal programs that provide employment and training services representing a combined appropriation of about \$30 billion in fiscal 2002, see U.S. General Accounting Office, *Multiple Employment and Training Programs*, 7.

<sup>3</sup> Relave, Nanette, “Incumbent Worker Training for Low-Wage Workers,” *WIN Issue Notes* (Washington, D.C., The Finance Project, October 2003), available at <http://www.financeprojectinfo.org/Publications/incumbentworkertrainingIN.htm>.

<sup>4</sup> See the ETP web site at [http://www.etp.ca.gov/m\\_program.cfm](http://www.etp.ca.gov/m_program.cfm).

<sup>5</sup> See Jack Mills and Radha Roy Biswas, *State Financing Declines for Job Training: Need for Federal Funding Increases* (Boston, Mass.: Jobs for the Future, July 2003), available at <http://www.jff.org/jff/PDFDocuments/statefinances.pdf>.

<sup>6</sup> Bosworth and Choitz, *Held Back*, 6-10.

<sup>7</sup> National Governors Association, *A Governor’s Guide to Creating a 21<sup>st</sup> Century Workforce* (Washington, D.C., 2002), 31, available at <http://www.nga.org/cda/files/AM02WORKFORCE.pdf>.



## Local Investments

Localities play a key role in operating the nation's workforce development system, as issues such as youth employment, adult training, labor shortages, and job creation are of vital interest to cities and counties. Supported by a combination of resources such as general funds and revenue from special taxes, cities and counties across the nation are working to improve the effectiveness of the workforce development system, improve access to training and quality jobs, and meet the needs of local businesses. Cities such as Long Beach, CA, Louisville, KY, and Hartford, CT invest general funds to support workforce programs. Over the last several years many localities have devoted city general funds toward summer job programs for youth. Chicago officials created a program called TIFWorks that invests Tax Increment Finance dollars in a variety of job training and workforce development initiatives.

Officials in Boston developed Neighborhood Jobs Trust to invest in training and skills development for city residents. The Trust is funded by linkage payments from commercial development throughout the city.<sup>8</sup> Funds from the Trust are helping support the Boston SkillWorks initiative that seeks to improve Boston's workforce development system to help low-income residents get family sustaining jobs and help employers find and retain skilled workers. This initiative brings together public workforce agencies, Boston-area and national foundations, community organizations, unions, and employers, and is financed through a public-private investment partnership. Initiative partners are also working at the state level to incorporate SkillWorks design principles into statewide workforce development activities.<sup>9</sup>

## Private Investments

Private foundations in recent years have provided direct operating support for programs as well as supporting systems change and reform efforts in the workforce development field. The Annie E. Casey Foundation launched the Jobs Initiative program in 1995 to improve the way that urban labor markets work for low-income residents. Through the initiative workforce development intermediaries developed and tested a range of innovative strategies to help low-income individuals gain access to better jobs. The Foundation's Making Connections initiative, which focuses on strengthening families and neighborhoods, supports local efforts to increase families' earnings and income through workforce development strategies such as building microenterprise opportunities, providing job training, and supporting job creation. The Foundation's current Family Economic Success approach looks to integrate workforce development, family economic support, and community investment strategies to promote greater self-sufficiency for low-income families.

The Charles Stewart Mott Foundation's Pathways Out of Poverty program provides grants that promote policies and programs to help low-income individuals connect to the labor market and advance into better-quality jobs. In addition, the Foundation's Flint, MI-area program supports workforce development initiatives to help residents gain job skills and overcome other barriers to employment. The Ford Foundation's longstanding commitment to poverty reduction includes providing grants to organizations that help improve

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<sup>8</sup> Large-scale construction projects in the city are required to pay a linkage fee, based on square footage, to the Neighborhood Jobs Trust.

<sup>9</sup> For more information, see Geri Scott and Jerry Rubin, *Reinventing Workforce Development: Lessons from Boston's Community Approach* (Boston, Mass.: Jobs for the Future, October 2004), available at <http://www.jff.org/jff/PDFDocuments/skillworks.web.pdf>.

the way low-income individuals develop skills and obtain living-wage employment, as well as support research, policy analysis, and advocacy. These and other initiatives are building resources and knowledge to support the field of workforce development and the effort to help low-income individuals succeed in the labor market.

Employers invest significant resources in employee training, though workers with higher wages and more education tend to receive more than low-income, low-skilled workers. The American Society for Training and Development's 2004 annual review of trends in workplace learning found that the average percentage of payroll invested in learning increased from 2.2 percent in 2002 to 2.52 percent in 2004.<sup>10</sup> Management, information technology, and business processes were among the most common training topics.

## Factors Affecting Funding for Workforce Development

Publicly-funded workforce development programs have undergone many changes over time in mission and goals, target populations, services, administration, and funding.<sup>11</sup> Changes in public policy and labor market demands have a major impact on the funding environment for workforce development. Over the last decade there have been significant policy reforms that created new opportunities and challenges for program administrators and community organizations looking to fund and provide workforce services.

Pending legislative reauthorizations in welfare, workforce development, and education are likely to alter funding opportunities once again. In addition, federal budget deficits might constrain future spending on workforce development, especially if funding for discretionary programs decreases.

### Labor Market Issues

Labor market demands are among the more important drivers of workforce development activities, though funding does not always keep pace with employment needs. Current and projected demand for workers with improved basic and technical skills and for those with some postsecondary education stem from global competition, technological changes, the transition to a knowledge and service-based economy, and the aging of the current skilled workforce. As a result, workforce development providers must improve emergent and entry-level workers' skills and help incumbent workers advance. As baby boomers age, labor force growth will come from immigrants, ethnic minorities, women, and individuals with disabilities, creating a greater need for services such as English literacy training and workplace supports to accommodate an increasingly diverse workforce.<sup>12</sup> In addition, the Bureau of Labor Market Statistics projects growth in the number of jobs requiring some postsecondary education.<sup>13</sup> Working adults pursuing higher education will meet some of this demand. However, decreasing support for training programs, a lack of emphasis on career and technical education,<sup>14</sup> and limited resources for

<sup>10</sup> This data is for the Benchmarking Service Organization's sample that includes the broadest range of U.S. organizations in terms of size and industry. See [http://www.astd.org/astd/research/research\\_reports](http://www.astd.org/astd/research/research_reports).

<sup>11</sup> See Burt S. Barnow and Christopher T. King, Editors, *Improving the Odds: Increasing the Effectiveness of Publicly Funded Training* (Washington, D.C.: Urban Institute Press, February 2000), order at <http://www.urban.org/pubs/improving/>

<sup>12</sup> National Governors Association, *A Governor's Guide*, p. 11.

<sup>13</sup> *Ibid.*

<sup>14</sup> U.S. General Accounting Office, *Highlights of a GAO Forum, Workforce Challenges and Opportunities for the 21<sup>st</sup> Century: Changing Labor Force Dynamics and the Role of Government Policies* (Washington, D.C., June 2004), available at <http://www.gao.gov/new.items/d04845sp.pdf>.



working adults seeking postsecondary education will challenge workforce providers, particularly those serving individuals with low skills, and workers to gain the resources necessary to respond to labor market demands.

### Welfare Reform

Welfare reform legislation enacted in 1996 – the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) – has had a substantial impact on funding for workforce development services. By requiring participation in work-related activities for those receiving cash assistance, PRWORA steered many state welfare systems toward work-focused policies and services – an approach known as “work first.” This approach directs welfare agencies to fund employment services or a combination of employment and training, and has influenced other developments in the field of workforce development.

PRWORA also granted states the flexibility to use TANF funds for a broad array of workforce and supportive services for low-income working families, including those that never received cash assistance. As a result, TANF has become an important source of funding in communities for employment services and work supports. For example, in 2003, child care remained the second largest use of TANF funds, representing 18 percent of TANF and state maintenance-of-effort (MOE) funding.<sup>15</sup>

In addition, welfare reform increased states’ flexibility to administer programs and services through grants and contracts to private and

nonprofit organizations, creating new opportunities for workforce providers to access TANF funding. Many states and localities contract out workforce development and other services and supports for low-income families to private and nonprofit providers. Service outsourcing exceeded \$1.5 billion in TANF and MOE funds in 2001 with most of the funds going to nonprofit providers for education and training, job placement, and support services to promote job entry or retention.<sup>16</sup>

### Workforce Development System Reform

The Workforce Investment Act of 1998 (WIA) was designed to improve service coordination among federally funded workforce development programs and to create a more market-oriented workforce system. Its implementation has effected how individuals and service providers access and finance workforce services under the WIA system. While core services such as job search and placement assistance are available to all one-stop system customers, individuals must move through a sequence of services to access limited training funds. The number of individuals trained under WIA has declined as compared to its predecessor, the Job Training Partnership Act.<sup>17</sup>

Several elements of WIA, including a strong emphasis on performance accountability, certification of eligible training providers, and the use of training vouchers effect the ability of some providers, particularly community-based and nonprofit organizations, to deliver services under WIA. Providers must demonstrate positive employment outcomes including job retention and wage gains, even for hard-to-serve clients. The shift from contracts to vouchers for most training

<sup>15</sup> Greenberg, Mark, and Hedieh Rahmanou, *TANF Spending in 2003* (Washington, D.C.: Center for Law and Social Policy, January 2005), 1, available at [http://clasp.org/publications/fy2003\\_tanf\\_spending.pdf](http://clasp.org/publications/fy2003_tanf_spending.pdf).

<sup>16</sup> For more information, see Evelyn Bandoh, “Outsourcing the Delivery of Human Services,” *WIN Issue Notes* (Washington, D.C.: The Finance Project, October 2003), available at <http://www.financeprojectinfo.org/Publications/outsourcinghumanservicesIN.htm>.

<sup>17</sup> Patel, Nisha, *Why Funding for Job Training Matters* (Washington, D.C.: Center for Law and Social Policy, May 2004), available at [http://www.clasp.org/publications/training\\_1pager.pdf](http://www.clasp.org/publications/training_1pager.pdf).

activities has created client- and cash-flow problems for some small community-based organizations, which may choose not to participate in delivering WIA-funded services.

While the amount of funding under WIA represents a small percentage of total federal resources for workforce development, as a system-building effort it influences the workforce development community in many other ways. For example, institutionalizing the one-stop system and designating required one-stop partners such as Adult Education and Literacy, Trade Adjustment Assistance, and Rehabilitation Act programs is supposed to improve coordination among programs. It is also expected to leverage resources from multiple federal education and training programs to support local workforce development systems and activities.

#### Devolution

Devolution, or shifting responsibility and decisions away from the federal government to state and local jurisdictions, has been a trend in the workforce development system for over 30 years. In the 1970s, the Comprehensive Employment Training Act decentralized the administration of public training programs. In the 1980s, the Job Training Partnership Act gave authority to Private Industry Councils. WIA created state and local Workforce Investment Boards to govern the workforce investment system and allocate funds to states and localities. In addition, PRWORA grants states significant flexibility to use TANF funds for workforce development. As a result, state and local agencies are key players in workforce development policy and administration.

Devolution brings flexibility and new responsibility in terms of program parameters and financing. Flexibility allows state and local leaders to craft programs that address specific workforce and economic development needs. Substantive workforce reforms have been implemented in various ways; some have consolidated programs at the state level while others coordinate programs locally.<sup>18</sup> To gain greater access to funds, community leaders and service providers will need to find opportunities to partner or contract with state and local agencies.

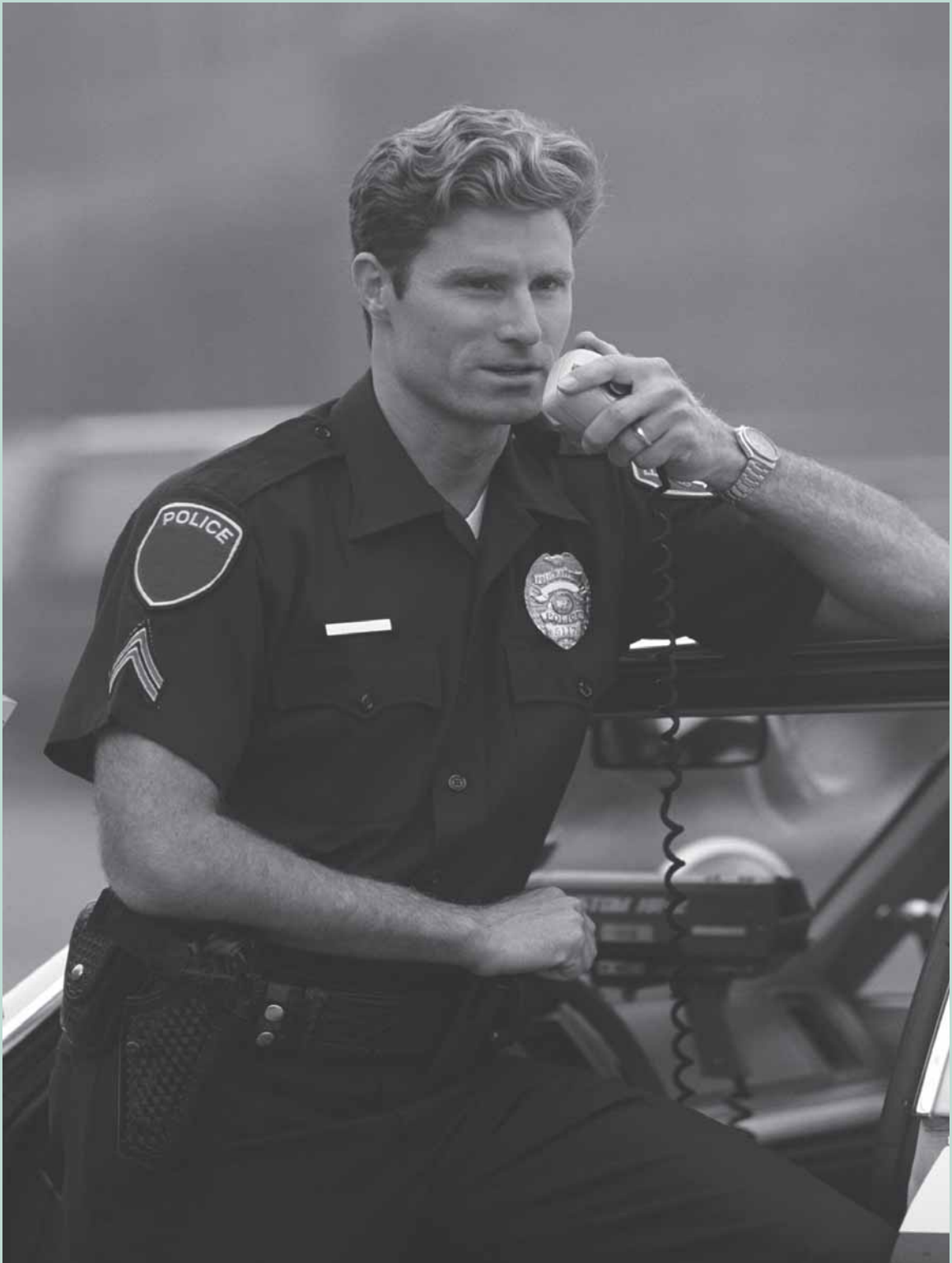
#### Pending Reauthorizations

Several key federal legislative reauthorizations are pending including TANF, WIA, and the Higher Education Act, which will likely create new opportunities and challenges for workforce development policy, programming, and funding. Reauthorization debates reflect policy differences on critical workforce issues such as the role of education and training in workforce development and the level of funding required to meet target populations' needs. State and local policy makers, as well as program and community leaders, will need to stay abreast of the dynamic political and economic environment to plan for and sustain workforce development initiatives. Staying on top of policy developments can help state, local, and program leaders take advantage of opportunities that new policies and programs create, as well as avoid situations that might threaten long-term sustainability.<sup>19</sup>

<sup>18</sup> See Barnow and King, *Improving the Odds*.

<sup>19</sup> Adapted from Heather Clapp Padgett, *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives* (Washington, D.C.: The Finance Project, revised January 2003), 9, available at <http://www.financeprojectinfo.org/Publications/FundingGuide2003.pdf>.





## II. Overview of Federal Funding

### *Types of Federal Funding*

Federal agencies use a variety of mechanisms to distribute funds to states and communities. Each is designed to serve a particular purpose and comes with its own rules and requirements. Understanding the various types of funds is important as the funding mechanism effects the strategy used to access a particular funding source. The federal programs listed in this guide are organized into the following categories:<sup>20</sup>

#### 1. Formula or Block Grants

Formula or block grants provide states with a fixed allocation of funds based on an established formula that may, for example, be linked to a state's unemployment rate. States must regularly submit a general plan describing the broad functions and population that are served by the grant-receiving program to the federal agency that oversees it. States often have flexibility in determining how to spend formula and block grants to meet program goals. While states are usually the primary grantees under this funding mechanism, they can further allocate funds to localities and other eligible recipients through subgrants and contracts. This guide identifies 28 formula or block grant programs that can potentially support workforce development activities. The WIA Adult and Dislocated Worker program, Youth program and the TANF program, described below, are formula and block grants that fund a broad array of workforce development services. Formula and block grants, unlike entitlement programs, do not guarantee coverage for all eligible parties.<sup>21</sup>

- Workforce Investment Act (WIA) Adult and Dislocated Worker Program.*** The Adult and Dislocated Worker program under Title I of WIA provides funds to states and localities to support an array of employment and training services. These include job search and placement, assessments and career planning, basic and occupational training, and supportive services for adults 18 years and older and dislocated workers. Through a system of local one-stop career centers, individuals access services provided by a set of federally-funded employment, training, and education programs that are required partners in the one-stop system. The one-stop career centers help improve coordination and delivery of a wide array of services. As such, WIA makes a broader array of federally-funded programs available to one-stop customers. Nonprofit and community-based organizations provide workforce services under WIA in several ways including; becoming one-stop system partners, delivering workforce development services at one-stop centers, becoming certified as eligible training providers, and serving special populations that face multiple barriers to employment.
- Workforce Investment Act (WIA) Youth Program.*** The WIA Youth program consolidated year-round and summer youth programs into a single formula-funded program that supports services for primarily low-income youth, ages 14-21, who have barriers to employment. WIA requires that ten program

<sup>20</sup> In addition to the types of federal funding described in this section of the guide, federal entitlement programs (programs that serve all individuals who meet eligibility criteria) constitute another major type of federal funding. None of the federal programs listed in this guide are entitlement programs.

<sup>21</sup> TANF is not an entitlement program, but its predecessor, Aid to Families with Dependent Children, was an entitlement program.

elements including tutoring, work experience, skills training, leadership development, and follow up services be made available to youth participants. To foster a more comprehensive youth development system, WIA requires that local Youth Councils be established as subgroups of the local workforce investment board to coordinate and oversee WIA-funded youth activities. Youth funds are made available at the local level to youth service providers through competitive contracts. Many local areas used WIA funds to improve academic achievement for in-school youth.<sup>22</sup>

- **Temporary Assistance for Needy Families (TANF).** TANF has become a significant funding source for workforce development activities as well as supportive services delivered by welfare agencies directly, by the workforce development system, and by nonprofit and community-based organizations. Welfare reform legislation grants states the flexibility to use TANF funds for many workforce services and supports such as job search and placement, subsidized employment, job retention and advancement, basic and advanced skills training, and work supports for low-income families on and off cash assistance. The web site for the Office of Family Assistance at the Department of Health and Human Services provides information on state TANF programs along with contact information for human service administrators; see <http://www.acf.hhs.gov/programs/ofa/>.

## 2. Discretionary or Project Grants

Discretionary or project grants fund a wide range of targeted federal efforts, from job creation to occupational training. Out of the funding sources identified in this guide, 48 are discretionary or

project grants. Depending on program requirements state and local governments, nonprofit organizations, or coalitions of community groups and agencies can apply directly to the sponsoring federal agency for these funds through a competitive bidding process. Application for discretionary grants does not guarantee an award, and the amounts received by grantees are not predetermined by a formula. Examples of project grants include the Job Opportunities for Low-Income Individuals program administered by the Department of Health and Human Services, described below, and the Department of Labor's Veterans' Employment Program.

- **Job Opportunities for Low-Income Individuals (JOLI).** This Department of Health and Human Services (DHHS) program awards grants to nonprofit organizations to create new full-time employment opportunities for TANF recipients and certain other low-income individuals. Funded projects must enter into a cooperative relationship with their local TANF agency and are encouraged to partner with the local Child Support Enforcement agency for referrals. This program has successfully supported job creation activities including microenterprise development. For more information on the program and how to apply, visit DHHS at <http://www.acf.hhs.gov/programs/ocs/dcdp/joli/welcome.htm>.

## 3. Contracts

Contracts between the state or federal government and private or public agencies require the provision of specified services and often require contractors to meet specific performance standards. The Department of Labor's Job Corps program is the one example of this type of funding source included in this guide.

<sup>22</sup> U.S. General Accounting Office, *Workforce Investment Act: Labor Actions Can Help States Improve Quality of Performance Outcome Data and Delivery of Youth Services* (Washington, D.C., February 2004), 3, available at <http://www.gao.gov/new.items/d04308.pdf>.



- **Job Corps Program.** The Job Corps program is the nation's oldest and largest residential education and job training program for at-risk youth, ages 16 through 24. Due to its intensive and comprehensive services, it is also one of the most expensive youth education and training programs. The program serves around 70,000 students each year at 118 Job Corps centers across the country. The centers provide academic education, vocational training, residential living, and other services to students. Job Corps centers are funded through contracts and may subcontract for additional services and products. In addition to center operations, contract opportunities are available for outreach and admissions activities and for career transition services such as job placement. For more information, visit the Department of Labor at [http://www.doleta.gov/jobcorps/jc\\_index.cfm](http://www.doleta.gov/jobcorps/jc_index.cfm).

#### 4. Direct Payments

Direct payments are funds paid by the federal government directly to individual beneficiaries who satisfy federal eligibility requirements. These programs may, however, be administered by an intermediate state agency or other organization. The Department of Education's Federal Pell Grant, described below, and Federal Work-Study programs are two examples of programs that provide direct payments to students to help them finance the costs of postsecondary education. This guide includes eight direct payment programs.

- **Pell Grant Program.** The federal Pell Grant program is the single largest source of grant aid for postsecondary education for low-income students. The program was appropriated \$12.4 billion in fiscal year 2005.

Over five million students receive Pell grants and most families receiving financial aid earn less than \$35,000 a year. The maximum grant is \$4,050 and the average grant is around \$2,400.<sup>23</sup> Despite the size of the program, there is a funding shortfall, and recent changes to the formula for calculating eligibility could reduce aid for many students as well as effect state grant programs that rely on the same formula. While Pell grants are provided directly to students, it is important for workforce providers to understand this key program to help their youth and adult clients secure financing for postsecondary education.

#### 5. Loan Programs

Loan programs enable individuals, community-based organizations, public and private entities, and some private businesses to borrow funds, sometimes at below-market rates, from public or private lenders for specific purposes. Loan programs can provide funds directly to applicants or to institutions that act as intermediaries. This guide identifies six loan programs that can help fund workforce development activities such as job creation and education. The Department of Education's Federal Direct Student Loans provide funds to vocational, undergraduate, and graduate postsecondary school students and their parents to help defray the costs of education. Loan Guarantee programs do not provide loan funds, but provide indemnification to lenders in case those responsible for loan repayment end up defaulting. Loan guarantees make it more attractive for private lenders to make riskier loans. Federal Family Education Loans are insured by a state or private nonprofit guaranty agency and reinsured by the Federal government to encourage banks and credit unions to make loans to postsecondary education students.

<sup>23</sup> Fletcher, Michael, "Bush Proposes \$500 Boost for Student Aid," *Washington Post* (January 15, 2005).

## *Matching Requirements*

Another feature of federal grants and loans that cuts across different kinds of assistance is the requirement for matching funds. Under many programs recipients must match federal contributions, usually on a percentage basis. Sometimes these matches must be made with state or program dollars while other times in-kind contributions are accepted. For instance, the TANF program requires that states each fiscal year must spend an applicable percentage of their own money (state maintenance-of-effort funds) to help eligible

families in ways that accomplish the program's purpose. Likewise, many discretionary grant programs, for example the Migrant Education Even Start program, require the applicant to provide a certain percentage of funding for the project. The Migrant Education Even Start program provides grants for family literacy services such as early childhood education, adult literacy or basic education, and parenting education. Workforce development program leaders, as they explore ways to tap federal funding sources, will need to learn about the various types of grants and specific requirements, such as matching funds, for each grant.







# III. Federal Funding for Workforce Development Services

## *Service Domains and Categories*

To identify the funding programs included in this guide, The Finance Project first developed a framework of broad service domains to direct the research of federal funding sources. This framework reflects the major types of programmatic activities and elements that workforce development initiatives tend to support such as employment services, job retention and advancement, and education and training. The framework contains supportive services that promote employment and job retention, and infrastructure activities that help workforce initiatives provide services. The framework includes the following five broad service domains:

- Employment, Retention and Advancement;
- Education and Training;
- Youth Workforce Development;
- Supportive Services; and
- Infrastructure.

Within each service domain, The Finance Project identified specific categories of activities and program elements that federal programs may support. *Framework of Service Domains and Categories* on pages 26-28 gives details on specific services and activities in each domain.

## *Analysis of Federal Funding Programs by Service Domain*

By identifying the service domains and categories that federal programs could support, the catalog of federal programs in this guide can help policy makers and program leaders determine which funding programs can support the activities and needs of a particular initiative. This information can also help guide strategic planning around financing and sustainability. The service domains and categories described in the framework are interrelated and many funding sources identified in the catalog can support more than one set of activities. Provided below is an overview of each of the service domains and examples of federal programs that can support these kinds of workforce development activities. The table on pages 47-52 identifies, for each federal program included in the catalog, the activities that the program could support.

### **Employment, Retention and Advancement**

Employment, retention, and advancement activities promote work-readiness and support the recruitment, hiring, retention, and advancement of individuals in the labor market. This service domain includes job readiness, job search and placement, work experience, job creation, job retention, and

## FRAMEWORK OF SERVICE DOMAINS AND CATEGORIES

### Employment, Retention, and Advancement

- Job Readiness: Prepares individuals for the labor market, includes soft skills training and workshops on basic work habits.
- Job Search and Placement: Promotes the recruitment and hiring of job-seekers such as job development, training in job search skills, and job search clubs.
- Work Experience: Provides direct work experience in public, community, or private sector workplaces including unpaid work experience, community service, subsidized employment, and transitional jobs.
- Job Creation: Fosters new employment opportunities such as new business creation, expansion of existing businesses, and tax incentives.
- Job Retention/Follow-up Services: Supports job retention and encourages steady employment of individuals, such as job coaching, counseling, and continuing case management.
- Career Counseling and Planning: Assists individuals with career planning and development such as occupational assessments, goal-setting, and career counseling that promote employment and training goals and career advancement.

### Education and Training

- Adult Basic Education/Literacy/GED Attainment: Helps individuals acquire basic skills in reading, writing, math, English language competency, and problem-solving. It includes English as a Second Language (ESL) and GED programs.
- Vocational Education and Training: Helps individuals acquire occupational – career and technical – skills, includes noncredit and credit-based programs.
- Postsecondary Education: Includes activities and resources that help individuals participate in credit, certificate, and postsecondary degree programs such as tuition assistance, financial aid, and work-study programs.
- Job-Specific Training: Provides individuals with skills directly related to employment including on-the-job training, incumbent worker training, and customized training.
- Skill Upgrade Training: Helps individuals improve existing skills or acquire new ones to update their skill base and enhance employability.
- Entrepreneurial/Microenterprise Training: Prepares individuals for business start-up and self-employment such as entrepreneurship and microenterprise training.

## Youth Workforce Development

- Basic Education/Literacy: Helps youth acquire basic skills in areas such as reading, writing, math, English language competency, and problem-solving. Programs include English as a Second Language (ESL) programs.
- Secondary School Diploma/GED Attainment: Helps youth complete secondary school or earn a GED. Services include tutoring, study skills training, dropout prevention, and GED preparation.
- Vocation Education and Training: Helps youth acquire occupational – career and technical – skills at the secondary or postsecondary levels. Programs include a large array of vocational education programs.
- Postsecondary Education: Helps youth connect to and participate in credit, certificate, and postsecondary degree programs such as academic counseling, enrollment assistance, and financial aid.
- Work Experience: Provides youth with direct work experience in the public, community, or private sectors including community service, internships, and summer employment.
- Follow-up Services: Supports youth in the transition to steady employment or postsecondary education. Services include counseling and continuing case management.
- Leadership Development: Encourages and provides youth with opportunities to develop leadership skills such as participation on Youth Councils.
- Mentoring: Connects youth with adults who can offer guidance and advice, and connects youth to resources to facilitate their transition to employment or postsecondary education.

## Supportive Services

- Childcare: Activities and resources to help individuals secure and pay for childcare - includes referrals, childcare subsidies, and capacity-building activities.
- Transportation: Helps individuals obtain transportation needed for employment such as van services, auto purchasing programs, and providing transit passes.
- Health Care: Helps individuals and their families gain access to health care services, includes public health insurance program outreach and funding sources for health services.
- Nutrition Assistance: Helps individuals and their families meet their nutritional needs, such as meal programs and food stamps.
- Housing: Helps individuals secure stable housing such as home-ownership programs and rental vouchers.
- Wage Supplements: Makes work pay for low-income workers, includes Earned Income Tax Credit (EITC) programs and earnings disregards.
- Mental Health/Substance Abuse: Reduces mental health and substance abuse barriers to employment such as referrals and counseling.
- Domestic Violence Prevention: Reduces domestic violence as a barrier to employment such as screening, safety planning, referrals, and counseling.

## Infrastructure

- Technology: Aims to improve technological capacity such as acquiring or upgrading hardware, software, networks, and management information systems.
- Facilities: Activities and materials related to capital improvement such as expansions and upgrades.
- Technical Assistance and Training: Provides technical support and/or staff training and development to organizations providing workforce development and related services, includes development of technical assistance and training resources.
- Case Management: Activities to plan, coordinate, monitor, and evaluate services and supports on behalf of individuals transitioning into employment or further education.
- Research and Evaluation: Activities to develop or replicate, test, track, and evaluate research and demonstration projects related to workforce development.
- Labor Market Information/Data: Collects and provides labor market information and data to individuals and organizations, includes employment statistics and wage data.
- System-Building: Assists building or linking systems of supports and services for workforce development.
- Planning/Coordination/Collaboration: Plans and coordinates programs and services in workforce development.

career counseling activities. These activities form the core service offering of many community workforce development initiatives, and welfare and workforce development reforms have emphasized provision of such services. Nearly half of the programs identified in the guide (42) support employment, retention, and advancement activities; most frequently job search and placement, and career counseling and planning. A General Accounting Office review of federal employment and training programs supports this conclusion, finding that more programs reported providing employment counseling and job search and placement activities than any other services.<sup>24</sup>

This guide identifies programs across a range of federal agencies that support employment, retention, and advancement activities. The agencies include the Departments of Labor, Education, and Health and Human Services and the Small Business Administration. These programs include federal programs such as WIA, TANF, and Trade Adjustment Assistance as well as smaller programs such as Refugee and Entrant Assistance. Workforce development initiative leaders should think broadly about funding opportunities and potential partners for activities in this service domain. Some funding sources such as WIA can support a range of activities for diverse populations while other funding sources support a particular workforce activity or target a particular population. Examples of the latter include Job Opportunities for Low-Income Individuals (JOLI), which funds job creation, and Employment Programs for People with Disabilities, which targets persons with disabilities.

### Education and Training

Education and training activities build knowledge and skills to enhance employability and promote advancement in the workforce. This guide includes 58 federal programs that support a broad range of education and training activities including basic, vocational, and postsecondary education; job-

specific and skill upgrade training; and microenterprise training. While education and training are key components of workforce development, declines in WIA and TANF resources for these activities have generated concern that there is insufficient federal funding for training low-income individuals. Workforce development program leaders will need to focus on a broader set of resources to help their clients gain access to education and training opportunities. These may include federal funds for postsecondary education; federal programs for targeted populations such as veterans, Native Americans, public housing residents, and migrant workers; as well as state funds for education and worker training. As this guide illustrates, many federal programs beyond WIA and TANF may support basic, vocational, and postsecondary education and job skills training through grants as well as direct payments and loans.

In addition, initiative leaders might want to look to federal programs where funds have grown in recent years such as the Department of Labor's Trade Adjustment Assistance and National Pilots, Demonstrations, and Research programs. Since federal spending on postsecondary education is significant, program leaders and staff should know about Pell grants, Work-Study programs and other sources of federal student financial aid to help their clients understand and access federal resources for higher education. Creating linkages with community colleges, universities, and other educational institutions can facilitate access to academic and vocational programs, and may open opportunities for workforce providers to partner in training initiatives.

### Youth Workforce Development

Youth workforce development initiatives help disadvantaged and at-risk youth prepare for productive employment or postsecondary education. Education and training activities that provide basic or vocational skills, help youth

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<sup>24</sup> U.S. General Accounting Office, *Multiple Employment and Training Programs*, 7.



complete high school, and help youth pursue postsecondary education are key components of youth workforce development. These kinds of programs and activities can help youth stay in school and improve academic achievement, job skills development, and career preparation. Another important element of youth workforce development is work experience, as it helps youth develop job-related skills as well as provides them with valuable experience. Youth development activities, such as mentoring and leadership development, that foster social, emotional, and life skills are key features of many youth workforce initiatives and an integral part of the WIA Youth program.

In all, the guide includes 47 programs that can support workforce development activities for youth, most frequently educational activities including basic, vocational, and postsecondary education. This reflects the importance of education in career development. In addition to federal programs that can support workforce development for youth and adults, this guide identifies programs that specifically target youth for services. These include programs such as Job Corps, WIA Youth, Education for Homeless Children and Youth, and Grants to States for Incarcerated Youth Offenders. To maximize federal resources, youth workforce development initiative leaders will want to evaluate the potential of youth-focused federal programs and ones that serve youth and adults to fund their activities. TANF, for example, can help to support school dropout prevention programs. Initiative leaders will also want to collaborate with community partners such as schools, colleges, and community-based organizations, as well as maintain linkages with the WIA Youth Council, to coordinate services for program participants and access additional federal resources.

## Supportive Services

Supportive services such as transportation, childcare assistance, and domestic violence prevention help workers meet basic and work-related needs, thus increasing employment and job retention. These services play a critical role in supporting low-income individuals and working families in their employment efforts. Low earnings, costs related to working, and limited access to job-related benefits make it difficult for low-wage workers to maintain steady employment. Supportive services encompass a range of activities and programs including information and referral services, counseling, in-kind benefits, subsidies, and wage supplements, such as Earned Income Tax Credit programs.

This guide identifies 22 federal programs that can be used for supportive services in addition to workforce development activities such as training and employment services. These programs can most frequently support transportation assistance, an essential work support for individuals without reliable or affordable transportation. Around half of the 22 programs support other important work supports for disadvantaged individuals including childcare, housing, and health care services. Only a small number of programs in this guide support nutritional assistance, domestic violence prevention, mental health and substance abuse services, or wage supplements.

Program leaders should consider using federal funds for supportive services along with workforce development activities to promote program participation, employment, and job retention. The programs in this guide that fund supportive services – formula and block grant programs, and discretionary grant programs – include several major federal funding sources such as TANF, WIA,



Community Services Block Grant, and Chafee Foster Care Independence Program. TANF is a particularly important funding source for services such as childcare assistance as it supports welfare recipients and other low-income individuals' transition into the workforce.

### Infrastructure

Workforce development services are made more effective when the surrounding infrastructure, including the public and private systems and initiatives that provide supporting services, can effectively meet the demands of people entering the workforce. Therefore, workforce development initiative leaders also need to secure funding for staff training, case management, planning and

coordination, and upgrading technology and facilities. This guide identifies 44 programs that support one or more infrastructure activities. Technical assistance and training for workforce development initiatives are supported by many of these programs including WIA, TANF, Adult and Vocational Education State Grants, and Resident Opportunities and Supportive Services. A number of programs also support planning and coordination activities, research and evaluation, and case management. Several programs support technology or facility improvements, but initiative leaders that want to upgrade in these areas may need to identify other funding sources as well as those listed in this guide.<sup>25</sup>

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<sup>25</sup> For additional information on financing facility improvements, see The Finance Project's guide to developing a facilities fund: Amy Kershaw, *Making Space for Children: A Toolkit for Starting a Child Care Facilities Fund* (Washington, D.C.: The Finance Project, October 2000), visit <http://financeproject.org/TFPPubs.asp#Financing%20Strategies>.



## IV. Federal Funding Strategies

Despite growing demands for qualified workers and a critical need to help low-income individuals procure satisfactory employment, workforce development initiative leaders still struggle to find funds to support their activities.<sup>26</sup> While many programs support particular activities or specific components, funding sources can be fragmented, categorical, have complicated requirements, and present other difficulties that make accessing them a challenge. Thus, starting and sustaining workforce development initiatives requires pulling together a variety of funding sources from public and private sectors. It is crucial to be strategic about financing and think broadly and creatively about what funds and resources are necessary, evaluate existing financial sources, align funds with program goals, and come up with strategies for accessing further resources.

Strategic financing requires clearly identifying the necessary supports to sustain a program or initiative and then systematically assessing the full range of possible resources to determine the most appropriate approach toward fulfilling a program or initiative's needs and circumstances. A strategic financing approach includes maintaining a diverse portfolio of funds that are aligned with program goals. A diverse portfolio include a balance of short- and long-term sources as well as an array of federal, state, local, and private sources.

Initiative leaders should use the most appropriate funding source to support a particular program component. For example, a more stable and long-term funding source, like the Child Care and Development Fund or TANF, is a good choice for financing ongoing operating expenses such as childcare assistance for program participants. Using available federal dollars this way frees up the time-limited grant dollars for other uses, such

as piloting a new program component. Building a diverse array of funding sources and using each one in a way that best matches its characteristics helps to ensure a program's survival and avoids putting it into jeopardy when a grant runs out or a financial source is threatened.

This guide focuses on two distinct but interdependent strategies for meeting financial goals: maximizing federal revenue, and building partnerships. Success in accessing federal funds often depends on the ability of an initiative to forge solid partnerships with compatible or complementary organizations in the community. One advantage of partnerships is that they often extend the reach of public sector funds by using them to leverage additional public or private funds. However, to achieve a diverse portfolio of funding sources, initiative leaders should consider additional financing strategies described below in addition to the federally-focused ones described here.

### *Maximizing Federal Revenue*

For many workforce development programs, federal funds are an important piece of the funding portfolio. Initiative leaders' efforts to maximize federal funding can substantially expand the funding base for programs, provide stable revenues, and free up existing funds for other purposes. There are several types of federal funding and each has its own set of procedures for allocating funds (see pages 19 for a definition of each funding type). Strategies and tactics for allocation also differ depending on whether funding is at the program, community, or state level. While time-consuming to access, block or formula grants such as WIA and TANF can provide stable long-term funding and may be worth the initial effort to

<sup>26</sup> Adapted from Padgett, 15-27.

## FINANCING STRATEGIES FOR WORKFORCE DEVELOPMENT INITIATIVES: AN OVERVIEW

Program developers and initiative leaders can implement five broad categories of financing strategies to support workforce development programs and services.<sup>1</sup> Strategies can be implemented at the program level or be targeted toward systems-level reforms at the county or state levels. The most appropriate strategy or combination of strategies for an initiative depends on its general nature, its stage of development, and the economic and political environment in which it operates.

### **Strategy 1: Making Better Use of Existing Resources**

Ensuring that current resources are spent in the most effective and efficient way helps prevent the need to constantly seek additional funding sources. Efforts to make better use of existing resources include coordinating and streamlining services to reduce administrative costs, creating greater efficiency by making better use of in-kind resources, and taking advantage of economies of scale.

### **Strategy 2: Maximizing Federal Revenue**

Maximizing federal revenue involves identifying relevant federal resources, understanding the flow of various federal funding streams, learning which decision makers control funds allocations in your state or community, and developing a plan for making the best use of federal revenue.

### **Strategy 3: Creating More Flexibility in Existing Categorical Funding**

Increasing flexibility in funding streams involves coordinating funding streams and aligning program requirements. This minimizes difficulties getting recipients to qualify, in tracking funds allocation, and in reporting. This strategy is typically pursued at the state or federal level.

### **Strategy 4: Building Partnerships**

Building partnerships with various players in the community, including public and private entities, can greatly expand the base of public support for programs, provide leadership and technical resources, and leverage new funding opportunities.

### **Strategy 5: Creating New Dedicated Revenue Streams**

Dedicated revenue sources raise or direct public- and private-sector funds for specific purposes. They are generated privately through fundraising, charging fees, and taking advantage of opportunities for unrelated business income. They can also be generated publicly by state and local governments through the creation of special taxing districts, special tax levies, trust funds, and other narrowly-based taxes.

The selection of a particular financing strategy depends on the size, scope and developmental stage or maturity of the initiative. For instance, a small or new initiative (e.g. a single program) is more likely to support a single activity or program, while a larger (e.g. citywide) or more mature initiative (one that has developed strong community support) is more appropriate for systems-building work focused on supply, accessibility, and quality issues. Some of the more complex strategies, such as establishing new dedicated local revenue sources or creating more flexibility in existing revenue streams, may be more appropriate for larger, established initiatives. Other strategies such as making better use of existing resources, are relevant to all initiatives. However, smaller or newer initiatives should not be deterred from pursuing more complex strategies; rather, it is important to evaluate the potential of each strategy given the particular circumstances of each initiative.

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<sup>1</sup> Adapted from Cheryl D. Hayes, *Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives* (Washington, D.C.: The Finance Project, March 2002).

## ACCESSING WIA TO SERVE INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT

WIA allows contracts for adult training services in programs of demonstrated effectiveness that serve special participant populations facing multiple barriers to employment such as offenders and people often served by community-based and other nonprofit organizations. The Center for Employment Opportunities (CEO), an independent nonprofit corporation, offers a highly structured, job-focused set of employment services to men and women returning from prison and other ex-offenders under community supervision in New York City. CEO intervenes immediately after release, providing pre-employment training, short-term work crew experience, and long-term job development services leading to support through the first year of permanent employment. Though it is serving a population that faces substantial barriers to employment, CEO has demonstrated positive employment outcomes for its clients. CEO is taking part in several evaluation studies and is a nationally recognized model. By providing effective services to former inmates and clearly documenting its results, CEO has been able to receive WIA funding for special populations with multiple barriers to employment through a contract with the New York City Department of Small Business Services. WIA helps fund CEO's extensive job development activities. In addition, WIA funds help to support the Rikers Island Initiative for which CEO is providing services. Rikers Island Initiative is a multi-agency, public/private partnership initiated by New York City officials to engage city-sentenced inmates leaving Rikers Island in transitional work experience and job placement activities.

**Contact:** Laura Brenden, Center for Employment Opportunities, 212-422-4430 or visit <http://www.ceoworks.org/homepage.htm>.

## LEVERAGING RESOURCES FOR YOUTH WORKFORCE DEVELOPMENT IN OREGON

Portland, Oregon's youth workforce investment system uses the city's network of high-quality alternative education programs to provide comprehensive education, training, employment, and retention services to in- and out-of-school youth.<sup>1</sup> Worksystems, Inc. is a nonprofit organization and its board serves as the local workforce investment board. It contracts with youth service providers for WIA-funded youth services. Out of the 12 WIA youth contractors, eight are community-based alternative education programs that also receive funds from the local school system. By accessing and coordinating workforce development and education funds, these alternative education programs are able to provide education, training, and employment services to a larger pool of at-risk youth in the community. Blending resources at the provider level helps move policy and program leaders to a system-level discussion of using diverse resources to build the youth workforce investment system.

**Contact:** Sharon McFarland, Worksystems, Inc., 503-478-7341 or visit <http://www.worksystems.org/youthServices/youthServices.shtm>.

<sup>1</sup> For a detailed profile, see Jobs for the Future, *Profiles of Partnerships, Programs, and Practices to Illustrate the U.S. Employment and Training Administration's New Vision for Youth Services* (Boston, Mass., October 2004), 10-16, available at <http://www.jff.org/jff/PDFDocuments/ProfilesPPP-Doleta.pdf>.



## USING TANF TO SUPPORT WORKFORCE DEVELOPMENT ACTIVITIES

Home Care Associates (HCA) in Philadelphia, Pa., is a home care agency that trains and employs low-income individuals to work as home health aides. Many of its trainees and workers are women transitioning from welfare to work. HCA's reputation for high-quality home health aide training, its success in employing training graduates, and its retention of employees through support, incentives, and additional training enabled the company to receive substantial TANF-funded contracts from the Pennsylvania Department of Public Welfare. It uses the funds to train and support welfare recipients. HCA's intensive training program – it provides twice as many training hours as required by Medicare – teaches basic medical skills with an emphasis on soft skills and job readiness. The company provides new home health aides with case management and work supports such as transportation assistance – provisions crucial to welfare recipients' success in entering the workforce. In addition to public funds, HCA supports its activities with foundation grants as well as revenue generated by its home health aide services.

**Contact:** Tovah Poster, Home Care Associates, 267-238-3237 or visit <http://www.homecareassociatespa.com/index1.htm>.

## TIPS FOR ACCESSING BLOCK OR FORMULA GRANTS

Block or formula grants provide a fixed allocation of funds to states or other government entities based on an established formula. Generally speaking, block grant administrators at the state level have wide discretion in allocating funds within broad federal guidelines. Block grant funds require additional time and energy to access, as the funds generally flow through state-level agencies that maintain specific priorities and agendas, but they can be a sizable source of long-term, stable funding.

- **Be familiar with the state plan.** For each block grant, the federal government requires states and other entities receiving funds to engage in a formal consultative planning process on a regular basis. Review the state plan, available from the administering state agency, to determine how the goals and priorities of your initiative line up with those of the state plan.
- **Get to know the decision makers.** It is important to know the people responsible for allocating block grants and to promote a proposed initiative or program in such a way that it will appeal to those making the final decision. Depending upon the particular block grant and how it is administered, the decision makers may be at the state, county, or city level. Find the key officials within that agency, such as workforce investment board members, and build relationships with them. Schedule meetings with key officials to introduce them to your initiative, and add them to your mailing list to keep them informed of developments.
- **Create or join a coalition.** Coalitions can provide access to current information on workforce development-related issues for youth and adults. They also provide opportunities to join in organized education and outreach efforts. Influencing allocation of block grant dollars is essentially a lobbying effort and a message carries more weight when delivered by a consortium of groups banded together in a single request.

## FUNDING A YOUTHBUILD PROGRAM IN WASHINGTON, D.C.

The Latin American Youth Center (LAYC) in Washington, D.C. has run a Youthbuild program for 10 years. It provides academic support, construction skills, and leadership training to disadvantaged youth ages 16 to 24 who have serious barriers to employment such as substance abuse, low literacy, and behavioral problems. The grants for Youthbuild programs such as LAYC's are awarded annually through a very competitive process. LAYC has received a HUD Youthbuild grant eight times. Building partnerships and leveraging additional funds are critical to successful grant applications and running Youthbuild programs. LAYC has partnered with organizations such as a community health center, a low-income housing developer, and the D.C. Department of Human Services. The organization leverages additional funds for its Youthbuild program from WIA youth funds available through the D.C. Department of Employment Services; funds from the Children and Youth Investment Trust Corporation, a local public-private partnership; and funds from the Fannie Mae Foundation. In addition, LAYC staff has developed the technical expertise needed to complete HUD's complex grant application process for Youthbuild. In 2005, LAYC is transitioning its Youthbuild program into a charter alternative school that will open in September. This transition will allow LAYC to improve sustainability of its Youthbuild program by gaining access to local educational dollars and providing more educational resources and services to program participants.

**Contact:** Patricia Bravo, Latin American Youth Center, 202-518-0601 or visit <http://www.layc-dc.org>.

## TIPS FOR ACCESSING DISCRETIONARY/PROJECT GRANTS

Discretionary grants, sometimes called project grants because of their targeted focus, are awarded directly to applicants through a competitive bidding process. An application for a discretionary grant does not guarantee an award, and the amounts awarded are not based on a formula. The following are some tips on identifying discretionary grant opportunities and developing strategies for accessing them.

- **Learn about the various programs and deadlines.** This guide outlines more than 40 discretionary grant programs. Keeping up with programs and their deadlines is important. Federal agencies publish notices of fund availability in the *Federal Register*, and there are many ways to monitor what funds are available and when they are available.
  - **Funding “outlooks” published on federal agency websites.** These outlooks are usually published annually and provide information on grant opportunities that will be open in the coming year, as well as a schedule of availability.
  - **Grants.gov.** This web site, accessed at <http://www.grants.gov/>, allows grant-seekers to find and apply for competitive grant opportunities from all Federal grant-making agencies electronically. Search categories include ‘Employment, Labor, and Training.’ Grants.gov also has an email notification service.
  - **Employment and Training Reporter.** This subscription-only weekly newsletter published by MII Publications covers the range of federal, state, and local workforce development programs for economically disadvantaged and displaced workers, and periodically highlights funding opportunities. For more information, see <http://www.miipublications.com/etr.htm>.
- **Create partnerships to expand funding options.** Partnerships open up many new avenues of funding that might not otherwise have been available to individual organizations. Moreover, many discretionary grants now *require* collaboration among two or more entities from the community. See the “Building Partnerships” section below.
- **Identify shared funding needs and apply as a consortium.** To minimize grant writing costs, consider applying for various discretionary grants jointly with other groups from the community that share similar funding needs.



secure. In general, initiative leaders should start with a clear idea of what they are financing and pursue options that will result in the most significant reward.

In addition to block and formula grants there are many discretionary grants available from different federal agencies that can fund specific program components and fill shorter-term funding gaps. Discretionary grants often have an extensive and labor-intensive application process and requires identifying and working with a range of partners. The Department of Housing and Urban Development's (HUD) Youthbuild program and the Department of Labor's Senior Community Service Employment Program are two discretionary grant programs that have been used to support workforce development initiatives.

## Selecting Among Funding Sources: How to Choose?

When considering various funding sources, federal or otherwise, there are a number of factors to keep in mind. Carefully weighing the following criteria will help direct where to focus efforts.

- **Mission: Does the funding source fit with the mission?** Rather than spending energy and resources following up on all available opportunities, it is important to discern whether the funding source supports your program's goals. Be creative in framing your program to interest new funders, but not to the point of retooling the program's mission just to fit the whim of every new grant opportunity.
- **Use of Funds: Does the funding source support the right activities?** Some federal funding sources can support an array of services and activities, while others reserve resources for specific populations or services. It is important to find out when applying if a funding source will support the services,

activities, and expenditures designated for funding.

- **Added Value: Do the benefits outweigh the costs?** Many federal funding sources have significant reporting and/or eligibility verification requirements. Also, creating and maintaining the partnerships required by some funding sources takes time and effort. It is important to have a clear understanding of the costs versus the benefits of participation in these programs. In some cases, the administrative costs may outweigh the financial returns.
- **Diversified Portfolio: Does the funding source expand or create balance in your portfolio?** While this guide focuses on maximizing federal funds, it is important to create a diverse portfolio of resources as political and economic changes and altered priorities can significantly affect grant availability. Ideally, a portfolio should contain an appropriate mix of short-term and long-term, and categorical and flexible funding sources from public and private entities, and state, local and federal departments and programs.
- **Politics: Is accessing this funding source politically feasible?** When considering a new funding source, it's important to assess the political ramifications if it pits your initiative against other community partners. This can happen if the funding source has an entrenched constituency from whom you may be taking limited resources.

## Building Partnerships

Maximizing federal revenue and building partnerships are strategies that build on each other—federal dollars help attract and leverage resources from potential partners, and partners help attract more federal dollars. Partnerships between government agencies, community non-profit organizations, educational institutions,

employers, and charitable foundations provide valuable avenues for accessing funds and broadening support for workforce development initiatives. Although each public-private partnership is unique, effective partnerships share several key characteristics:<sup>27</sup>

- They bring together representatives from federal, state and/or local government entities, businesses, philanthropic organizations, educational institutions, and community organizations to work toward a common agenda.
- All partners contribute time, money, expertise, and other resources and in return gain opportunities from working together.
- Partners work together toward common goals and objectives for youth, adults, and working families.

For many workforce development initiatives, collaboration is the key to accessing a variety of funding sources, particularly at the federal level. Federal funds often flow to a variety of entities including local government, community-based organizations, or institutions of higher education. Collaboration brings many benefits to workforce development programs, including:

- increased funding opportunities – some grants may be available to one of the partners (e.g., an institution of higher education or a workforce investment board) and not others;
- shared time and cost burden of writing grants;
- elimination of duplication of effort; and
- new champions and community support developed for the initiative.

Every community and region has a variety of public and/or private organizations that program leaders turn to for support. Program administrators should be strategic about seeking partners, keeping in mind that many local groups and organizations benefit from workforce development programs. Government leaders, employers, business associations, unions, philanthropic organizations, human service professionals, community organizations, economic development agencies, parents, and educators all have a stake in ensuring that youth and adults have access to workforce development programs. In addition, public entities such as city and county governments, TANF agencies, and workforce investment boards administer and allocate money that comes to the community from federal and state sources. This money can be directed toward workforce development activities and partnerships with the previously mentioned agencies can pay off in many ways.

While these two strategies – building partnerships and maximizing federal funds – are not the only strategies used in developing a strategic financing plan, they are an important first step. These two strategies require thinking broadly and creatively about the benefits and advantages your initiative brings to the community. Program leaders that successfully access a wide variety of funding sources, including federal funds, are able to creatively frame their initiative by understanding that different goals can be accomplished through the same means. For example, a youth-focused workforce development initiative can be promoted as a strategy to build occupational skills as well as a deterrent to juvenile crime and teen pregnancy. This kind of thinking opens the door to a variety of funding streams. The ability to creatively frame an initiative also helps when attracting partners. While different parties may have diverse reasons for

<sup>27</sup> Deich, Sharon, *A Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives* (Washington, D.C.: The Finance Project, January 2001).

being at the table, they need to feel that they are working toward common goals. Whether it is a business that wants to develop future employees' skills, a youth-serving organization looking for new funding opportunities, or a school that wants to provide additional vocational training opportunities, all partners stand to benefit from the partnerships.

The following section of the guide contains a catalog of federal programs that can support workforce development initiatives. Each funding source entry includes a short description of the funding program and eligibility and application information.

## POTENTIAL PARTNERS FOR WORKFORCE DEVELOPMENT INITIATIVES

Partnerships provide opportunities for workforce development initiatives to access funding and in-kind support, leadership, and technical assistance. Many federal programs now *require* collaborative arrangements. When looking for potential partners, program leaders should consider the following:

- Business leaders
- Unions
- Local Workforce Investment Boards
- Local TANF agencies
- One-stop career centers
- Employment Service agencies
- Community development corporations
- Neighborhood associations
- Public Housing Authorities
- Economic development organizations
- Vocational rehabilitation providers
- Local health departments and health care organizations
- Schools and school districts (also called local educational agencies)
- Literacy programs
- Colleges and Universities
- Faith-based organizations
- Local business organizations (e.g. the Chamber of Commerce)
- Youth-serving organizations

## PARTNERING TO LEVERAGE AND COORDINATE FUNDING IN WASHINGTON

The Workforce Development Council (WDC) of Seattle-King County – the local workforce investment board – joined with the Washington State Hospital Association, administrators from two- and four-year colleges, labor leaders, and representatives from the K-12 school system to address critical shortages in health care staffing. This collaboration launched the Career Pathways initiative in 2003 to offer career services to hospital employees, including lower-skilled workers, to help them move up the career ladder. Career Pathways places WorkSource (the local one-stop system) career specialists into partner health care organizations one day each week to provide career counseling services such as assessment and individualized career planning to employees. The program also links employees to the broader employment and training system. In addition, the career specialists broker training opportunities for basic and vocational skills. Seed funding for Career Pathways came from a U.S. Department of Labor (DOL) pilot grant to support career advancement activities. This funding, along with the active involvement of hospitals in the initiative, enabled the WDC and its partners to get additional moneys including a DOL H1-B grant to support training. WIA funds provide ongoing support for the staffing component of Career Pathways. The ability to secure public funds helped leverage private funds from partner health care organizations. Industry contributions include in-kind resources such as space and computers and direct monetary contributions that cover a portion of training costs. The WDC recently formed a partnership with the Health Workforce Institute, an arm of the Washington State Hospital Association, which is providing greater access to funds from hospitals for Career Pathways as well as facilitating partnership building with hospitals. From January 2003 through September 2004, the career specialists have provided services to more than 1,000 individuals and enrolled nearly 250 into health care training subsidized by the WDC.

**Contact:** Cas Cogswell or Seanna Ruvkun, Workforce Development Council, 206-448-0474.

## MAKING EFFECTIVE USE OF PARTNERSHIPS TO EXPAND FUNDING OPTIONS

- Don't limit federal funding options to grants that can be applied for directly. Learn about entities in your community that share similar goals and explore new partnerships.
- Think strategically when identifying potential partners. Build collaboration into the sustainability plan.
- Don't wait until a grant notice appears to begin thinking about collaboration. Building partnerships takes time and effort, but it will pay off by helping garner community support and champions, and by establishing relationships that can help increase access to a range of funds.
- Be prepared to take the initiative in writing the grant proposal.
- Be sure to allow enough time to write the proposal. Collaborating on a proposal generally takes longer because there are more individuals and partners that have input into the process.





## V. Catalog of Federal Funding Sources

This catalog of federal funding sources for workforce development initiatives includes 87 federal programs that support a wide array of purposes (see pages 47-52 for a listing of the programs included in this guide).

In using this catalog, it helps to think broadly about the programming to be funded and consider a variety of funding options to meet financing goals. To facilitate this process, the catalog is indexed in five broad service domains: (1) Employment, Retention, and Advancement; (2) Education and Training; (3) Youth Workforce Development; (4) Supportive Services; and (5) Infrastructure. Within each service domain, programs are further categorized to identify specific program elements that may be supported. For more information on these service domains and categories, see section III of this guide, *Federal Funding for Workforce Development Services*. Many of the federal programs have broad statements of purpose and could fund a variety of services. These kinds of funding sources are included in multiple service domains.

The catalog is presented in a variety of different formats to facilitate its use. The table on pages 47-52 provides a matrix of the federal programs by service domain and category. This allows the reader to quickly identify programs that could fund a specific activity.

This table is followed by the individual catalog entries. Each entry includes a description of one of the federal programs that support workforce

development initiatives, and the programs are arranged in alphabetical order. The overview of each federal funding source includes the following information:

- Name of the funding source or program
- The responsible federal agency
- Authorizing legislation
- Funding type (e.g. block grant)
- A brief description of the funding sources' purpose
- A description of how the funds may be used
- A description of the entities eligible to apply for the funds
- Application process
- Funding award procedure, how funds are disbursed by the federal government
- Funding history including current and past allocation amounts
- The matching requirements, if any
- Contact information including web sites
- A listing of potential partners

In addition, the federal programs are indexed in two additional formats in the appendices (beginning on page 141).

- **Appendix A** lists the programs by federal agency
- **Appendix B** lists the programs by funding type (e.g. block or formula grant; discretionary grant; direct payment).



## METHODOLOGY

Information used to develop this catalog was obtained from several sources, including the Catalog of Federal Domestic Assistance ([www.cfda.gov](http://www.cfda.gov)), agency web sites, available research and literature, and individual calls to agency personnel. For each federal funding source identified, The Finance Project prepared a description based on the available information and tailored the program descriptions for readers interested in developing or implementing workforce development initiatives. Every effort was made to ensure that program entries are complete and correct. Where information is not provided, it is because information was not available from public sources. In addition, some programs may not be funded in the coming fiscal years. However, the program descriptions can give workforce development initiatives a sense of the available sources of funding. Nevertheless, it is important for policy makers, service providers, and others in workforce development to pay attention to changes in the political and legislative climate and the impact that these developments may have on federal funding for workforce development for youth and adults.





# Federal Funding Sources: Service Domains and Categories

Federal Programs	Employment, Retention, & Advancement						Education & Training				Supportive Services						Youth Workforce Development				Infrastructure															
	Career Counseling & Planning	Job Creation	Job Readiness	Job Retention/Follow-Up Services	Job Search & Placement	Work Experience	Adult Basic Education/Literacy/GED Attainment	Entrepreneurial/Microenterprise Training	Job-Specific Training	Postsecondary Education	Skill Upgrade Training	Vocational Education & Training	Childcare	Domestic Violence Prevention	Health Care	Housing	Mental Health/Substance Abuse	Nutrition Assistance	Transportation	Wage Supplements	Basic Education/Literacy	Follow-Up Services	Leadership Development	Mentoring	Postsecondary Education	Secondary School Diploma/GED Attainment	Vocational Education & Training	Work Experience	Case Management	Facilities	Labor Market Information/Data	Planning/Coordination/Collaboration	Research & Evaluation	System Building	Technical Assistance & Training	Technology
Employment Programs for People with Disabilities	■				■	■					■															■	■									
Employment Service	■		■		■																									■	■		■		■	
Even Start: Family Literacy Programs							■					■						■															■		■	
Even Start: Migrant Education							■																								■	■		■		
Even Start: Indian Tribes and Tribal Organizations							■					■																								
Federal Direct Student Loans									■		■														■		■									
Federal Family Education Loans (FFEL)									■																■											
Federal Pell Grant Program									■																■											
Federal Supplemental Educational Opportunity Grants (FSEOG)									■																■											
Federal Work-Study Program									■																■											
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP): State Grants and Partnership Grants																									■	■									■	
Grants for Public Works and Economic Development Facilities		■																											■							■
Grants to States for Incarcerated Youth Offenders																				■	■				■		■									
Head Start	■				■	■						■	■				■														■					
Hispanic-Serving Institutions Education Grants									■															■	■				■				■	■		
Homeless Veterans Reintegration Project	■	■	■	■	■	■		■			■				■	■		■									■									





## Federal Funding Sources: Service Domains and Categories

Federal Programs	Employment, Retention, & Advancement					Education & Training					Supportive Services					Youth Workforce Development					Infrastructure																	
	Career Counseling & Planning	Job Creation	Job Readiness	Job Retention/Follow-Up Services	Job Search & Placement	Work Experience	Adult Basic Education/Literacy/GED Attainment	Entrepreneurial/Microenterprise Training	Job-Specific Training	Postsecondary Education	Skill Upgrade Training	Vocational Education & Training	Childcare	Domestic Violence Prevention	Health Care	Housing	Mental Health/Substance Abuse	Nutrition Assistance	Transportation	Wage Supplements	Basic Education/Literacy	Follow-Up Services	Leadership Development	Mentoring	Postsecondary Education	Secondary School Diploma/GED Attainment	Vocational Education & Training	Work Experience	Case Management	Facilities	Labor Market Information/Data	Planning/Coordination/Collaboration	Research & Evaluation	System Building	Technical Assistance & Training	Technology		
Rehabilitation Services: Vocational Rehabilitation Grants to States	■				■						■			■					■																	■		
Renewal Communities, Empowerment Zones and Enterprise Communities (RC/EZ/EC) Initiative	■	■		■	■								■		■					■								■								■		
Resident Opportunities and Self Sufficiency (ROSS)				■	■		■	■				■			■				■		■							■								■		
Rural Business Enterprise Grants (RBEG) Program		■					■																						■						■			
Rural Housing and Economic Development	■							■		■						■												■		■					■	■		
Senior Community Service Employment Program (SCSEP)					■	■		■																														
Special Education: Grants to States																			■	■	■					■												
Supported Employment Services for Individuals with Severe Disabilities			■	■	■			■																														
Temporary Assistance for Needy Families (TANF)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		
Title I Program for Neglected and Delinquent Children																					■				■													
Title I Supplemental Services																					■																	
Trade Adjustment Assistance: Workers (TAA)	■	■	■	■	■	■	■	■	■	■	■			■					■																			
Tribal Work Grants		■	■	■	■	■			■	■			■			■			■																			
TRIO Educational Opportunity Centers	■								■															■	■													
TRIO Student Support Services	■								■															■	■													

## Federal Funding Sources: Service Domains and Categories

Federal Programs	Employment, Retention, & Advancement				Education & Training				Supportive Services				Youth Workforce Development				Infrastructure																								
	Career Counseling & Planning	Job Creation	Job Readiness	Job Retention/Follow-Up Services	Job Search & Placement	Work Experience	Adult Basic Education/Literacy/GED Attainment	Entrepreneurial/Microenterprise Training	Job-Specific Training	Postsecondary Education	Skill Upgrade Training	Vocational Education & Training	Childcare	Domestic Violence Prevention	Health Care	Housing	Mental Health/Substance Abuse	Nutrition Assistance	Transportation	Wage Supplements	Basic Education/Literacy	Follow-Up Services	Leadership Development	Mentoring	Postsecondary Education	Secondary School Diploma/GED Attainment	Vocational Education & Training	Work Experience	Case Management	Facilities	Labor Market Information/Data	Planning/Coordination/Collaboration	Research & Evaluation	System Building	Technical Assistance & Training	Technology					
TRIO Talent Search	■								■															■	■	■															
TRIO Upward Bound																								■	■	■															
University Centers for Excellence in Developmental Disabilities Education, Research, and Service		■						■		■	■																							■		■					
Veterans' Workforce Investment Program	■		■	■	■	■	■	■		■	■	■																													
Vocational Education Basic Grants to States Program									■		■														■	■	■						■			■					
Vocational Education: Occupational and Employment Information State Grants	■																					■																■			
Volunteers in Service to America (AmeriCorps* VISTA)					■		■														■			■																	
Workforce Investment Act (WIA) Incentive Grants-Section 503 Grants to States							■				■										■						■										■				
Workforce Investment Act (WIA) Youth Activities												■							■		■	■	■	■		■	■	■	■						■	■	■	■			
Workforce Investment Act (WIA) Adults and Dislocated Workers	■	■	■	■	■	■	■	■	■	■	■	■							■								■	■	■	■	■	■	■	■	■	■	■	■	■		
Youthbuild																	■		■				■	■			■	■			■	■					■				

## Adult Education: State Grant Program

<b>Federal Agency</b>	Department of Education, Office of Vocational and Adult Education
<b>Authorization</b>	Adult Education and Family Literacy Act, Chapter 2, Public Law 105-220, 20 U.S.C. 1201 et seq.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	The purpose of this program is to fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and English literacy and civics education programs. Participation in these programs is limited to adults and out-of-school youths aged 16 and older.
<b>Uses of Funds</b>	Funds may be used to support adult education and literacy services. States will be assessed by specific performance measures including: demonstrated improvements in literacy skill levels; placement, retention, or completion of postsecondary education; and receipt of a high school diploma or its equivalent. A minimum of 82.5 percent of funds shall be used to support local programs, corrections education and other institutionalized individuals. Not more than 12.5 percent of the state allotment may be used for state leadership activities, including professional development.
<b>Applicant Eligibility</b>	Formula grants are made to designated eligible state agencies. State agencies shall provide direct and equitable access to: local education agencies; public or private nonprofit agencies; community-based organizations of demonstrated effectiveness; institutions of higher education; volunteer literacy organizations of demonstrated effectiveness; libraries; public housing authorities; nonprofit institutions not described above that have the ability to provide literacy to adults and families; and consortia of the entities described above.
<b>Application Process</b>	Each eligible state educational agency must submit to the Secretary of Education a five-year plan which sets forth the manner and procedures under which the state will carry out activities to achieve its program objectives and priorities and fulfill the purposes of the Act.
<b>Flow of Funds</b>	Funds are distributed to state governments, which then distribute the funds to support local programs.
<b>Funding History</b>	(Grants) FY 03: \$571,262,000; FY 04: \$574,372,092; and FY 05 est.: \$574,372,000.
<b>Matching Requirements</b>	To receive a grant, states, the District of Columbia and Puerto Rico must provide a nonfederal contribution in an amount equal to 25 percent of the total amount of funds expended for adult education and literacy activities in the state. Eligible outlying agencies must provide a non-federal contribution in an amount equal to 12 percent of the total amount of funds expended for adult education and literacy activities.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/offices/OVAE/AdultEd/">http://www.ed.gov/offices/OVAE/AdultEd/</a>
<b>Potential Partners</b>	Schools; community-based organizations; nonprofits; institutions of higher learning; libraries; and public housing authorities.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



## Allied Health Special Projects

<b>Federal Agency</b>	Department of Health and Human Services, Health Resources and Services Administration
<b>Authorization</b>	Public Health Service Act, Title VII, Section 755, 42 U.S.C. 294e, as amended; Health Professions Education Partnerships Act of 1998, Public Law 105-392.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Funds are awarded to assist eligible entities in meeting the costs associated with expanding or establishing programs that will: (1) expand enrollments in allied health disciplines that are in short supply or whose services are most needed by the elderly; (2) provide rapid transition training programs in allied health fields to individuals who have baccalaureate degrees in health-related sciences; (3) establish community-based training programs that link academic centers to rural clinical settings; (4) provide career advancement training for practicing allied health professionals; (5) expand or establish clinical training sites for allied health professionals in medically underserved or rural communities in order to increase the number of individuals trained; (6) develop curriculum that will emphasize knowledge and practice in the areas of prevention and health promotion, geriatrics, long-term care, home health and hospice care, and ethics; (7) expand or establish interdisciplinary training programs that promote the effectiveness of allied health practitioners in geriatric assessment and the rehabilitation of the elderly; (8) expand or establish demonstration centers to emphasize innovative models to link allied health, clinical practice, education, and research; and (9) meet the costs of projects to plan, develop, and operate or maintain graduate programs in behavioral and mental health practice.
<b>Uses of Funds</b>	Grants may be used for personnel, equipment, supplies, domestic travel, consultants and guest lectures, rental of space, renovation, and other costs directly related to the project as described in the approved application. Grant funds may not be used for construction of facilities, acquisition of land, foreign travel or support of students, including fellowships, stipends, tuition, fees, or travel allowances.
<b>Applicant Eligibility</b>	Eligible entities are health professions schools, academic health centers, state or local governments, or other appropriate public or private nonprofit entities. Eligible academic institutions shall also be required to use funds in collaboration with two or more disciplines.
<b>Application Process</b>	The deadline of the Allied Health Special Projects application and the availability of the application will be announced in the FY 2005 <i>HRSA Preview</i> . The FY 2005 <i>HRSA Preview</i> will be posted on the Internet at <a href="http://bhpr.hrsa.gov/grants/default.htm">http://bhpr.hrsa.gov/grants/default.htm</a> .
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Grants) FY 03: \$4,099,999; FY 04: \$4,400,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://bhpr.hrsa.gov/interdisciplinary/allhlth.html">http://bhpr.hrsa.gov/interdisciplinary/allhlth.html</a>
<b>Potential Partners</b>	Nonprofit organizations; community and faith-based organizations; state and local agencies; postsecondary institutions; and community healthcare.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Certified Development Company (504 Loan Program)

<b>Federal Agency</b>	Small Business Administration
<b>Authorization</b>	This is a 504 Loan Program.
<b>Funding Type</b>	Loan/Loan Guarantee
<b>Program Description</b>	Under this program, local Certified Development Companies (CDCs) make long-term loans to small businesses for purchasing land, buildings, and machinery and equipment, and for building, modernizing, or renovating existing facilities and sites. Certified Development Companies are nonprofit corporations set up to contribute to the economic development of their community or region. CDCs work with the Small Business Administration (SBA) and private-sector lenders to provide financing to small businesses. There are about 290 CDCs nationwide. Each covers a specific area. The program is specifically designed to enable small businesses to create and retain jobs: the CDC's portfolio must create or retain one job for every \$50,000 provided by the SBA.
<b>Uses of Funds</b>	Certified Development Company funds must be used for fixed-asset projects such as: purchasing land and improvements, including existing buildings, grading, street improvements, utilities, parking lots, and landscaping; construction of new facilities, modernizing, renovating, or converting existing facilities; or purchasing long-term machinery and equipment. Funds cannot be used for working capital or inventory, consolidating or repaying debt, or refinancing.
<b>Applicant Eligibility</b>	Generally, the business must be operated for profit and fall within the size standards set by the Small Business Administration. Under the 504 Loan Program, the business qualifies as small if it does not have a tangible net worth in excess of \$6 million and has not had net income in excess of \$2 million for the preceding two years.
<b>Application Process</b>	Applicants apply through Certified Development Companies, which are private, nonprofit corporations set up to contribute to the economic development of their communities or regions.
<b>Flow of Funds</b>	Funds flow from the Certified Development Company to the loan applicants.
<b>Funding History</b>	During FY 2000, 4,847 loans were approved through the CDC 504 Loan Program for a total gross dollar amount of \$1.77 billion. Loans are up to \$1,000,000; the average loan was \$350,000.
<b>Matching Requirements</b>	Generally, at least 10 percent of the project costs must be provided by the small business concern, and 50 percent of the project costs must be provided by a private lender.
<b>Web Site Link(s)</b>	<a href="http://www.sba.gov/financing/frcdc504.html">http://www.sba.gov/financing/frcdc504.html</a>
<b>Potential Partners</b>	Nonprofit and for-profit organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
■ Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	■ Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Chafee Education and Training Vouchers Program (ETV)

<b>Federal Agency</b>	Department of Health and Human Services, Administration for Children and Families, Children's Bureau
<b>Authorization</b>	Security Act, Sections 471, 474, 475, and 477 of Title IV-E; P.L. 106-169, Chafee Foster Care Independence Act of 1999; P.L. 107-133, Promoting Safe and Stable Families Amendments of 2001.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	This program provides resources to states to make available vouchers for education and training, including postsecondary training and education, to youth who have aged out of foster care and who have been adopted from the public foster-care system after age 16.
<b>Uses of Funds</b>	Funds may be used to provide vouchers for postsecondary education and training to youth otherwise eligible for services under the state's Chafee Foster Care Independence Program, youth who are adopted from foster care after age 16, and youth up to the age of 23, so long as they are participating in the program at age 21 and are making satisfactory progress toward completing their course of study or training. Vouchers provided to individuals may be available for the cost of attending an institution of higher education and shall not exceed the lesser of \$5,000 per year or the total cost of attendance.
<b>Applicant Eligibility</b>	State governments, the District of Columbia, and Puerto Rico.
<b>Application Process</b>	States must submit their applications to the appropriate Regional Administrator of the Administration for Children and Families.
<b>Flow of Funds</b>	Funds flow directly to state governments.
<b>Funding History</b>	FY 03: \$41,727,000; FY 04 est.: \$60,000,000.
<b>Matching Requirements</b>	The federal government will pay 80 percent of the total amount of funds expended by the state, and the state must provide matching contributions to cover the additional 20 percent of the costs.
<b>Web Site Link(s)</b>	<a href="http://www.acf.hhs.gov/programs/cb">http://www.acf.hhs.gov/programs/cb</a>
<b>Potential Partners</b>	Local nonprofit and government agencies; faith-based organizations; family service agencies; institutions of higher education; and private and nonprofit youth training organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Chafee Foster Care Independence Program (CFCIP, also known as Independent Living): Title IV-E

<b>Federal Agency</b>	Department of Health and Human Services, Administration for Children and Families, Children's Bureau
<b>Authorization</b>	Social Security Act, Sections 471, 472, 474, 475, and 477 of Title IV-E; Public Law 106-169; Foster Care Independence Act of 1999, Title I.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Grants assist states and localities in establishing and carrying out programs in areas such as education, training and employment to assist youth aging out of the foster-care system. Intended beneficiaries are youth up to the ages of 21 for whom foster-care maintenance payments are or have been made by the state.
<b>Uses of Funds</b>	Grants may be used to assist youth under 18: (1) make the transition to self-sufficiency; (2) receive education, training, and health services; (3) obtain employment; (4) prepare for and enter postsecondary training and educational institutions; and (5) provide personal and emotional support to youth through mentors and the promotion of interactions with dedicated adults. Grants also may be used to provide financial, housing, counseling, employment, education, and other appropriate support and services to former foster-care recipients between the ages of 18 and 21.
<b>Applicant Eligibility</b>	State governments, the District of Columbia, and Puerto Rico.
<b>Application Process</b>	States must submit an application to the appropriate regional HHS office by June 30 of each year.
<b>Flow of Funds</b>	Funds flow to the state agency, which may provide funds to local public or private child welfare agencies to deliver services to the target population.
<b>Funding History</b>	FY 02: \$140,000,000; FY 03: \$140,000,000; and FY 04 est.: \$140,000,000.
<b>Matching Requirements</b>	The federal government will pay 80 percent of the total amount of funds expended by the state up to the amount allotted to the state. The state must provide matching contributions to cover the additional 20 percent of the costs.
<b>Web Site Link(s)</b>	<a href="http://www.acf.dhhs.gov/programs/cb">http://www.acf.dhhs.gov/programs/cb</a>
<b>Potential Partners</b>	Local nonprofit and government agencies; faith-based organizations; family service agencies; and educational institutions.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	■ Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	■ Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	■ Housing	■ Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	■ Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Community Development Block Grant (CDBG): Entitlement Grants

<b>Federal Agency</b>	Department of Housing and Urban Development, Entitlement Communities Division, Office of Block Grant Assistance, Community Planning and Development
<b>Authorization</b>	Housing and Community Development Act of 1974, Title I, as amended, P.L. 93-383 24 CFR 570.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	These grants are used to develop viable urban communities by providing decent housing, and a suitable living environment, and by expanding economic opportunities for persons of low and moderate income. Each CDBG-funded activity must meet one of the following national objectives: (1) benefit persons of low and moderate income; (2) aid in the prevention or elimination of slums or blight; or (3) meet other community development needs of particular urgency.
<b>Uses of Funds</b>	This program focuses primarily on physical infrastructure improvements that promote community economic development. Funds can be used for a wide range of activities directed toward neighborhood revitalization, economic development, and provision of improved community facilities and services. Project activities may include acquisition of real property, infrastructure upgrades, public service, energy conservation, economic development, and job creation/retention activities.
<b>Applicant Eligibility</b>	Cities in Metropolitan Statistical Areas (MSAs) designated by the federal Office of Management and Budget as a central city of the MSA; other cities over 50,000 in MSAs and qualified urban counties of at least 200,000 are eligible to receive grants.
<b>Application Process</b>	Eligible applicants must submit a consolidated plan, an annual action plan, and certifications to HUD. The action plan must include a detailed citizen participation plan. Consolidated plans must be submitted every five years. Each year, localities submit an annual action plan and certifications. For more information, contact your local program administrator. Contact information can be found at: <a href="http://www.hud.gov/offices/cpd/communitydevelopment/programs/contacts">http://www.hud.gov/offices/cpd/communitydevelopment/programs/contacts</a> .
<b>Flow of Funds</b>	Funds flow to local entities. Recipients may contract with other local agencies or nonprofit organizations to carry out part or all of their programs. Recipients may provide assistance to microenterprises or other for-profit entities when the recipient determines that the provision of such assistance is appropriate to carry out an economic development project.
<b>Funding History</b>	FY 02: \$3 billion; FY 03: \$3 billion; FY 04: \$3.032 billion; and FY 05: \$2.882 billion. Grant size is determined by formula.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.hud.gov/offices/cpd/communitydevelopment/programs/cdbg.cfm">http://www.hud.gov/offices/cpd/communitydevelopment/programs/cdbg.cfm</a>
<b>Potential Partners</b>	Community action agencies; community-based organizations; local government agencies; other youth-serving organizations; and faith-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
■ Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	■ Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
■ Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Community Development Work-Study Program (CDWS)

<b>Federal Agency</b>	Department of Housing and Urban Development, Office of University Partnerships
<b>Authorization</b>	Housing and Community Development Act of 1987, Section 501(b)(2), P.L. 100-242; Housing and Community Development Act of 1974, Section 107, as amended.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	The Community Development Work-Study Program is designed to attract economically disadvantaged and minority graduate students to careers in community development and economic development. Grants are provided to institutions of higher education or states which provide work stipends, tuition support, and additional forms of support to students enrolled in a full-time graduate program in community development or a closely related field such as urban planning, public policy, or public administration.
<b>Uses of Funds</b>	Funds may be used for stipends, tuition, and other expenses for graduate students.
<b>Applicant Eligibility</b>	Institutions of higher education that offer graduate degrees in a community development or a closely related program may apply. An area-wide planning organization or a state may apply for assistance for a program that will be conducted by two or more institutions of higher education.
<b>Application Process</b>	Applicants (either institutions of higher education, states, or area-wide planning organizations) should respond to a HUD Notice of Funding Availability (NOFA) that is published annually in the <i>Federal Register</i> . For application kits, contact HUD USER, P.O. Box 6091, Rockville, MD 20849, 1-800-245-2691.
<b>Flow of Funds</b>	Funds flow directly to institutions of higher education who allocate them to selected graduate students.
<b>Funding History</b>	(Grants) FY 03: \$2,981,000; FY 04 est.: \$2,982,000; and FY 05 est.: \$2,982,000. (NOTE: Amounts reported reflect allocation of new budget authority rather than obligation amounts.)
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.hud.gov/progdsc/cdwsp.cfm">http://www.hud.gov/progdsc/cdwsp.cfm</a> <a href="http://www.oup.org/about/cdwsp.html">http://www.oup.org/about/cdwsp.html</a>
<b>Potential Partners</b>	Institutions of higher education.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Community Express Smaller Business Loans

<b>Federal Agency</b>	Small Business Administration
<b>Authorization</b>	This is a 7(a) Loan Program.
<b>Funding Type</b>	Loan/Loan Guarantee
<b>Program Description</b>	This is a Small Business Administration (SBA) loan program developed in collaboration with the National Community Reinvestment Coalition and its member organizations. The program is designed to spur economic development and job creation in untapped rural and inner-city communities with venture capital, commercial loan credits, and technical assistance. The program includes technical and management assistance, which is designed to increase the loan applicant's chances of success.
<b>Uses of Funds</b>	Funds may be used for small business start-up, growth, and development.
<b>Applicant Eligibility</b>	Community Express loans help small businesses start, build, or grow. To qualify, a business must meet the Small Business Administration size standards and fall within specific geographic areas, usually low- and moderate-income areas. Standards are based on the average number of employees over the preceding 12 months or the average sales over the previous three years. The Small Business Administration determines the size of a business based on its average number of employees over the past year or its average sales over the past three years.
<b>Application Process</b>	Small businesses apply directly to commercial lending institutions.
<b>Flow of Funds</b>	Funds go directly to the loan applicant.
<b>Funding History</b>	Maximum loan amount is \$250,000.
<b>Matching Requirements</b>	Applicants must meet loan requirements.
<b>Web Site Link(s)</b>	<a href="http://www.sba.gov/financing/frcomexp.html">http://www.sba.gov/financing/frcomexp.html</a>
<b>Potential Partners</b>	For-profit small community businesses.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	■ Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



# Community Outreach Partnership Center Program

<b>Federal Agency</b>	Department of Housing and Urban Development, Policy Development and Research
<b>Authorization</b>	Community Outreach Partnership Act of 1992; Housing and Community Development Act of 1992, Section 851, Public Law 102-550; Public Law 106-377.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Grants fund partnerships among institutions of higher education and communities to solve urban problems associated with job training, education, economic development, and other issues through research, outreach, and exchange of information.
<b>Uses of Funds</b>	Research and outreach activities funded under this program must focus on problems associated with housing, economic development, neighborhood revitalization, infrastructure, healthcare, job training, education, crime prevention, planning, community organizing, and other areas deemed appropriate by the Secretary.
<b>Applicant Eligibility</b>	Institutions of higher education with demonstrated ability to carry out eligible activities.
<b>Application Process</b>	Applicants will respond to competitive requirements contained in a Notice of Funding Availability (NOFA) published in the <i>Federal Register</i> and detailed application requirements contained in kits available with each NOFA competition.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	FY 03: \$6,955,000; FY 04: \$6,959,000; and FY 05: \$6,959,000. (NOTE: Amounts reported reflect allocation of new budget authority rather than obligation amounts.)
<b>Matching Requirements</b>	Applicants must provide at least 25 percent of the total budget for proposed outreach activities and at least 50 percent of the total budget for proposed research activities. Higher percentages are required for renewal grants.
<b>Web Site Link(s)</b>	<a href="http://www.hud.gov/progdesc/copc.cfm">http://www.hud.gov/progdesc/copc.cfm</a> <a href="http://www.oup.org/about/copc.html">http://www.oup.org/about/copc.html</a>
<b>Potential Partners</b>	Postsecondary institutions; nonprofit organizations; and community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	■ Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Community Reinvestment Act

<b>Federal Agency</b>	Department of the Treasury
<b>Authorization</b>	The Community Reinvestment Act of 1977, 12 U.S.C., Section 2901-2909.
<b>Funding Type</b>	Loan/Loan Guarantee
<b>Program Description</b>	The Community Reinvestment Act (CRA) is designed to encourage banks and thrifts to meet the financial credit and service needs of low- and moderate-income neighborhoods. Unlike most government loan or grant programs, the CRA does not appropriate public funds nor does it require potential beneficiaries to submit formal applications to the government. Rather, the law simply requires that lenders use their private-sector resources to meet the financing needs of all communities in which lenders conduct business, consistent with safe and sound banking practices.
<b>Uses of Funds</b>	Under current CRA regulations, the following activities qualify as community development: (1) affordable housing, including multifamily rental housing for low- or moderate-income individuals; (2) community services targeted to low- or moderate-income individuals; (3) activities that promote economic development by financing small businesses or farms; and (4) activities that revitalize or stabilize low- or moderate-income geographic areas.
<b>Applicant Eligibility</b>	Individuals, for-profit, and nonprofit entities in low- and moderate-income neighborhoods that benefit from the CRA.
<b>Application Process</b>	Community entities can partner with banks and thrifts to develop or secure resources for community programs.
<b>Flow of Funds</b>	Neighborhood lending institutions make loans to applicants.
<b>Funding History</b>	Since 1977, banks and community organizations have entered into 360 agreements worth more than \$1.04 trillion in reinvestment dollars for traditionally underserved populations.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ncrc.org">http://www.ncrc.org</a>
<b>Potential Partners</b>	Local financial institutions; other community-based organizations; and faith-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
■ Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	■ Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Community Services Block Grant

<b>Federal Agency</b>	Department of Health and Human Services
<b>Authorization</b>	Community Opportunities, Accountability, Training, and Educational Services Act of 1998, Title II, Section 201 and Sections 671-679; Public Laws 97-35, 103-252, Public Laws 106-554 and 98-502.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Funds are to be used to meet the following objectives: (1) provide services and activities having a measurable and potential major impact on causes of poverty in the community; (2) provide activities designed to assist low-income participants to secure and retain meaningful employment, attain an education, make better use of available income, obtain and maintain adequate housing, obtain emergency assistance, remove obstacles to self-sufficiency, participate in community affairs; (3) provide emergency supplies, including foodstuffs, and services; (4) coordinate and establish linkages between governmental and other social services programs to assure the effective delivery of such services to low-income individuals; and (5) encourage the private sector to participate in efforts to ameliorate poverty in the community.
<b>Uses of Funds</b>	Funds can be used to provide services and/or activities to meet the needs of low-income families and individuals in the following areas: childcare, employment, education, better use of available income, housing, nutrition, emergency services, and health. States are required to use at least 90 percent of their allocation for grants to “eligible entities” as defined in the Community Services Block Grant Act, as amended.
<b>Applicant Eligibility</b>	States, territories, and state-recognized tribes. States make grants to qualified Locally based nonprofit community antipoverty agencies and other eligible entities which provide services to low-income individuals and families. States set the income limit for “low-income” beneficiaries, which may not exceed 125 percent of the official poverty line.
<b>Application Process</b>	Each state desiring to receive an allotment for a fiscal year is required to submit an application to the Secretary of Health and Human Services (HHS). The state is required to hold at least one legislative hearing every three years in conjunction with the development of the State Plan. States are also required to conduct public hearings on the proposed use and distribution of funds.
<b>Flow of Funds</b>	HHS determines the amount of funds to be allocated as block grants to each state in accordance with the formula set forth in the Community Services Block Grant Act. Ninety percent of CSBG funds must be passed on to local grantees, usually designated community action agencies (CAAs).
<b>Funding History</b>	FY 01: \$590,500,000; FY 02: \$650,000,000; FY 03: \$635,561,383; and FY 04: \$631,794,625.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.acf.hhs.gov/programs/ocs/csbg/index.htm">http://www.acf.hhs.gov/programs/ocs/csbg/index.htm</a>
<b>Potential Partners</b>	Community action agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	■ Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	■ Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	■ Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	■ Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Developmental Disabilities Projects of National Significance

<b>Federal Agency</b>	Department of Health and Human Services, Administration for Children and Families
<b>Authorization</b>	Mental Retardation Facilities and Construction Act of 1963, Public Law 88-164, as amended; Title V, Public Laws 91-517, 94-103, 95-602; Omnibus Budget Reconciliation Act of 1981, as amended, Public Law 97-35; Developmental Disabilities Assistance and Bill of Rights Act, Title 1, Section 100, Public Law 98-527, as amended; Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1987, Public Law 100-146; 42 U.S.C. 6081-6083; Developmental Disabilities Assistance and Bill of Rights Act of 1990, Public Law 101-496; Developmental Disabilities Assistance and Bill of Rights Act of 1994, Public Law 103-230; Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1996, Public Law 104-183; Developmental Disabilities Assistance and Bill of Rights Act of 2000, Public Law 106-402, 42 U.S.C. 6081-6083.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	This program provides grants, contracts, and cooperative agreements for projects of national significance to increase and support the independence, productivity, and integration and inclusion into the community of individuals with developmental disabilities.
<b>Uses of Funds</b>	Funds may be used to implement projects that provide family support activities, technical assistance for developing information and referral systems, opportunities for individuals with developmental disabilities who are from racial and ethnic minority backgrounds and projects to support the transition of youth with developmental disabilities from school to work and to adult life.
<b>Applicant Eligibility</b>	Any state, local, public, or private nonprofit organization or agency may apply for program funds.
<b>Application Process</b>	Application forms and instructions are available from the Administration for Children and Families Central and Regional Offices.
<b>Flow of Funds</b>	Funds flow to successful applicants.
<b>Funding History</b>	FY 02: \$11,700,000 million; FY 03: \$12,400,000; and FY 04 est.: \$11,600,000. Awards range from \$75,000 to \$200,000.
<b>Matching Requirements</b>	Matching requirements are specified in each published program announcement.
<b>Web Site Link(s)</b>	<a href="http://www.acf.dhhs.gov/programs/add">http://www.acf.dhhs.gov/programs/add</a>
<b>Potential Partners</b>	Public and private social service agencies; schools; and community-based organizations serving youth with developmental disabilities.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Disabled Veterans' Outreach Program (DVOP)

<b>Federal Agency</b>	Department of Labor, Office of The Assistant Secretary for Veterans' Employment and Training
<b>Authorization</b>	Veterans' Rehabilitation and Education Amendments of 1980; Public Laws 96-466, 100-323, 102-83, 102-501, 102-503; Public Law 102-568, 38 U.S.C. 4103A.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Grant funds develop jobs and job training opportunities for disabled and other veterans through contacts with employers; promote and develop on-the-job training and apprenticeship and other on-the-job training positions within federal job training programs (e.g., VWIP, VA programs); provide outreach to veterans through all community agencies and organizations; provide assistance to community-based groups and organizations and appropriate grantees under other federal and federally funded employment and training programs; develop linkages with other agencies to promote maximum employment opportunities for veterans; and to provide employability development and vocational guidance to eligible veterans, especially disabled veterans, utilizing a case-management approach to services, wherever applicable.
<b>Uses of Funds</b>	Funds must be used only for salaries and expenses and reasonable support of Disabled Veterans' Outreach Program (DVOP) Specialists who shall be assigned only those duties directly related to meeting the employment needs of eligible veterans according to the provisions of 38 U.S.C. 4103A.
<b>Applicant Eligibility</b>	State Employment Security Agencies designated under Section 4 of the Wagner-Peyser Act, as amended.
<b>Application Process</b>	Standard Form 424, Application for Federal Assistance, submitted to the Director for Veterans' Employment and Training (DVET) in each state, as listed in Appendix IV along with program narratives and Fiscal Plans in accordance with instructions in a Solicitation for Grant Application (SGA) or annual modification instructions. The standard application forms as furnished by the Federal agency and required by <i>OMB Circular No. A-102</i> must be used for this program. This program is excluded from coverage under <i>OMB Circular No. A-110</i> .
<b>Flow of Funds</b>	Funds flow from Director for Veterans' Employment and Training (DVET) in each state to grantees.
<b>Funding History</b>	FY 03: \$81,615,000; FY 04: \$81,615,000; and FY 05 est.: \$81,207,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.dol.gov/dol/vets">http://www.dol.gov/dol/vets</a>
<b>Potential Partners</b>	Community-based organizations; nonprofit organizations; training providers; organizations serving veterans; and employers.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	■ Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Economic Development: Support for Planning Organizations

<b>Federal Agency</b>	Department of Commerce, Economic Development Administration
<b>Authorization</b>	Public Works and Economic Development Act of 1965, Public Law 105-393, 42 U.S.C. 3143 Administration Reform Act of 1998.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	This program helps states, sub-state planning units, Indian tribes and/or local governments strengthen economic development planning capability and formulate and establish comprehensive economic development, processes, and strategies designed to reduce unemployment, increase incomes, and result in job creation.
<b>Uses of Funds</b>	Grants can be used for significant economic development planning and implementation activities. These activities include economic analysis, definition of program goals, determination of project opportunities, and formulation and implementation of a development program. Assistance under this program enhances economic development planning capability, continuous economic development planning processes and procedures, and helps build institutional capacity.
<b>Applicant Eligibility</b>	Eligible recipients are Economic Development Districts; Indian tribes; states; cities or other political subdivisions of states; a consortium of institutions of higher education; public or private nonprofit organizations, or associations acting in cooperation with officials of a political subdivision of a state.
<b>Application Process</b>	Submit a letter of interest, a statement of distress, and a proposed work program. Assistance in the preparation of a formal application may be requested from Economic Development Agency (EDA) staff. The standard application form SF-424 is furnished by EDA.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	FY 03: \$24,003,000; FY 04 est.: \$23,521,000; and FY 05 est.: \$23,667,000.
<b>Matching Requirements</b>	A minimum of 50 percent of the total budget must come from nonfederal sources.
<b>Web Site Link(s)</b>	<a href="http://www.osec.doc.gov/eda/HTML/1d_fund_prog.htm">http://www.osec.doc.gov/eda/HTML/1d_fund_prog.htm</a>
<b>Potential Partners</b>	State, city, and county governments; community-based organizations; and community action agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
■ Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Education for Homeless Children and Youth

<b>Federal Agency</b>	Department of Education, Office of Elementary and Secondary Education
<b>Authorization</b>	McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	This program was established to ensure that homeless children and youth have equal access to the same free and appropriate education as other children by providing activities for and services to ensure that these children and youth enroll in, attend, and achieve success in school. The program also supports an Office for Coordination of Education of Homeless Children and Youth in each state to gather comprehensive information about homeless children and youth and the impediments to their regular attendance at school.
<b>Uses of Funds</b>	Funds may be used for a wide variety of activities that will facilitate the educational success of homeless children and youth, including tutoring, summer enrichment programs, the provision of school supplies, and professional development designed to heighten educators' understanding of and sensitivity to the needs of homeless children and youth.
<b>Applicant Eligibility</b>	Eligible applicants include the Departments of Education in the 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, Palau, the Northern Marianas, and the Bureau of Indian Affairs.
<b>Application Process</b>	States must submit an individual state plan or a consolidated state plan to the Department of Education. The plan must include strategies for addressing problems associated with the enrollment, attendance, and success of homeless children and youth in school.
<b>Flow of Funds</b>	Grants are awarded directly to each State Educational Agency (SEA). SEAs can make subgrants to Local Education Agencies (LEAs) for the purpose of facilitating the enrollment, attendance, and success of homeless children and youth in schools.
<b>Funding History</b>	(Grants) FY 02: \$50,000,000; FY 03: \$54,642,000; and FY 04: \$59,646,000. The average state award in FY 2003 was \$951,272. Grants are awarded for one fiscal year.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/homeless/index.html">http://www.ed.gov/programs/homeless/index.html</a>
<b>Potential Partners</b>	State educational agencies; local educational agencies; and other community-based organizations working with homeless children and youth.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	■ Basic Education/Literacy	■ Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	■ Mentoring	■ Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	■ Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	■ Secondary School Diploma/GED Attainment	System Building
		■ Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



## Employment Programs for People with Disabilities

<b>Federal Agency</b>	Department of Labor, Office of Disability Employment Policy
<b>Authorization</b>	The Consolidated Appropriations Act, 2001 Section 1(a)(1); Public Law 106-554; 29 U.S.C 557b.
<b>Funding Type</b>	Direct Payment
<b>Program Description</b>	Discretionary/Project Grant
<b>Uses of Funds</b>	Grants are used to bring a heightened and permanent long-term focus to the goal of increasing employment of persons with disabilities by providing leadership, developing policies and initiatives, and awarding grants that further the elimination of barriers to the training and employment of people with disabilities. Individual grants provide funds and technical assistance to serve adults and youth with disabilities through several initiatives. These initiatives usually require collaborative efforts between the grantee and various programs established within the Workforce Investment Act (WIA), state and local government agencies, school districts, and other entities. Funds must be used for the purpose of the grant, but there are no other specific restrictions on the use of funds.
<b>Applicant Eligibility</b>	Eligibility requirements vary with each grant. See current <i>Federal Register</i> for specific grant requirements.
<b>Application Process</b>	Each candidate is required to prepare an application describing the program design and ability to achieve the program objective. The design of the program is not specified, but must conform to the purposes as well as the performance and reporting requirements of the grant.
<b>Flow of Funds</b>	Funds flow directly to successful applicants.
<b>Funding History</b>	FY 01: \$22,900,000; FY 02: \$43,200,000; FY 03 est.: \$47,400,000; FY 04 est.: \$47,426,000; and FY 05 est.: \$47,600,000. Specific grants range from \$15,000 to \$1,400,000 depending upon the individual type and requirements of the grant solicitation.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.dol.gov/dol/odep">www.dol.gov/dol/odep</a>
<b>Potential Partners</b>	State and local governments; schools; and private and nonprofit organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
■ Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	■ Work Experience	Technology

# Employment Service

<b>Federal Agency</b>	Department of Labor, Department of Labor, Employment and Training Administration
<b>Authorization</b>	Wagner-Peyser Act of 1933, 48 Stat.113 as amended, Public Law 105-220; Workforce Investment Act of 1998.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Grant funds assist persons to secure employment and labor market information by providing a variety of job search assistance and labor market information services without charge to job seekers and to employers seeking qualified individuals to fill job openings.
<b>Uses of Funds</b>	The Wagner-Peyser Act of 1933 established a nationwide system of public employment offices which is known as the Employment Service. Wagner-Peyser was amended by the Workforce Investment Act of 1998 making the Employment Service part of the One-Stop delivery system. As part of the One-Stop delivery system, the Employment Service focuses on providing a variety of services related to a labor exchange system including job search assistance, referral and placement assistance to job seekers, reemployment services to unemployment insurance claimants, and recruitment services to employers with job openings. Also available may be core services such as assessment of skill levels, abilities and aptitudes, career guidance when appropriate, job search workshops, and referral to training as appropriate. Additional services may include: (1) a nationwide computerized career information system; (2) the development and distribution of state and local labor market information. Veterans receive priority referral to jobs as well as special employment services and assistance. In addition, the system provides specialized service to individuals with disabilities as well as such groups as migrant and seasonal farmworkers, ex-offenders, youth, minorities, and older workers.
<b>Applicant Eligibility</b>	States, including Washington, District of Columbia, the Virgin Islands, Puerto Rico, and Guam.
<b>Application Process</b>	Any state desiring to receive benefits of the Wagner-Peyser Act prepares for submission by the governor, the portion of the five-year State Workforce Investment Plan describing the delivery of services provided under the Act in accordance with the Workforce Investment Act regulations at 20 CFR 661.220. The state plan must contain a detailed description of services that will be provided under the Act.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Grants) Program operates on a Program Year (PY) basis, beginning July 1 and ending June 30. PY 03: \$794,000,000; PY 04: \$787,000,000; and PY 05: \$696,000,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.doleta.gov/uses/">http://www.doleta.gov/uses/</a>
<b>Potential Partners</b>	One-Stop Career Centers and employment service agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
■ Job Readiness	Job-Specific Training	Health Care	Leadership Development	■ Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	■ System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	■ Technology

## Even Start: Family Literacy Programs

<b>Federal Agency</b>	Department of Education, Office of Elementary and Secondary Education
<b>Authorization</b>	Elementary and Secondary Education Act of 1965, as amended, Title I, Part B, Subpart 3 20 U.S.C. 6381.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Even Start focuses on the educational needs of low-income families with young children. The goal of Even Start is to help break the cycle of poverty and illiteracy by improving the educational opportunities available to low-income families with limited educational experiences. Even Start projects all build on high-quality, existing community resources to integrate adult education, parenting education, interactive literacy activities between parent and child, and early childhood education services into a unified program.
<b>Uses of Funds</b>	All local projects must serve families most in need of services, and provide four core services (adult education, parenting education, early childhood education, and interactive literacy activities between parent and child). Projects must also provide some services to parents and children together, provide some home-based services, integrate educational activities across the four core areas, coordinate service delivery with other local programs, conduct local evaluations, and participate in the national evaluation.
<b>Applicant Eligibility</b>	Formula grants are awarded to state educational agencies. Subgrantees are partnerships that consist of a local educational agency, and a nonprofit, community-based organization, a public agency other than an LEA, an institution of higher education or other public or private nonprofit organizations.
<b>Application Process</b>	State educational agencies submit state plans to the Department of Education in accordance with requirements in Section 14302 of the Elementary and Secondary Education Act and guidance by the Department of Education.
<b>Flow of Funds</b>	The Department of Education awards grants to state education agencies (SEAs) on a formula basis. SEAs award subgrants on the basis of selection criteria and priorities in Section 1208 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. SEAs make awards based on applicant scores.
<b>Funding History</b>	FY 03: \$248,375,000; FY 04: \$246,909,587; and FY 05: \$225,094,720.
<b>Matching Requirements</b>	For a local grant from the state educational agency, local grantees will be responsible for matching funding in the amount of 10 percent in the first year, 20 percent in the second year, 30 percent in the third year, 40 percent in the fourth year, and 50 percent in the fifth through eighth years, and 65 percent in any subsequent years.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/evenstartindian/index.html">http://www.ed.gov/programs/evenstartindian/index.html</a>
<b>Potential Partners</b>	Local educational agencies; institutions of higher education; community-based organizations; and family service agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	■ Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		■ Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Even Start: Migrant Education

<b>Federal Agency</b>	Department of Education, Office of Elementary and Secondary Education
<b>Authorization</b>	Elementary and Secondary Education Act of 1965, Title I, Part B, 20 U.S.C. 6362 et seq.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Even Start seeks to improve the educational opportunities of migrant families through family literacy programs that integrate early childhood education, adult literacy or adult basic education, and parenting education.
<b>Uses of Funds</b>	Funds are used for activities such as recruitment and screening of children and parents; design of programs; instruction for children and parents; staff training; support services; evaluation; and coordination with other programs. Parents must be migratory agricultural workers or fishers with children aged birth through seven years of age.
<b>Applicant Eligibility</b>	Any entity may apply. The Secretary specifically invites application from state educational agencies (SEAs) that administer migrant programs; local educational agencies (LEAs) that have a high percentage of migrant students; and nonprofit community-based organizations that work with migrant families.
<b>Application Process</b>	Application forms are available from the Department of Education, Office of Migrant Education. The applications are then reviewed and evaluated by a panel.
<b>Flow of Funds</b>	Funds flow directly to the grantee.
<b>Funding History</b>	(Grants) FY 03: \$8,693,125; FY 04: \$8,641,850; and FY 05: \$7,878,315. In FY 2004, the program funded 13 new grants and 12 continuation projects.
<b>Matching Requirements</b>	Grantees are responsible for a minimum of 10 percent of project costs in the first year, 20 percent in the second, 30 percent in the third, and 40 percent in the fourth and final year.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/mees/index.html">http://www.ed.gov/programs/mees/index.html</a>
<b>Potential Partners</b>	Schools and community-based organizations serving immigrant and/or migrant communities.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Even Start: Indian Tribes and Tribal Organizations

<b>Federal Agency</b>	Department of Education, Office of Elementary and Secondary Education
<b>Authorization</b>	Elementary and Secondary Education Act of 1965, Title I, Part B, Subpart 3, as amended; 20 U.S.C. 6381-6381k.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Funds help break the cycle of poverty and illiteracy and improve the educational opportunities of low-income families through family literacy programs that integrate early childhood education, adult basic education, and parenting education.
<b>Uses of Funds</b>	Grants are used for activities such as recruitment and screening of children and parents, design of programs, instruction for children and parents, staff training, support services, evaluation, and coordination with other programs. Indirect costs are not an allowable project cost unless a waiver is obtained from the Secretary of Education.
<b>Applicant Eligibility</b>	Federally recognized Indian tribes and tribal organizations as defined in the Indian Self-Determination and Education Assistance Act, Section 4, may apply.
<b>Application Process</b>	Applications from federally recognized Indian tribes and tribal organizations must be submitted in accordance with the regulations, instructions, and forms included in the grant application package.
<b>Flow of Funds</b>	FY 02: \$5,000,000; FY 03: \$4,967,500; FY 04: \$4,938,192; FY 05: \$4,501,894.
<b>Funding History</b>	An estimated 22 grants were awarded in fiscal year 2003.
<b>Matching Requirements</b>	The federal share of the cost of a subgrant project is not more than 90 percent in the first year, 80 percent in the second year, 70 percent in the third year, 60 percent in the fourth year, and 50 percent in any subsequent year.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/evenstartindian/index.html">http://www.ed.gov/programs/evenstartindian/index.html</a>
<b>Potential Partners</b>	Schools and community-based organizations serving Indian tribes and tribal organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	■ Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Federal Direct Student Loans

<b>Federal Agency</b>	Department of Education, Office of Federal Student Aid
<b>Authorization</b>	Higher Education Act of 1965, Title IV, Part D, as amended.
<b>Funding Type</b>	Loan/Loan Guarantee
<b>Program Description</b>	The Federal Direct Student Loans program provides loan capital directly from the federal government to vocational, undergraduate, and graduate post-secondary school students and their parents, to help defray the cost of educational expenses.
<b>Uses of Funds</b>	Student loan funds help defray the costs of education at a participating school. Loan proceeds can be subsidized or unsubsidized (dependent of certain financial information), and repayment begins six months after the borrower has ceased to carry one-half of the normal full-time academic workload or once the borrower becomes separated from the postsecondary institution.
<b>Applicant Eligibility</b>	The applicant must be a U.S. citizen, national, or person in the United States for other than a temporary purpose. The student borrower must be enrolled or accepted for enrollment in a degree or certificate program on at least a half-time basis as an undergraduate, graduate, or professional student at a participating school.
<b>Application Process</b>	Direct Subsidized and Unsubsidized loan applications are available from the school's financial aid office. To obtain the loans, students must complete and submit a Free Application for Federal Student Aid (FAFSA). After the student's Title IV eligibility is determined, the school will be able to award a federal direct loan as part of the financial aid award package.
<b>Flow of Funds</b>	Funds flow directly to the student borrower.
<b>Funding History</b>	Loan Volumes: FY 01: \$18.4 billion; FY 02: \$19.1 billion; FY 03 est.: \$18.9 billion; and FY 04 est.: \$19.1 billion.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ifap.ed.gov">http://www.ifap.ed.gov</a>
<b>Potential Partners</b>	N.A.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Federal Family Education Loans (FFEL)

<b>Federal Agency</b>	Department of Education, Office of Federal Student Aid
<b>Authorization</b>	Higher Education Act of 1965, Title IV, Part B, as amended.
<b>Funding Type</b>	Loan/Loan Guarantee
<b>Program Description</b>	The FFEL, also known as the Federal Stafford Loan program, encourages lenders such as banks, credit unions, savings and loan associations, pension funds, insurance companies, and schools to make loans to students who are enrolled at eligible postsecondary institutions. The loans are insured by the state or private nonprofit guaranty agency and are reinsured by the federal government.
<b>Uses of Funds</b>	The funds are used to help enrolled students at participating schools defray the costs of education.
<b>Applicant Eligibility</b>	The applicant must be a U.S. citizen, national, or person in the United States for other than a temporary purpose. The student borrower must be enrolled or accepted for enrollment in a degree or certificate program on at least a half-time basis as an undergraduate, graduate, or professional student at a participating school.
<b>Application Process</b>	Applications for the Federal Stafford Loan are available from the school's financial aid office. To obtain the loan, the student completes his or her portion of the loan application and submits it to the school. After the student's eligibility is determined, the school will be able to award a federal direct loan as part of the financial aid award package.
<b>Flow of Funds</b>	Funds flow directly to eligible students.
<b>Funding History</b>	Loan Volumes: FY 01: \$33.9 billion; FY 02: \$28.6 billion; FY 03 est.: \$31.5 billion; and FY 04 est.: \$33.9 billion.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ifap.ed.gov">http://www.ifap.ed.gov</a>
<b>Potential Partners</b>	N.A.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



# Federal Pell Grant Program

<b>Federal Agency</b>	Department of Education, Office of Federal Student Aid
<b>Authorization</b>	Higher Education Act of 1965, Title IV, Part A, Subpart 1, as amended.
<b>Funding Type</b>	Direct Payment
<b>Program Description</b>	Pell Grants provide eligible undergraduate postsecondary students who have demonstrated financial need with grant assistance to help meet educational expenses.
<b>Uses of Funds</b>	The student must be a U.S. citizen or eligible noncitizen who has been accepted for enrollment in and is making satisfactory academic progress at an eligible institution of higher education. Applicants must demonstrate need according to Part F of the Higher Education Act of 1965, as amended.
<b>Applicant Eligibility</b>	Undergraduate students enrolled as regular students in an eligible program at an eligible postsecondary school and making satisfactory academic progress. Applicants must be U.S. citizens or eligible noncitizens and have a high school diploma, a GED, or demonstrate the ability to benefit from the program offered.
<b>Application Process</b>	Students complete a Free Application For Federal Student Aid (FAFSA) form and submit it to the agency specified on the form. Students may apply using a paper application, an electronic application, or via the Internet. The U.S. Department of Education calculates the student's financial eligibility for assistance, and the agency to which the student sent the application returns a notification to the student of his or her eligibility for assistance. The student submits this notification to the institution of their choice in order to have their award calculated.
<b>Flow of Funds</b>	Funds flow directly to applicants.
<b>Funding History</b>	FY 01: \$7.6 billion; FY 02: \$11.6 billion; FY 03: \$11,364,646; FY 04: \$12,006,737,812; and FY 05: \$12,364,997,280.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ifap.ed.gov">http://www.ifap.ed.gov</a>
<b>Potential Partners</b>	N.A.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Federal Supplemental Educational Opportunity Grants (FSEOG)

<b>Federal Agency</b>	Department of Education, Office of Federal Student Aid
<b>Authorization</b>	Higher Education Act of 1965, as amended, Title IV, Part A Subpart 3, 20 U.S.C. 1070b-1070b-3.
<b>Funding Type</b>	Direct Payment
<b>Program Description</b>	This program provides eligible undergraduate postsecondary students with demonstrated financial need with grant assistance to help meet educational expenses.
<b>Uses of Funds</b>	Grants are for undergraduate study and range from \$100 to \$4,000 per academic year.
<b>Applicant Eligibility</b>	Higher education institutions (public, private nonprofit, postsecondary vocational, and proprietary) meeting eligibility requirements may apply.
<b>Application Process</b>	Participating institutions submit the Fiscal Operations Report Application to Participate in Federal Student Financial Aid Programs (ED Form 646-1) which is mailed to institutions of postsecondary education each summer by the Office of Student Financial Assistance. New institutions submit only the application form.
<b>Flow of Funds</b>	Funds flow to eligible applicants.
<b>Funding History</b>	(Grants) FY 01: \$725,000,000; FY 02: \$725,000,000; FY 03: \$760,028,000; and FY 04: \$770,455,335.
<b>Matching Requirements</b>	This program requires institutional matching funds. The federal share may not exceed 75 percent unless waived based on objective criteria established in regulations.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov">http://www.ed.gov</a>
<b>Potential Partners</b>	N.A.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Federal Work-Study Program

<b>Federal Agency</b>	Department of Education, Office of Postsecondary Education (OPE)
<b>Authorization</b>	Higher Education Act of 1965, as amended, Title IV, Part C, 42 U.S.C. 2751-2756a 34 CFR 673 and 675.
<b>Funding Type</b>	Direct Payment
<b>Program Description</b>	The Federal Work-Study Program (FWS) provides funds which are earned through part-time employment to assist students in financing the costs of post-secondary education and encourage them to participate in community service activities. Students can receive FWS funds at more than 3,300 participating postsecondary institutions. Hourly wages must not be less than the federal minimum wage. Seven percent of an institution's work-study funds must be used for community service.
<b>Uses of Funds</b>	FWS allocations are made to eligible institutions for the purpose of providing part-time employment to needy undergraduate and graduate students attending the institution. The Department of Education encourages colleges and universities to use FWS Program funds for effective tutoring programs.
<b>Applicant Eligibility</b>	Higher education institutions meeting eligibility requirements may apply.
<b>Application Process</b>	Higher education institutions submit applications for funds. Students requesting FWS funds must complete financial aid forms.
<b>Flow of Funds</b>	The institution of higher education receives FWS funds from the federal government. It then sets its own guidelines for student eligibility within program regulations.
<b>Funding History</b>	(Federal share) FY 03: \$1,004,428,000; FY 04: \$998,501,875; and FY 05 est.: \$998,502,000.
<b>Matching Requirements</b>	Generally, the federal share of the compensation paid to students must not exceed 75 percent for work for the institution or work in the public interest. Private, for-profit organizations must match 50 percent. No match is required for students employed as reading tutors of preschool age or elementary school children; a mathematics tutor for children in elementary school through the ninth grade; or in a family literacy project performing family literacy activities.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov">http://www.ed.gov</a>
<b>Potential Partners</b>	Institutions of higher education; campus-based student programs, schools, and community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): State Grants and Partnership Grants

<b>Federal Agency</b>	Department of Education, Office of Postsecondary Education (OPE)
<b>Authorization</b>	Higher Education Act, Title IV, Part A, Subpart 2, Chapter 2, Pub. L. 105-244.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The program provides five-year grants to states and partnerships to provide services in high-poverty middle schools and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school.
<b>Uses of Funds</b>	States and partnerships provide early college preparation and awareness activities to participating students through comprehensive mentoring, counseling, outreach, and other supportive services. Funds also can be used for curriculum development, financial aid awareness, summer programs, college visits, and professional development for teachers and parent involvement programs. States and partnerships also can use funds to provide college scholarships to low-income students.
<b>Applicant Eligibility</b>	State agencies, community-based organizations, schools, institutions of higher education, public and private agencies, nonprofit and philanthropic organizations, and businesses. For partnership projects, participants must include: (1) at least one institution of higher education; (2) at least one local educational agency on behalf of one or more schools with a seventh grade and the high school that the students at these middle schools would normally attend; and (3) at least two additional organizations such as businesses, community-based organizations, state agencies, elementary schools, religious groups, and other public or private organizations.
<b>Application Process</b>	For information on grants, visit the GEAR UP website at <a href="http://www.ed.gov/gearup">http://www.ed.gov/gearup</a> or call 1-800-USA-LEARN.
<b>Flow of Funds</b>	Funds flow directly to grantee or, in the case of the partnership, to the lead designee or fiscal agent.
<b>Funding History</b>	(Grants) FY 01: \$295,000,000; FY 02: \$285,000,000; FY 03: \$293,082,000; and FY 04: \$298,230,000.
<b>Matching Requirements</b>	State grant recipients must provide at least 50 percent of the total project costs each year, through cash or in-kind contributions. Grantees must ensure that funds supplement and not supplant funds expended for existing programs.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/gearup">http://www.ed.gov/gearup</a>
<b>Potential Partners</b>	State agencies; local educational agencies; community-based organizations; individual schools; institutions of higher education; public and private agencies; nonprofit and philanthropic organizations; businesses; and faith-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	■ Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Grants for Public Works and Economic Development Facilities

<b>Federal Agency</b>	Department of Commerce, Economic Development Administration
<b>Authorization</b>	Public Works and Economic Development Act of 1965, as amended; 42 U.S.C. 3141, Section 201, Public Law 105-393; 112 Stat. 3596.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Grants promote long-term economic development in areas experiencing substantial economic distress. EDA provides Public Works investments to support the construction or rehabilitation of essential public infrastructure and development facilities necessary to generate higher-skill, higher-wage jobs and private investment.
<b>Uses of Funds</b>	Funds promote investments in facilities such as water and sewer system improvements, industrial access roads, industrial and business parks, distance learning facilities, skill-training facilities, and business incubator facilities. Eligible activities include the acquisition, rehabilitation, design and engineering, or improvement of public land or publicly owned and operated development facilities, including machinery and equipment. Eligible projects must fulfill a pressing need of the area and must: (1) improve the opportunities for the successful establishment or expansion of industrial or commercial plants or facilities; (2) assist in the creation of additional long-term employment opportunities; or (3) benefit the unemployed/underemployed residents of the area or members of low-income families. In addition, all proposed investments must be consistent with the currently approved Comprehensive Economic Development Strategy for the area in which the project will be located, and the applicant must have the required local share of funds committed and available.
<b>Applicant Eligibility</b>	States, cities, counties, an institution of higher education or a consortium of institutions of higher education, and other political subdivisions, Indian tribes, the Federated States of Micronesia, the Republic of the Marshall Islands, Commonwealths and territories of the U.S. flag, Economic Development Districts, and private or public nonprofit organizations or associations acting in cooperation with officials of a political subdivision of a state or an Indian tribe. Individuals, companies, corporations, and associations organized for profit are not eligible.
<b>Application Process</b>	Applicants should contact the Economic Development Representative (EDR) servicing the state in which the project is located or other designated EDA official. The EDR or other appropriate EDA official assigned as coordinator for the project will provide the necessary forms and assistance to interested applicants.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	FY 03: \$207,129,000; FY 04 est.: \$198,293,000; and FY 05 est.: \$200,100,000.
<b>Matching Requirements</b>	The basic grant rate may be up to 50 percent of the project cost. Severely depressed areas may receive supplementary grants to bring the federal contribution up to 80 percent of the project cost; recognized Indian tribes may be eligible for up to 100 percent assistance. Additionally, eligible areas located within and actively participating in the operations of Economic Development Districts are, subject to the 80 percent maximum Federal grant limit, eligible for a 10 percent bonus on grants for public works projects. On average, EDA's investment covers approximately 50 percent of project costs.
<b>Web Site Link(s)</b>	<a href="http://www.commerce.gov/eda/">http://www.commerce.gov/eda/</a>
<b>Potential Partners</b>	State and local government agencies; institutions of higher education; non-profit organizations; economic development organizations; community development organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
■ Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	■ Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	■ Technology

## Grants to States for Incarcerated Youth Offenders

<b>Federal Agency</b>	Department of Education, Office of Safe and Drug Free Schools
<b>Authorization</b>	Higher Education Act Amendments of 1998, Title VIII, Part D, as amended.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	To assist and encourage incarcerated youths to acquire functional literacy, life, and job skills through the pursuit of postsecondary education or postsecondary vocational training programs.
<b>Uses of Funds</b>	Funds can be used to provide grants to designated State Correctional Education Agencies to: (1) assist and encourage incarcerated youth to acquire functional literacy, life, and job skills, through the pursuit of a postsecondary education certificate, or an associate's or a bachelor's degree while in prison; and (2) provide employment counseling and other related services that start during the period of incarceration and continue through pre-release and while on parole or during release.
<b>Applicant Eligibility</b>	The State Correctional Education Agency, as designated by the governor of any of the 50 states, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands, and the Northern Mariana Islands may apply.
<b>Application Process</b>	Each designated State Correctional Education Agency must submit to the Secretary of Education a state plan, which sets forth the procedures under which the state will carry out activities to achieve its program objectives and priorities and fulfill the purposes of the Act. This program is excluded from coverage under <i>OMB Circular No. A-110</i> .
<b>Flow of Funds</b>	Funds flow to State Correctional Education Agency.
<b>Funding History</b>	FY 03: \$18,380,000; FY 04: \$19,882,000; and FY 05: \$21,824,000.
<b>Matching Requirements</b>	From the amount appropriated, the Secretary allots to each state an amount that bears the same relationship to the amount appropriated as the total number of eligible students in each state bears to the total number of eligible students in all states. There is no matching requirement.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/transitiontraining/index.html">http://www.ed.gov/programs/transitiontraining/index.html</a>
<b>Potential Partners</b>	Organizations serving youth offenders; postsecondary institutions; and nonprofit organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	■ Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	■ Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Head Start

<b>Federal Agency</b>	Department of Health and Human Services, Administration for Children and Families
<b>Authorization</b>	Community Opportunities, Accountability, Training, and Educational Services Act of 1998, Title I, Sections 101-119, Public Law 105-285.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Funding promotes school readiness by enhancing the social and cognitive development of low-income children, through the provision of comprehensive health, educational, nutritional, social and other services; and to involve parents in their children's learning and to help parents make progress toward their educational, literacy, and employment goals. Head Start also emphasizes the significant involvement of parents in the administration of their local Head Start programs.
<b>Uses of Funds</b>	At least 90 percent of the enrollees in a program must come from families whose income is below the poverty guidelines as established by the Office of Management and Budget or from families receiving public assistance. Grants support workforce activities such as job search and placement, adult basic education, and career counseling. Training and technical assistance grants are available to Head Start programs and to agencies which provide services to Head Start programs.
<b>Applicant Eligibility</b>	Any local government, federally recognized Indian tribe, or public or private nonprofit or for-profit agency which meets the requirements may apply for a grant. However, applications will be considered only when submitted in response to a specific announcement, published in the <i>Federal Register</i> or other public document, which solicits proposals to establish new Head Start Programs. Grantee agencies may subcontract with other child-serving agencies to provide services to Head Start children.
<b>Application Process</b>	The Administration for Children and Families regional representative will provide each applicant agency with a completed checklist form showing exactly which items must be completed by each applicant and delegate agency.
<b>Flow of Funds</b>	Funds are awarded directly to the grantees.
<b>Funding History</b>	(Grants and Contracts) FY 03: \$6.668 billion; FY 04: \$6.775 billion; and FY05: \$6.899 billion. (NOTE: The funds in this program are also for program contracts. The amounts that can be used for contracts cannot be predetermined.)
<b>Matching Requirements</b>	Head Start grantees are required to provide 20 percent of the total cost of the program, although this may be waived wholly or in part if certain conditions pertain. Matching share may be in cash or in-kind fairly evaluated.
<b>Web Site Link(s)</b>	<a href="http://www2.acf.dhhs.gov/programs/hsb">http://www2.acf.dhhs.gov/programs/hsb</a>
<b>Potential Partners</b>	Local Head Start Agencies; community-based organizations; family service agencies; and educational entities.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	■ Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	■ Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	■ Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



# Hispanic-Serving Institutions Education Grants

<b>Federal Agency</b>	Department of Agriculture, Cooperative State Research, Education, and Extension Service (CSREES)
<b>Authorization</b>	National Agricultural Research, Extension, and Teaching Policy Act of 1977, as amended, Section 1455, 7 U.S.C. 3241.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	The objective of this program is to promote and strengthen the ability of Hispanic-serving institutions to carry out higher education programs in the food and agricultural sciences. Grants under this program will be awarded to: (1) support the activities of consortia of Hispanic-serving institutions to enhance educational equity for underrepresented students; (2) strengthen institutional educational capacities including libraries, curriculum, faculty, scientific instrumentation, instruction delivery systems, and student recruitment and retention; (3) attract and support undergraduate and graduate students from underrepresented groups in order to prepare them for careers related to the food, agricultural, and natural resource systems of the United States, beginning with the mentoring of students at the high school level and continuing with the provision of financial support for students through their attainment of a doctoral degree; and (4) facilitate cooperative initiatives between two or more Hispanic-serving institutions, or between Hispanic-serving institutions and units of state government or the private sector.
<b>Uses of Funds</b>	Funds may be used to support one or more of the following target areas or additional target areas as identified in the annual program announcement: curricula design; materials development; library resources; faculty preparation and enhancement for teaching; instruction delivery systems; scientific instrumentation for teaching; student experiential learning; and student recruitment and retention.
<b>Applicant Eligibility</b>	Hispanic-serving institutions are eligible to receive funds under this program. "Hispanic-serving institutions" means an institution of higher education which, at the time of application, has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students, and which: (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such certificate; (2) is a public or other nonprofit institution accredited by a nationally recognized accrediting body; and (3) is legally authorized to provide a program of education beyond the secondary level for which a two-year associate, baccalaureate, or higher degree is awarded.
<b>Application Process</b>	Formal proposals should be submitted to the CSREES, Office of Extramural Programs, in accordance with instructions provided in the program announcement. The annual program announcement will be published in the <i>Federal Register</i> .
<b>Flow of Funds</b>	Funds flow to Hispanic-serving institutions of higher learning.
<b>Funding History</b>	(Grants) FY 03: \$3,910,416; FY 04: \$4,459,612; FY 05 est.: \$4,459,612.
<b>Matching Requirements</b>	CSREES encourages and may require nonfederal matching support under this program and will disclose any matching requirements or incentives for providing matching funds in its annual program announcement.
<b>Web Site Link(s)</b>	<a href="http://www.hud.gov/grants">http://www.hud.gov/grants</a>
<b>Potential Partners</b>	Colleges or universities; local educational agencies; and community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	■ Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	■ Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	■ System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Homeless Veterans' Reintegration Project

<b>Federal Agency</b>	Department of Labor, Office of The Assistant Secretary for Veterans' Employment and Training
<b>Authorization</b>	Stewart B. McKinney Homeless Assistance Act of 1987; Title II, Part C; Public Law 100-77, as amended; Public Laws 100- 628, 101-645, 102-590, 104-275, 105-41, 105-114, and 107-95; 42 U.S.C. 1447-1450; 38 U.S.C., 4111.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Grants provide funds for demonstration programs to expedite the reintegration of homeless veterans into the labor force.
<b>Uses of Funds</b>	Grant funds support projects that provide for employment and training services and support services directly or through linkages with other service providers to assist homeless veterans to reenter the workforce. Outreach is necessary and is to be performed by formerly homeless veterans.
<b>Applicant Eligibility</b>	State and local public agencies, workforce investment boards, not-for-profit agencies, and community-based organizations (including faith-based organizations). Potential jurisdictions are metropolitan areas of the largest U.S. cities or rural areas in need, as announced in the solicitation for grant applications (SGA).
<b>Application Process</b>	Standard Form 424, Application for Federal Assistance, and Standard Form 424A, Budget Information shall be submitted, along with the technical proposal and budget narrative as required by the application annual or biannual SGA. This program is subject to the provisions of <i>OMB Circular Nos. A-102, A-112, A-87, A-122, 29 CFR 93, 95, 96, 97, and 98.</i>
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	FY 03: \$18,131,000; FY 04: \$18,619,000; FY 05: \$20,800,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.dol.gov/dol/vets">http://www.dol.gov/dol/vets</a>
<b>Potential Partners</b>	Community-based organizations; faith-based organizations; Workforce Investment Boards; and state and local agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	■ Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
■ Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
■ Job Retention/Follow-Up Services	Postsecondary Education	■ Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	■ Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
■ Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		■ Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Indian Adult Education

<b>Federal Agency</b>	Department of the Interior, Bureau of Indian Affairs
<b>Authorization</b>	Snyder Act of 1921, Public Law 67-85, 25 U.S.C. 13; Indian Self-Determination and Education Assistance Act, Public Law 93-638, as amended.
<b>Funding Type</b>	Direct Payment
<b>Program Description</b>	These grants help to improve the educational opportunities for Indian adults who lack the level of literacy skills necessary for effective citizenship and productive employment and to encourage the establishment of adult education programs.
<b>Uses of Funds</b>	All funds must be for direct educational/supportive services. Funds may not be used for administration.
<b>Applicant Eligibility</b>	Applicants must be federally recognized Indian tribal governments.
<b>Application Process</b>	The applicant should consult the Agency/Area Program Administrator for Education. Awards are made on an annual basis.
<b>Flow of Funds</b>	Grants flow directly to grantees.
<b>Funding History</b>	FY 03: \$2,291,000; FY 04 est.: \$2,122,000; FY 05 est.: \$2,250,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.oiep.bia.edu/programs_adulted.html">http://www.oiep.bia.edu/programs_adulted.html</a> <a href="http://www.doi.gov/bureau-indian-affairs.html">http://www.doi.gov/bureau-indian-affairs.html</a>
<b>Potential Partners</b>	Community-based organizations; local educational agencies; and nonprofit organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Indian Child and Family Education

<b>Federal Agency</b>	Department of the Interior, Bureau of Indian Affairs; Office of Indian Education Programs
<b>Authorization</b>	Indian Education Amendments of 1978, Public Law 95-561, 25 U.S.C. 2001 et seq.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	This program provides family literacy services for parents and children ages 0-8 in the home and at school. It is designed to begin educating children at an early age through parental involvement, to increase high school graduation rates among Indian parents, and to encourage lifelong learning.
<b>Uses of Funds</b>	Funds must be used for early childhood education, adult education, and parenting skills for parents and their Indian children under eight who live on a reservation with a Bureau of Indian Affairs (BIA)-funded school. Funds may not be used for administration.
<b>Applicant Eligibility</b>	Federally recognized Indian tribal governments and tribal organizations authorized by Indian tribal governments on reservations with school funded by the BIA may apply to administer the program.
<b>Application Process</b>	Tribes should contact the BIA Area/Agency Administrator for Education Programs. The initial application must be accompanied by a resolution of the tribal governing body of the tribe of the children served by or to be served by the organization. No documentation is required of the parents or children. Applications should be submitted no later than June 1 of the year in which the applicant wishes to begin the program.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Grants) FY 01: \$7,143,000; FY 02: \$7,143,000; FY 03 est.: \$7,692,300; and FY 04 est.: \$9,615,690. Each site receives \$225,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.oiep.bia.edu">http://www.oiep.bia.edu</a>
<b>Potential Partners</b>	Schools; community-based organizations; and tribal government agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Indian Education: Grants to Local Educational Agencies

<b>Federal Agency</b>	Department of Education, Office of Assistant Secretary for Elementary and Secondary Education
<b>Authorization</b>	Elementary and Secondary Education Act of 1965, Title IX, Part A, Subpart 1, as amended, Public Law 103-382, 20 U.S.C. 7811-7818; 25 U.S.C. 2001.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	This program supports local education agencies in their efforts to reform elementary and secondary school programs that serve Indian students. These grants ensure that programs are based on challenging state content standards and student performance standards that are used for all students.
<b>Uses of Funds</b>	Grantees may use funds for the establishment, maintenance, and operation of projects specifically designed to assist Indian students in meeting state content and student performance standards. Projects must be designed in response to locally conducted needs assessment and with the full cooperation and involvement of an elected committee representing parents of the Indian students to be served. Permissible activities include, but are not limited to: (1) culturally related activities; (2) early childhood and family programs emphasizing school readiness; and (3) enrichment programs that directly support the attainment of state content and performance standards.
<b>Applicant Eligibility</b>	Local educational agencies (LEAs) that enroll at least 10 Indian children or in which Indians constitute at least 25 percent of the total enrollment. These requirements do not apply to LEAs serving Indian children in Alaska, California, and Oklahoma or located on, or in proximity to, an Indian reservation. Schools that receive funding from the Bureau of Indian Affairs (BIA) under Section 1130 of the Education Amendments of 1978, 25 U.S.C. 2001, are automatically deemed eligible to participate in this program.
<b>Application Process</b>	Each eligible LEA submits an annual application to the Department of Education describing its proposed project(s). An applicant should consult the office or official designated as the single point of contact in his or her state for more information on the process. Applicants must certify the number of Indian children enrolled as the grant formula is based on this information.
<b>Flow of Funds</b>	Flows directly to the local educational agency.
<b>Funding History</b>	(Grants) FY 03: \$96,502,000; FY 04: \$95,932,638; and FY 05 est.: \$95,933,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/offices/OESE/">http://www.ed.gov/offices/OESE/</a>
<b>Potential Partners</b>	State education agencies and community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	■ Childcare	■ Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	■ Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Indian Employment Assistance

<b>Federal Agency</b>	Department of the Interior, Bureau of Indian Affairs
<b>Authorization</b>	Snyder Act of 1921, Public Law 67-85, 42 Stat. 208, 25 U.S.C. 13; Indian Adult Vocational Training Act of 1956, Public Law 84-959, 70 Stat. 986, as amended; Public Law 88-230, 77 Stat. 471, 25 U.S.C. 309; Indian Self-Determination and Education Assistance Act, Public Law 93-638, as amended, 25 U.S.C. 450.
<b>Funding Type</b>	Direct Payment
<b>Program Description</b>	Payments provide vocational training and employment opportunities to eligible American Indians.
<b>Uses of Funds</b>	Financial aid is used to assist individual American Indians to obtain a marketable skill through vocational training and to assist those who have a job skill to find permanent employment. Vocational and employment counseling are provided by the program. Eligible American Indians may receive vocational training or job placement on or near the reservation or in an urban regional office.
<b>Applicant Eligibility</b>	Federally recognized Indian tribal governments and Native American organizations authorized by Indian tribal governments may apply to administer the program. Individual American Indian applicants must be a member of a federally recognized Indian tribe, be in need of financial assistance, and reside on or near an Indian reservation under the jurisdiction of the Bureau of Indian Affairs (BIA).
<b>Application Process</b>	Initial applications by Indian tribal governments to administer the program must contain the information specified in 25 CFR, Part 900, Subpart C, "Contract Proposal Contents." Completed applications should be submitted to the local Bureau of Indian Affairs agency office listed in Appendix IV. Individual American Indian applicants should apply for program services on Bureau of Indian Affairs Form BIA-8205 at the nearest Bureau Employment Assistance office or tribal government offices.
<b>Flow of Funds</b>	The dollar value of the awards to Indian tribal governments depends upon the amount that has been prioritized by the individual Tribe through tribal participation in the Bureau of Indian Affairs' Tribal Priority Allocation budget formulation process. Applications for individual benefits are approved by the Bureau Agency Superintendent or authorized tribal representative.
<b>Funding History</b>	FY 03: \$7,787,300; FY 04 est.: \$7,551,000; and FY 05 est.: \$7,555,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.doi.gov/bia/ecodev/index.htm">http://www.doi.gov/bia/ecodev/index.htm</a> <a href="http://www.doi.gov/bureau-indian-affairs.html">http://www.doi.gov/bureau-indian-affairs.html</a>
<b>Potential Partners</b>	Tribal governments or organizations; vocational training providers

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Indian Vocational Training: United Tribes Technical College

<b>Federal Agency</b>	Department of the Interior, Bureau of Indian Affairs
<b>Authorization</b>	Snyder Act of 1921, Public Law 67-85, 42 Stat. 208, 25 U.S.C. 13; Indian Adult Vocational Training Act of 1956, Public Law 84-959, 70 Stat. 986, as amended; Public Law 88-230, 77 Stat. 471, 25 U.S.C. 309; Indian Self-Determination and Education Assistance Act, Public Law 93-638, as amended, 25 U.S.C. 450.
<b>Funding Type</b>	Direct Payment
<b>Program Description</b>	Funds serve to provide vocational training to individual American Indians through the United Tribes Technical College, located in Bismarck, North Dakota.
<b>Uses of Funds</b>	Financial aid is used to assist individual Indians to obtain a marketable skill through vocational training at the United Tribes Technical College, located in Bismarck, North Dakota. Restricted to American Indian people who are determined eligible for these services.
<b>Applicant Eligibility</b>	Application to administer the program is limited to the United Tribes Technical College. Individual American Indian applicants must be a member of a federally recognized Indian tribe, be in need of financial assistance, and reside on or near an Indian reservation under the jurisdiction of the Bureau of Indian Affairs (BIA).
<b>Application Process</b>	The application by the United Tribes Technical College to administer the program must contain the information specified in 25 CFR, Part 900, Subpart C, "Contract Proposal Contents." The completed application should be submitted to the Bureau of Indian Affairs' Aberdeen Regional Office. Individual American Indian applicants should apply for program services using the application form designated by the College. Individual application forms may be obtained directly from the United Tribes Technical College or from Bureau of Indian Affairs Agency or Regional Offices listed in appendix IV of the Catalog.
<b>Flow of Funds</b>	Funds flow to the tribe and then to the individual.
<b>Funding History</b>	FY 03: \$2,980,000; FY 04 est.: \$2,963,000; and FY 05 est.: \$2,963,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.united-tribes.tec.nd.us/">http://www.united-tribes.tec.nd.us/</a> <a href="http://www.doi.gov/bureau-indian-affairs.html">http://www.doi.gov/bureau-indian-affairs.html</a>
<b>Potential Partners</b>	N.A.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



## Inexpensive Book Distribution Program (Reading Is Fundamental)

<b>Federal Agency</b>	Department of Education, Office of Elementary and Secondary Education
<b>Authorization</b>	Elementary and Secondary Education Act of 1965, Title X, Part E, as amended, by ESEA Title V, Part D, Subpart 5 of the Public Law print of PL 107-110, the No Child Left Behind Act of 2001.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	This program provides books and promotes reading in children ranging in age from infancy through high school age.
<b>Uses of Funds</b>	Funds go only to Reading Is Fundamental, Inc. (RIF, Inc.). RIF Inc. enters into agreements with local nonprofit private groups or organizations and public agencies to administer free book distributions and reading motivation activities. Priority must be given to those that will serve children who are low-income, at risk of school failure, disabled, homeless, or have other special needs.
<b>Applicant Eligibility</b>	RIF, Inc. receives these funds.
<b>Application Process</b>	Nonprofit private groups, organizations, and public agencies can contact RIF, Inc. about participating in the program.
<b>Flow of Funds</b>	Federal funds go to RIF, Inc., which enters into agreements with local entities to carry out the program.
<b>Funding History</b>	FY 02: \$24,000,000; FY 03: \$25,334,250; and FY 04: \$25,184,529.
<b>Matching Requirements</b>	Federal funds provide up to 75 percent of the costs of the books, with the balance obtained from private and local sources. Migrant programs may receive up to 100 percent of their costs.
<b>Web Site Link(s)</b>	<a href="http://www.afterschool.gov/cgi-bin/htgmview.pl?pid=59">http://www.afterschool.gov/cgi-bin/htgmview.pl?pid=59</a>
<b>Potential Partners</b>	Nonprofit private groups; local foundations; civic groups; community-based organizations; faith-based organizations; and youth-serving organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	■ Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Job Corps

<b>Federal Agency</b>	Department of Labor, Employment and Training Administration, Office of Youth Services
<b>Authorization</b>	Workforce Investment Act of 1998, P.L. 105-220, 29 U.S.C. 2881 et seq.
<b>Funding Type</b>	Contract
<b>Program Description</b>	The Job Corps is a national, residential education and employment training program administered by the Department of Labor to address the multiple barriers to employment faced by disadvantaged youth, ages 16 through 24.
<b>Uses of Funds</b>	The Department of Labor awards and administers contracts for recruitment and screening of new students, Job Corps center operations, and placement of students leaving Job Corps. Job Corps centers provide integrated academic, vocational, and social skills training to help disadvantaged youth further their education, obtain quality long-term employment, and gain independence.
<b>Applicant Eligibility</b>	Major corporations and nonprofit organizations manage and operate 90 Job Corps centers under contractual agreements with the Department of Labor. Recruitment and placement services also are provided under contractual agreements. The Departments of Agriculture and Interior operate 28 Job Corps centers, called Civilian Conservation Centers, under interagency agreements with the Department of Labor.
<b>Application Process</b>	Contract center operators and recruitment and placement service providers are selected through a competitive procurement process that takes into account offerors' technical expertise and proposed costs in accordance with the Competition in Contracting Act and the Federal Acquisition Regulations.
<b>Flow of Funds</b>	Funds flow directly to contractors.
<b>Funding History</b>	FY 04: \$1,541,151,338; and FY 05: \$1,547,325,568.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://jobcorps.doleta.gov/">http://jobcorps.doleta.gov/</a>
<b>Potential Partners</b>	Individual employers; employer organizations; One-Stop systems (developed under the Workforce Investment Act); state and local Workforce Investment Boards; Youth Councils; and community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	■ Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	■ Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	■ Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Job Opportunities for Low-Income Individuals (JOLI Program)

<b>Federal Agency</b>	Department of Health and Human Services, Administration for Children and Families
<b>Authorization</b>	Family Support Act, Title V, Section 505, as amended; Public Laws 86-778, 88-452, 90-265, 99-190, 100-485, 104-193, and 106-554 as amended; 42 U.S.C 1310.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	The JOLI Program provides grants to eligible organizations that will test and evaluate ways of creating permanent full-time employment and business opportunities for welfare recipients and other low-income individuals. This is achieved by focusing on: (1) self-employment; (2) microenterprise; (3) new business ventures; (4) business expansion through the provision of technical or financial assistance to private employers to create new jobs; and (5) non-traditional employment development initiatives.
<b>Uses of Funds</b>	Grant funds must be used for projects that: create new employment and/or business opportunities for welfare recipients and other low-income individuals; enter into cooperative relationships with the local Temporary Assistance for Needy Families (TANF) agency; possess a comprehensive project design; and include an independent, methodologically sound evaluation of the effectiveness of the activities in creating new jobs and business opportunities. Funds cannot be used for new construction or the purchase of real property.
<b>Applicant Eligibility</b>	Nonprofit organizations (including community development corporations) and tax-exempt faith-based organizations are eligible to apply for JOLI Program funds.
<b>Application Process</b>	Eligible recipients apply directly to the Administration for Children and Families, Office of Community Services. Specific grant application instructions can be found in the <i>Federal Register</i> or at <a href="http://www.acf.dhhs.gov/programs/ocs/joli02.htm">http://www.acf.dhhs.gov/programs/ocs/joli02.htm</a> .
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	FY 01: \$5,500,000; FY 02: \$5,500,000; FY 03: \$5,500,000; and FY 04 est.: \$5,500,000. The average award amount is \$437,330; \$500,000 is the maximum amount awarded per grantee.
<b>Matching Requirements</b>	There are no matching requirements. However, applicants are encouraged to participate in cost sharing and the mobilization of resources. Cooperative letters of resource commitment are given special consideration in the application review process.
<b>Web Site Link(s)</b>	<a href="http://www.acf.hhs.gov/programs/joli/welcome.htm">http://www.acf.hhs.gov/programs/joli/welcome.htm</a>
<b>Potential Partners</b>	Nonprofit organizations; community development corporations; and faith-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
■ Job Creation	■ Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Juvenile Mentoring Program (JUMP)

<b>Federal Agency</b>	Department of Justice, Office of Juvenile Justice and Delinquency Prevention
<b>Authorization</b>	Juvenile Justice and Delinquency Prevention Act of 1974, Section 288, as amended, P.L. 93-415, as amended; P.L. 94-503, 95-115, 96-509, 98-473, 100-690, and 102-586, 42 U.S.C. 5667c.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Grants are awarded to local educational agencies or public/private nonprofit organizations to reduce juvenile delinquency and gang participation, improve academic performance, and reduce the dropout rate through the use of mentors for at-risk youth.
<b>Uses of Funds</b>	Funds are to be used for a variety of activities and mentoring programs to reduce juvenile delinquency and improve academic performance. The Juvenile Mentoring Program (JUMP) supports one-to-one mentoring projects for youth at risk of failing in school, dropping out of school, or becoming involved in delinquent behavior, including gang activity and substance abuse. The objectives of the JUMP program are to provide general guidance and support; promote personal and social responsibility; increase participation in elementary and secondary education and enhance participating youth's ability to benefit from this schooling; discourage use of illegal drugs and firearms, involvement in violence, and other delinquent activities; discourage involvement in gangs; and encourage participation in service and community activities.
<b>Applicant Eligibility</b>	Local educational agencies (LEAs), public agencies or private nonprofit organizations that demonstrate knowledge of mentoring programs, volunteers, and at-risk youth may apply. When the primary applicant is an LEA, it must collaborate with a public agency or private nonprofit. Likewise, a public agency or private nonprofit must collaborate with an LEA.
<b>Application Process</b>	Program applications can be obtained from the Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention (OJJDP). Individual projects receive funding through a competitive process. JUMP grants are selected on the basis of the number of JUMP grantees already in the state, the juvenile population of a state, geographical distribution, the population to be served, and peer-review recommendations.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	FY 01: \$15,000,000; FY 02: \$14,000,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://ojjdp.ncjrs.org/jump/">http://ojjdp.ncjrs.org/jump/</a>
<b>Potential Partners</b>	Local educational agencies and community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	■ Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	■ Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	■ Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Learn and Serve America: School and Community-Based Programs

<b>Federal Agency</b>	Corporation for National and Community Service
<b>Authorization</b>	National and Community Service Trust Act of 1993; CFR 2515-2519, March 23, 1994.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Grants are used to provide funds for elementary and secondary schools and community-based agencies to develop and offer service learning opportunities for school-age youth; educate teachers about service learning and incorporate service learning opportunities into classrooms to enhance academic learning; coordinate adult volunteers in school; and introduce youth to a broad range of careers and encourage them to pursue further education and training. Community-based programs incorporate specific learning objectives with youth service and may take place during school or outside of school time.
<b>Uses of Funds</b>	Funds are used to provide opportunities for youth to learn and develop while addressing unmet needs in the areas of education, public safety, health and the environment. Programs are designed to promote academic excellence and civic responsibility. The Corporation also provides guidance and technical assistance to funded agencies and organizations.
<b>Applicant Eligibility</b>	State educational agencies, state commissions on national service, U.S. territories, Indian tribes, and public or private nonprofit organizations may apply.
<b>Application Process</b>	Apply directly to the Corporation for National and Community Service.
<b>Flow of Funds</b>	Approximately 45 percent of total Learn and Serve America funds flow by formula to state education agencies. For school-based programs, funds flow directly to successful applicants, most of whom are intermediaries providing subgrants and technical assistance to local partnerships composed of local educational agencies and nonprofits. Funds for community-based programs flow to successful applicants, which are intermediaries providing subgrants and technical assistance to local youth-serving community-based organizations.
<b>Funding History</b>	FY 01: \$32,000,000; FY 02: \$32,000,000; FY 03: \$32,250,000; and FY 04: \$32,250,000. Grants are awarded for up to \$1,500,000 over three years.
<b>Matching Requirements</b>	A 10 percent match of total program funds is required for the first year, 20 percent for the second year, 30 percent for the third year and 50 percent for the fourth and any subsequent years.
<b>Web Site Link(s)</b>	<a href="http://www.learnandserve.org/about/">http://www.learnandserve.org/about/</a>
<b>Potential Partners</b>	Public or private nonprofit organizations; local educational agencies; other youth-serving agencies; and faith-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	■ Work Experience	Technology

## Learn and Serve America: Higher Education

<b>Federal Agency</b>	Corporation for National and Community Service
<b>Authorization</b>	National and Community Service Trust Act of 1993, Higher Education Act of 1965.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	The program supports high-quality service learning projects that engage students in meeting community needs with demonstrable results while enhancing students' academic and civic learning. The program also supports efforts to build capacity and strengthen the service infrastructure within institutions of higher education.
<b>Uses of Funds</b>	Funds are used to support professional development of faculty and staff to conduct service-learning courses, projects, or research. Funds may also support costs of projects that engage college students in service learning, which may include tutoring and mentoring, health outreach and education, primary and preventative healthcare, neighborhood clean-up and revitalization, and gang violence and substance abuse prevention. CNCS also provides grantees with technical assistance to enhance program quality, and funds may be used to offer training or technical assistance.
<b>Applicant Eligibility</b>	Individual institutions of higher education, consortia of institutions of higher education, and nonprofit organizations or public agencies, including states working in partnership with one or more institutions of higher education.
<b>Application Process</b>	Apply directly to the Corporation for National and Community Service (CNCS) through an annual grant cycle.
<b>Flow of Funds</b>	Selected institutions and organizations receive grants directly from CNCS.
<b>Funding History</b>	FY 01: \$10,700,000; FY 02: \$10,700,000; FY 03: \$10,700,000; and FY 04 est.: \$10,700,000. Three-year grants are available up to \$400,000 per year.
<b>Matching Requirements</b>	Grant recipients are required to provide a cash and/or in-kind match of an amount equal to or greater than the amount of the grant award. The local share may come from public or private sources, including federal sources other than funds made available under this program.
<b>Web Site Link(s)</b>	<a href="http://www.learnandserve.org/about/">http://www.learnandserve.org/about/</a>
<b>Potential Partners</b>	Institutions of higher education; and public agencies and nonprofit organizations working in collaboration with institutions of higher education.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	■ Work Experience	Technology

# Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership (SLEAP) Programs

<b>Federal Agency</b>	Department of Education, Office of Federal Student Aid
<b>Authorization</b>	Higher Education Act of 1996, Title IV, Part A, Subpart 4, as amended, 20 U.S.C. 1070c-1070c-4.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	The LEAP program provides grants to states to encourage state educational agencies to assist students with substantial financial need pay for their post-secondary education costs. The SLEAP program provides federal award grants to assist states in providing financial assistance to eligible needy post-secondary students.
<b>Uses of Funds</b>	Funds are used to make LEAP grants of up to \$5,000 for full-time students with substantial financial need who are enrolled at postsecondary institutions. The grant assistance can be in the form of grants or community service work-study employment. SLEAP grants are made as supplements or community service work-study supplements, or merit or academic achievement scholarships to students with substantial financial need.
<b>Applicant Eligibility</b>	The agency responsible for administering each state's need-based scholarship/grant program. U.S. territories are also eligible to apply.
<b>Application Process</b>	The designated state student scholarship or grant assistance agency in each state annually applies for state allotments/reallotments for funds. Eligible students can apply to their state of residence for a grant under this program. Student applicants must follow the application procedures as directed by each state and must demonstrate substantial financial need.
<b>Flow of Funds</b>	Funds flow to the state, which awards grants to eligible students.
<b>Funding History</b>	FY 01: \$55,000,000; FY 02: \$67,000,000; and FY 03: \$66,565,000; FY 04: \$66,172,266. The maximum grant is \$5,000 and the average grant is \$1,000.
<b>Matching Requirements</b>	To participate in LEAP, a state must, at a minimum, match LEAP grants dollar for dollar with funds provided through direct state appropriations. To participate in SLEAP, for every federal (SLEAP) dollar that a state spends, it must spend at least two dollars from nonfederal funds.
<b>Web Site Link(s)</b>	<a href="http://www.fp.ed.gov">http://www.fp.ed.gov</a>
<b>Potential Partners</b>	Postsecondary institutions; nonprofit organizations; and community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



## Life Skills for State and Local Prisoners Program

<b>Federal Agency</b>	Department of Education, Office of Safe and Drug Free Schools
<b>Authorization</b>	National Literacy Act of 1991, Section 601.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Grants assist persons incarcerated in a prison, jail, or detention center to achieve functional literacy. The program seeks to reduce prisoner recidivism through the development and improvement of life skills, including education and job skills development necessary for reintegration into society.
<b>Uses of Funds</b>	Funds can be used to provide grants to State and/or local correctional agencies or correctional educational agencies to: (1) establish programs that will assist incarcerated adults achieve functional literacy; or (2) assist in the development and operation of programs designed to reduce prisoner recidivism through the development and improvement of life skills necessary for reintegration into society.
<b>Applicant Eligibility</b>	A state correctional agency, a local correctional agency, a state correctional education agency, or a local correctional educational agency may apply.
<b>Application Process</b>	Applications must be prepared and submitted to the Department of Education in accordance with program announcements and established deadlines, which are published in the <i>Federal Register</i> .
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Grants) FY 03: \$4,968,000; FY 04: \$4,971,000; and FY 05: \$4,960,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/lifeskills/index.html">http://www.ed.gov/programs/lifeskills/index.html</a>
<b>Potential Partners</b>	Organizations serving offenders; literacy providers; community-based organizations; and One-Stop Career Centers.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	■ Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
■ Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Local Veterans' Employment Representative Program

<b>Federal Agency</b>	Department of Labor, Office of the Assistant Secretary for Veterans' Employment and Training
<b>Authorization</b>	Servicemen's Readjustment Act of 1944; Title IV, Section 602; Public Laws 92-502, 92-540, 94-502, 94-606, 100-323, 102-76, and 102-83; 38 U.S.C. 4104.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Funds provide for job development, placement, and support services directly to veterans and to ensure that there is local supervision of State Employment Agencies' compliance with federal regulations, performance standards, and grant agreement provisions in carrying out requirements of 38 U.S.C. 4104 in providing veterans with maximum employment and training opportunities.
<b>Uses of Funds</b>	Funds may be used only for salaries, expenses, and reasonable support of Local Veterans' Employment Representatives who shall be assigned only those functions directly related to providing services to veterans according to provisions of 38 U.S.C. 4103 and 4104.
<b>Applicant Eligibility</b>	State Employment Agencies designated under Section 4 of the Wagner-Peyser Act, as amended.
<b>Application Process</b>	State Employment Agencies must submit Standard Form 424 to the Director for Veterans' Employment and Training (DVET) in each state, (see Appendix IV of the Catalog) in accordance with instructions in the Solicitation for Grant Application or annual modification instructions. This program is excluded from coverage under <i>OMB Circular No. A-110</i> .
<b>Flow of Funds</b>	Funds flow to state employment security agencies.
<b>Funding History</b>	FY 03: \$77,280,000; FY 04: \$77,253,000; and FY 05 est.: \$81,207,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.dol.gov/dol/vets">http://www.dol.gov/dol/vets</a>
<b>Potential Partners</b>	Veterans' organizations; employers; labor unions; and training providers.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
■ Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Microloan Program

<b>Federal Agency</b>	Small Business Administration
<b>Authorization</b>	This is a 7(a) Loan Program.
<b>Funding Type</b>	Loan/Loan Guarantee
<b>Program Description</b>	This program was developed to increase the availability of very small loans to prospective small business borrowers. Under the program, the Small Business Administration (SBA) make funds available to nonprofit intermediaries, who in turn make loans of up to \$35,000 to eligible borrowers. The intermediaries also provide management, business-based training, and technical assistance to help ensure success.
<b>Uses of Funds</b>	Funds may be used for working capital or the purchase of inventory, supplies, furniture, fixtures, machinery, and/or equipment. Proceeds cannot be used to pay existing debts or to purchase real estate.
<b>Applicant Eligibility</b>	Virtually any type of for-profit small business is eligible for the Microloan Program. The form of the business, whether a proprietorship, partnership, or corporation, is not a determining factor. It must, however, meet the SBA's size standards at the time of application. Generally, businesses applying for this type of loan will fall well within these standards. Nonprofit childcare centers are also eligible to apply.
<b>Application Process</b>	The first step in applying for a Microloan is to contact your local intermediary lender. Since the Microloan Program is not available everywhere, contact your local SBA district office to find out if there is a Microloan intermediary in your area. The intermediary lender will provide information on applying for a loan and receiving technical assistance. Each nonprofit lending organization has its own loan requirements, but must take as collateral any assets bought with the microloan. In most cases, the personal guaranties of the business owners are also required. The maximum term allowed for a loan is six years. Loan terms vary according to the size of the loan, the planned use of funds, the requirements of the intermediary lender, and the needs of the small business borrower.
<b>Flow of Funds</b>	Funds flow directly to loan applicants.
<b>Funding History</b>	Loan Program FY 03: \$29,719,000; FY 04 est.: \$22,924,000.
<b>Matching Requirements</b>	Assets purchased with the microloan must be used as collateral for the loan.
<b>Web Site Link(s)</b>	<a href="http://www.sba.gov/financing/sbaloan/microloans.html">http://www.sba.gov/financing/sbaloan/microloans.html</a>
<b>Potential Partners</b>	Local small businesses; nonprofits; and faith-based organizations wishing to start nonprofit enterprises.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	■ Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	■ Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Migrant Education: College Assistance Migrant Program (CAMP)

<b>Federal Agency</b>	Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education
<b>Authorization</b>	Higher Education Act of 1965, Title IV, Part A, Subpart 5, Section 418A, 20 U.S.C. 1070d-2.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Assists migrant and seasonal farmworkers and their children to successfully complete the first undergraduate year of study in a college or university, and provides follow-up services to help students continue in postsecondary education.
<b>Uses of Funds</b>	Funds may be used to provide supportive and instructional services, including tutoring and counseling services and assistance in obtaining student financial aid (including stipends, tuition, and room and board) to first-year college students; assist those students in obtaining financial aid for their remaining undergraduate years; and provide follow-up services, such as monitoring and reporting students first-year and subsequent-year academic progress, and referrals to counseling services, academic assistance, or financial aid.
<b>Applicant Eligibility</b>	Institutions of higher education or private nonprofit agencies in cooperation with institutions of higher education may apply.
<b>Application Process</b>	Application forms are available from the Department of Education. An applicant must submit its application to the Department of Education no later than the date announced by the Department in the <i>Federal Register</i> .
<b>Flow of Funds</b>	Funds flow to grantee and then to individual.
<b>Funding History</b>	FY 03: \$15,399,000; FY 04: \$15,657,075; and FY 05: \$15,531,744.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/camp/index.html">http://www.ed.gov/programs/camp/index.html</a>
<b>Potential Partners</b>	Postsecondary institutions and nonprofit organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	■ Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	■ Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Migrant Education: High School Equivalency Program

<b>Federal Agency</b>	Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education
<b>Authorization</b>	Higher Education Act of 1965, Title IV, Part A, Subpart 5, Section 418A, 20 U.S.C. 1070d-2.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Assists those who are engaged, or whose parents are engaged, in migrant and other seasonal farm work to obtain the equivalent of a secondary school diploma and subsequently to gain employment or be placed in an institution of higher education or other postsecondary education or training.
<b>Uses of Funds</b>	Project funds may be used to recruit and provide academic and support services (including counseling, health services, stipends, and placement) to migrant workers or their children to obtain the equivalent of a secondary school diploma and to subsequently gain employment or be placed in an institution of higher education or other postsecondary education or training. The project period is up to 60 months. Funds are awarded for 12-month budget periods. Renewals are subject to the availability of funds.
<b>Applicant Eligibility</b>	Institutions of higher education or private nonprofit agencies in cooperation with institutions of higher education may apply.
<b>Application Process</b>	Application forms are available from the Department of Education. An applicant submits its application to the Department of Education no later than the date announced by the Department in the <i>Federal Register</i> . An application must be prepared and submitted in accordance with the regulations, instructions, and forms included in the grant application package. Applications are reviewed and evaluated by a panel for selection of possible funding.
<b>Flow of Funds</b>	Funds flow directly to grantee.
<b>Funding History</b>	FY 03: \$23,347,250; FY 04: \$18,887,900; and FY 05: \$18,736,896.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/hep/index.html">http://www.ed.gov/programs/hep/index.html</a>
<b>Potential Partners</b>	Nonprofit organizations and postsecondary institutions.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	■ Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	■ Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	■ Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		■ Wage Supplements	Work Experience	Technology

## Migrant Education - State Grant Program

<b>Federal Agency</b>	Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education
<b>Authorization</b>	Elementary and Secondary Education Act of 1965, Title I, Part C, as amended. 20 U.S.C. 6391 et seq.
<b>Funding Type</b>	Block Grant
<b>Program Description</b>	Grants assist states to ensure that migratory children and youth have the opportunity to meet the same challenging state content and performance standards that all children are expected to meet.
<b>Uses of Funds</b>	Funds are used to support high-quality and comprehensive educational programs that address the needs of migratory children and youth (ages 3-21). This program is subject to non-supplanting requirements and must use a restricted indirect cost rate which is referenced under 34 CFR 76-564-76.569. For assistance, call the Office of the Chief Financial Officer/Indirect Cost Youth Workforce Development Group on 202-708-7770.
<b>Applicant Eligibility</b>	State educational agencies or consortia of state educational agencies and other appropriate entities may apply.
<b>Application Process</b>	State educational agencies submit applications to the Department of Education that meet the requirements of the Elementary and Secondary Education Act and applicable regulations.
<b>Flow of Funds</b>	The Department of Education notifies an approved state educational agency of its award.
<b>Funding History</b>	(Grants) FY 03: \$386,000,000; FY 04 est.: \$383,577,000; and FY 05 est.: \$383,577,000.
<b>Matching Requirements</b>	Funds are allocated through a statutory formula based on each state's per-pupil expenditure and the number of eligible full-time and part-time equivalent migrant students aged three through twenty-one residing within the state. In determining the full-time and part-time equivalent number of migratory children who are in a state during the summer months, the Secretary adjusts the number to take into account the special needs of those children for summer and/or intersession programs and the additional costs of operating such programs during the summer. Beginning in 2003, each state will receive at least 100 percent of its fiscal-year 2002 allocation, and any amount in excess of that appropriation will be distributed by the formula included above.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/mep/index.html">http://www.ed.gov/programs/mep/index.html</a>
<b>Potential Partners</b>	State educational agencies; nonprofit organizations; institutions of higher education.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## National Activities - Pilots, Demonstrations, and Research

<b>Federal Agency</b>	Department of Labor, Employment and Training Administration
<b>Authorization</b>	Workforce Investment Act of 1998, Title I, Subtitle D, Section 171, Public Law 105-220.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Grants provide for demonstration and pilot projects to address national employment and training problems that have interstate validity and will aid policymakers and stakeholders in addressing these problems. Such projects shall include the provision of direct services to individuals to enhance employment opportunities and an evaluation component and may include, for example, projects that provide training to upgrade the skills of employed workers who reside and are employed in enterprise communities or empowerment zones; projects that promote the use of distance learning; and projects that assist in providing comprehensive services to increase the employment rates of out-of-school youth residing in high poverty areas and the establishment of partnerships with national organizations expert in developing, organizing, and administering employment and training projects.
<b>Uses of Funds</b>	Funds can be used for adult and youth vocational education and training services, skill-upgrade training, and program research and evaluation.
<b>Applicant Eligibility</b>	State and local governments, federal agencies, private nonprofit and for-profit organizations, including faith-based and community-based organizations, and educational institutions. (NOTE: Applicant eligibility may be restricted to one or more applicant classes under particular announcements and solicitations.)
<b>Application Process</b>	For most projects, the competitive contracting process is used. As topics are determined, requests for proposals are announced in the Commerce Business Daily and subsequently issued in hardcopy and posted on the World Wide Web at <a href="http://www.doleta.gov">www.doleta.gov</a> .
<b>Flow of Funds</b>	Funds flow to grantees.
<b>Funding History</b>	(Grants) FY 03: \$42,935,079; FY 04: \$57,751,245 and FY 05: \$85,167,168.
<b>Matching Requirements</b>	In certain instances for particular solicitations or groups of awards, formula and matching requirements may be imposed because of statutory requirements and/or administrative decisions.
<b>Web Site Link(s)</b>	N.A.
<b>Potential Partners</b>	Community-based organizations; faith-based organizations; unions; business associations; state and local agencies; and postsecondary institutions.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	■ Technology



# National Farmworker Jobs Program

<b>Federal Agency</b>	Department of Labor, Employment and Training Administration; Office of Vocational and Adult
<b>Authorization</b>	Workforce Investment Act of 1998, Title I D, Section 167, Public Law 105-220.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Funds provide individual employability development assistance and related assistance for those individuals, including their dependents, who are primarily employed in agricultural labor that is characterized by chronic unemployment and underemployment.
<b>Uses of Funds</b>	Funds are provided to community-based organizations and public agencies that assist migrant and seasonal farmworkers and their families attain greater economic stability. Through this program, farmworkers are given job skills training in occupations that offer higher wages and a more stable employment outlook. Supportive services such as nutrition, health and childcare, and temporary shelter may also be provided. The National Farmworker Jobs Program also facilitates access to One-Stop Career Centers for Migrant and Seasonal Farmworkers so they may access the other services of the workforce system.
<b>Applicant Eligibility</b>	(1) Public agencies and units of government (state and local); and (2) private nonprofit institutions/organizations authorized by their charters or articles of incorporation to operate employment and training programs.
<b>Application Process</b>	Grants for operating National Farmworker Jobs Programs are awarded under a biennial competitive process. Applications are solicited, through a notice published in the <i>Federal Register</i> . A separate program is funded to serve the geographic area of each state, except as follows: more than one applicant may be selected to serve areas within California, and some service areas comprise the geography of two adjoining states. The next anticipated competition will be for Program Years 2005-2006. (A provision for waiver of competition for a maximum four-year period may be exercised by the Department.)
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	FY 03: \$72,213,541 and FY 04: \$71,700,000 million (awarded through competitive grant making to private nonprofits and states).
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.doleta.gov/MSFW/html/facts.cfm">http://www.doleta.gov/MSFW/html/facts.cfm</a>
<b>Potential Partners</b>	National Farmworker Jobs Program grantees; migrant education programs; migrant Head Start programs; migrant health programs; local educational agencies; community-based organizations that work with migrant families; and United Farmworkers' organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	■ Childcare	Basic Education/Literacy	■ Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
■ Job Readiness	■ Job-Specific Training	■ Health Care	Leadership Development	■ Labor Market Information/Data
■ Job Retention/Follow-Up Services	Postsecondary Education	■ Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	■ Vocational Education & Training	■ Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# National Guard Civilian Youth Opportunities

<b>Federal Agency</b>	Department of Defense, Department of the Army, National Guard Bureau
<b>Authorization</b>	Defense Appropriation Act, as amended, 32 U.S.C. 509; 10 U.S.C. 2193.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Known as the National Guard ChalleNGe program, the Secretary of Defense, acting through the National Guard Bureau, conducts a National Guard civilian youth opportunities program. The program uses the National Guard to provide military-based training, including supervised work experience in community service and conservation projects. This program focuses on civilian youth who cease to attend secondary school after graduating so as to improve the life skills and employment potential of such youth.
<b>Uses of Funds</b>	The governor of the state (or in the case of Washington, D.C., the commanding general of the District of Columbia National Guard) will establish, organize and administer the ChalleNGe Program in each state. Under the grant, the Secretary of Defense may provide funds to the state for civilian personnel costs attributable to the use of civilian employees of the National Guard in the administration of the ChalleNGe Program.
<b>Applicant Eligibility</b>	State governments and U.S. territories.
<b>Application Process</b>	The state shall develop a plan which includes details on student application and selection procedures, number of students to be trained, staffing, curriculum, post-residential phase execution, facilities and services, state public and private services to be provided, and a detailed budget.
<b>Flow of Funds</b>	Funds flow directly to the states and U.S. territories.
<b>Funding History</b>	FY 01: \$62,300,000; FY 02: \$62,500,000; FY 03 est.: \$62,500,000; and FY 04 est.: \$62,500,000.
<b>Matching Requirements</b>	For fiscal year 2001 and each subsequent fiscal year, the amount of assistance provided under this section to a state program of the National Guard ChalleNGe Program may not exceed 60 percent of the costs of operating the state program during that year.
<b>Web Site Link(s)</b>	<a href="http://www.ngb.dtic.mil/indexstm/">http://www.ngb.dtic.mil/indexstm/</a>
<b>Potential Partners</b>	ChalleNGe Program and community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	■ Work Experience	Technology

# National Institute for Literacy

<b>Federal Agency</b>	Department of Education, National Institute for Literacy
<b>Authorization</b>	Adult Education and Family Literacy Act, Section 242.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Through grant funding, the National Institute for Literacy provides national leadership regarding literacy; coordinates literacy services and policy; and serves as a national resource for adult education and literacy programs. The Institute's programs and services encourage the development and provision of high-quality adult education and literacy services.
<b>Uses of Funds</b>	Projects cannot duplicate activities being performed by the Secretary of Education. This program is governed by an interagency group made up of the Departments of Education, Health and Human Services, and Labor. This program is subject to non-supplanting requirements and must use a restricted indirect cost rate which is referenced under 34 CFR 75.563. For assistance, call the Office of the Chief Financial Officer/Indirect Cost Group on 202-708-7770.
<b>Applicant Eligibility</b>	Public and private nonprofit institutions may apply.
<b>Application Process</b>	Application procedures are set forth in the announcements in the <i>Federal Register</i> or the <i>Commerce Business Daily</i> .
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Grants and Contracts) FY 03: \$6,517,000; FY 04: \$6,692,281; and FY 05: \$6,638,464.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.nifl.gov/">http://www.nifl.gov/</a>
<b>Potential Partners</b>	Postsecondary institutions; nonprofit organizations; and literacy providers.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Native American Employment and Training Program

<b>Federal Agency</b>	Department of Labor, Employment and Training Administration, Office of Youth Services
<b>Authorization</b>	Workforce Investment Act of 1998, Title 1, Subtitle D, Section 166; Public Law 105-220; 112 Stat. 936; 29 U.S.C. 2801 et seq.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	To support employment and training activities for Indian, Alaska Native, and Native Hawaiian individuals in order to: (1) develop more fully the academic, occupational, and literacy skills of such individuals; (2) make such individuals more competitive in the workforce; and (3) promote the economic and social development of these communities in accordance with their goals and values.
<b>Uses of Funds</b>	Funds may be utilized for employment and training programs and services, including classroom training, on-the-job training, training assistance, community service employment, work experience, youth employment programs, daycare, healthcare, job search, relocation, and transportation allowances designed to assist eligible participants to obtain employment. There are specified restrictions on the amount of grant funds that can be used for administrative costs.
<b>Applicant Eligibility</b>	Indian tribes, bands or groups, Alaska Native villages or groups [as defined in the Alaska Native Claims Settlement 43 U.S.C. 1602 (b)], and Hawaiian Native communities meeting the eligibility criteria, and public bodies or private nonprofit agencies selected by the Secretary. Consortia of tribes, bands, or groups may also apply.
<b>Application Process</b>	The standard application forms as furnished by the federal agency must be used for this program.
<b>Flow of Funds</b>	Funds flow to eligible Native American grantees.
<b>Funding History</b>	Program operates on a program year (PY) basis, beginning July 1 and ending June 30. Each program year takes its designation from the year in which it begins. PY 03: \$55,286,000; PY 04 est.: \$55,000,000; and PY 05 est.: \$55,000,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://wdsc.doleta.gov/dinap/">http://wdsc.doleta.gov/dinap/</a>
<b>Potential Partners</b>	Local educational agencies; community-based organizations; state agencies; and nonprofit agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	■ Childcare	■ Basic Education/Literacy	■ Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
■ Job Readiness	■ Job-Specific Training	■ Health Care	■ Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	■ Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
■ Work Experience	■ Vocational Education & Training	■ Nutrition Assistance	■ Secondary School Diploma/GED Attainment	System Building
		■ Transportation	■ Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	■ Work Experience	Technology

# Native American Vocational and Technical Education Program (NAVTEP)

<b>Federal Agency</b>	Department of Education, Office of Vocational and Adult Education
<b>Authorization</b>	Carl D. Perkins Vocational and Technical Education Act of 1998, Title I, Section 116(b), Public Law 101-392, 20 U.S.C. 2326(b).
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Provides grants to projects that improve vocational and technical education that benefits American Indians and Alaska Natives. NAVTEP gives special consideration to exemplary approaches that involve, coordinate with, and encourage Tribal Economic Development Plans, as well as applications from tribally controlled community colleges.
<b>Uses of Funds</b>	Grants provide vocational and technical education opportunities for Indians and Alaskan Natives. This program is subject to non-supplanting requirements and must use a restricted indirect cost rate which is referenced under 34 CFR 76.563.
<b>Applicant Eligibility</b>	Federally recognized Indian tribes, tribal organizations, Alaska Native entities, Bureau of Indian Affairs (BIA)-funded schools, except for a BIA-funded school proposing to use its award to support secondary school vocational and technical education programs, or a consortium of any of the previously mentioned entities.
<b>Application Process</b>	The standard application forms as furnished by the Department of Education and required by <i>OMB Circular No. A-102</i> must be used for this program. Application notices are published in the <i>Federal Register</i> . Applications must be prepared and submitted in accordance with program announcements which are published in the <i>Federal Register</i> .
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	FY 02: \$14,750,000; FY 03: \$14,902,500; and FY 04: \$14,937,595.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/cteivep/index.html">http://www.ed.gov/programs/cteivep/index.html</a>
<b>Potential Partners</b>	Community colleges; tribal organizations; and local education agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
■ Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Native Hawaiian Vocational Education

<b>Federal Agency</b>	Department of Labor, Employment and Training Administration
<b>Authorization</b>	Carl D. Perkins Vocational and Technical Education Act of 1998, Title I, Section 116b(h), Public Law 105-332, 20 U.S.C. 2326(h). Discretionary/Project Grant
<b>Funding Type</b>	Funds go to organizations primarily serving and representing Native Hawaiians for programs or portions of programs authorized by, and consistent with, the Carl D. Perkins Vocational and Technical Education Act.
<b>Program Description</b>	Grants provide vocational education opportunities for Native Hawaiians. This program is subject to non-supplanting requirements and must use a restricted indirect cost rate which is referenced under 34 CFR 76.563. For assistance call the Office of the Chief Financial Officer/Indirect Cost Group on 202-708-7770.
<b>Uses of Funds</b>	Any organization primarily serving and representing Native Hawaiians and recognized by the governor of Hawaii may apply.
<b>Applicant Eligibility</b>	Applications must be prepared and submitted in accordance with program announcements which are published in the <i>Federal Register</i> .
<b>Application Process</b>	This program is excluded from coverage under <i>OMB Circular No. A-110</i> .
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Grants) FY 03: \$2,980,000; FY 04 est.: \$2,988,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/ctenhvep/index.html">http://www.ed.gov/programs/ctenhvep/index.html</a>
<b>Potential Partners</b>	Community colleges; nonprofit organizations; and postsecondary institutions.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Nursing Workforce Diversity Program

<b>Federal Agency</b>	Department of Health and Human Services, Health Resources and Services Administration
<b>Authorization</b>	Public Health Service Act, Title VIII, Section 821, 42 U.S.C. 296m, as amended; Health Professions Education Partnerships Act of 1998, Public Law105-392.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Funds are used to increase nursing education opportunities for individuals who are from disadvantaged backgrounds (including racial and ethnic minorities underrepresented among registered nurses) by providing student stipends, pre-entry preparation, and retention activities.
<b>Uses of Funds</b>	Funds may be used for salaries of personnel specifically employed for the project; consultant fees; supplies and equipment necessary to conduct the project; essential travel expenses and student stipends or scholarships; and other expenses related to the project. Restricted Uses: Indirect costs are allowed for administrative costs incurred as a result of the project, limited to 8 percent of direct costs exclusive of equipment and tuition and fees. Stipends are \$250 per month to eligible full-time project students. Scholarships are limited to a maximum of \$7,000 per student per year for upper-division nursing students. Funds may not be used for dependents' allowance.
<b>Applicant Eligibility</b>	Eligible applicants include schools of nursing, nursing centers, academic health centers, state and local governments, and other public or private nonprofit entities including faith-based organizations. Grantees that report rates of annual admission, retention, and graduate rates of individuals from disadvantaged backgrounds and ethnic and racial minorities below the average of the two previous years must provide a plan for immediately improving such rates. If the plan of the grantee fails to improve the rates within the one-year beginning on the date of such plan, the grantee shall be ineligible for continued funding.
<b>Application Process</b>	Application instructions and materials can be obtained at <a href="http://www.hrsa.gov/grants/forms.htm">http://www.hrsa.gov/grants/forms.htm</a> or by contacting the Health Resources and Services Administration Grants Application Center.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	FY 03: \$10,000,000; FY 04 est.: \$16,400,000; and FY 05 est.: \$21,000,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.hrsa.gov/bhpr">http://www.hrsa.gov/bhpr</a>
<b>Potential Partners</b>	Postsecondary institutions; nonprofit organizations; state and local health departments; community-based organizations; and faith-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



## Projects With Industry (PWI)

<b>Federal Agency</b>	Department of Education, Office of Special Education and Rehabilitative Services
<b>Authorization</b>	Rehabilitation Act of 1973, as amended, Title VI, Part A, 29 U.S.C. 795g.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Grants are to be used to create and expand job and career opportunities for individuals with disabilities in the competitive labor market by partnering with private industry to provide job training and placement, and career advancement services.
<b>Uses of Funds</b>	Grants may be used to support projects to prepare persons with disabilities for employment in the competitive labor market. Any industrial, business, or commercial enterprise; labor union employer; community rehabilitation program provider; trade association; Indian tribe or tribal organization; designated state unit; or other agency or organization with the capacity to create and expand job opportunities for individuals with disabilities.
<b>Applicant Eligibility</b>	Projects With Industry grants are awarded to employers, labor unions, profit-making and nonprofit organizations, institutions, and state vocational rehabilitation agencies. Grants cannot be made directly to individuals. Only applicants that propose to serve a geographic area that is currently unserved or underserved by the PWI program can receive new awards under this program.
<b>Application Process</b>	Applications should be submitted to the Department of Education, Application Control Center, 400 Maryland Avenue, SW, Washington, DC 20202. The standard application kit as furnished by the federal agency and required by <i>OMB Circular No. A-102</i> must be used for this program. Department of Education No. 80-0013 must also be submitted.
<b>Flow of Funds</b>	The Commissioner, in consultation with the Secretary of Labor and with designated state units, may award grants to individual employers, community rehabilitation program providers, labor unions, trade associations, Indian tribes, tribal organizations, designated state units, and other entities to establish jointly financed Projects With Industry.
<b>Funding History</b>	(Grants) FY 03: \$21,928,000; FY 04: \$21,798,625; and FY 05: \$21,624,608.
<b>Matching Requirements</b>	The federal share may not exceed 80 percent of total project cost.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/rsapwi/index.html">http://www.ed.gov/programs/rsapwi/index.html</a>
<b>Potential Partners</b>	Individual employers; community rehabilitation program providers; labor unions; trade associations; Indian tribes; tribal organizations; and designated state units.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		■ Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Quentin N. Burdick Programs for Rural Interdisciplinary Training

<b>Federal Agency</b>	Department of Health and Human Services, Health Resources and Services Administration
<b>Authorization</b>	Public Health Service Act, Title VII, Section 754, 42 U.S.C. 294p, as amended; Health Professions Education Partnerships Act of 1998, Public Law 105-392.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	This program seeks to provide or improve access to healthcare in rural areas. Specifically, projects funded under this authority shall be designed to: (1) use new and innovative methods to train healthcare practitioners to provide services in rural areas; (2) demonstrate and evaluate innovative interdisciplinary methods and models designed to provide access to cost-effective comprehensive healthcare; (3) deliver healthcare services to individuals residing in rural areas; (4) enhance the amount of relevant research conducted concerning healthcare issues in rural areas; and increase the recruitment and retention of health care practitioners from rural areas.
<b>Uses of Funds</b>	Funds are awarded to eligible applicants to carry out their interdisciplinary training projects using various methods, including student stipends, post-doctoral fellowships, faculty training, and the purchase or rental of transportation and telecommunications equipment where appropriate to the rural area.
<b>Applicant Eligibility</b>	Applications will be accepted from health professions schools, academic health centers, state or local governments, or other appropriate public or private nonprofit entities for funding and participation in health professions and nursing training activities.
<b>Application Process</b>	Applications shall be jointly submitted by at least two eligible entities with the express purpose of assisting individuals in academic institutions in establishing long-term collaborative relationships with healthcare providers in rural areas. Applicants must designate a rural healthcare agency or agencies for clinical treatment or training hospitals, community health centers, migrant health centers, rural health clinics, community behavioral and mental health centers, long-term care facilities, Native Hawaiian health centers or facilities operated by the Indian Health Service or an Indian Tribe organization or Indian organization under a contract with the Indian Health Service under the Indian Self-Determination Act. Consultation is available from Headquarters Office staff. Application materials are available at <a href="http://bhpr.hrsa.gov/grants">http://bhpr.hrsa.gov/grants</a> .
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Grants) FY 03: \$5,971,860; FY 04 est.: \$6,815,317; and FY 05 est.: \$6,815,317.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.hrsa.gov/bhpr">http://www.hrsa.gov/bhpr</a>
<b>Potential Partners</b>	Nonprofit organizations; postsecondary institutions; and state or local agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
■ Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Refugee and Entrant Assistance: Targeted Assistance Grants

<b>Federal Agency</b>	Department of Health and Human Services, Administration for Children and Families
<b>Authorization</b>	Immigration and Nationality Act, Section 412(c)(2), as amended; Refugee Assistance Extension Act of 1986, Public Law 99-605, 8 U.S.C. 1522(c); Refugee Education Assistance Act of 1980, Section 501(a), Public Law 96-422, 8 U.S.C. 1522 note; Foreign Operations, Export Financing, and Related Programs Appropriations Act of 1988, Section 584(c), Public Law 100-202; Foreign Operations, Export Financing, and Related Programs Appropriations Act of 1989, Public Law 100-461; Foreign Operations, Export Financing, and Related Programs Appropriations Act of 1990, Public Law 101-167; Foreign Operations, Export Financing, and Related Programs Appropriations Act of 1991, Public Law 101-513; and Section 107(b)(1)(a) of the Victims of Trafficking and Violence Protection Act of 2000, Public Law 106-386.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Grants provide funding for employment-related and other social services for refugees, Amerasians, victims of a severe form of trafficking, and entrants in areas of high refugee concentration and high welfare utilization.
<b>Uses of Funds</b>	Fund use is limited to employment-related and other social services for refugees, Amerasians, victims of a severe form of trafficking, and entrants, as defined in the authorizing Acts, supplemented by appropriate documentation provided to the refugee from the Bureau of Citizenship and Immigration Services (BCIS), formerly INS.
<b>Applicant Eligibility</b>	The state agency designated as responsible for the Refugee Resettlement Program is eligible to receive funding for assistance to counties and similar areas in states where, because of factors such as unusually large refugee or entrant populations, high refugee or entrant concentrations in relation to the overall population, and high use of public assistance by refugees, there exists a need for supplementation of available resources for services to refugees.
<b>Application Process</b>	States with qualifying counties must submit an application for funding in accordance with application requirements described in the annual notice of availability of formula allocation funding for targeted assistance grants. A state must submit a single application on behalf of all qualified counties in that state. Funding is contingent upon the submission and approval of a state application. Subsequent to the approval of the application by ORR, county governments develop local targeted assistance plans and submit them to the state.
<b>Flow of Funds</b>	Funds flow to states and then to counties.
<b>Funding History</b>	(Grants) FY 03: \$44,239,860; FY 04: \$39,400,000; and FY 05: \$43,000,000.
<b>Matching Requirements-</b>	There is no matching requirement. Targeted assistance funds must supplement, rather than supplant, existing state and local resources.
<b>Web Site Link(s)</b>	<a href="http://www.acf.hhs.gov/programs/orr">http://www.acf.hhs.gov/programs/orr</a>
<b>Potential Partners</b>	Organizations serving refugees and training providers.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	■ Job-Specific Training	■ Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	■ Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Registered Apprenticeship and Other Training

<b>Federal Agency</b>	Department of Labor, Employment and Training Administration, Office of Youth Services
<b>Authorization</b>	National Apprenticeship Act of 1937, as amended, Public law 75-308, 50 Stat. 664, 57 Stat. 518, 29 U.S.C. 50, 50a, 50b.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	The purpose of this program is to stimulate and assist industry in the development, expansion, and improvement of registered apprenticeship and other training programs designed to provide the skilled workers required by U.S. employers. The program also aims to ensure equal employment opportunities in registered apprenticeships and other training programs, to ensure the quality of all new and existing training and registered apprenticeship programs, and to facilitate the integration of the employers, labor unions, and other entities as partners in the Workforce Investment Act.
<b>Uses of Funds</b>	Funds are used to register apprentices and apprenticeship training programs in 23 states, Guam, and other Pacific Islands, provide technical assistance and work closely with the State Apprenticeship Councils (SACs) in the remaining 27 states, the District of Columbia, Puerto Rico, and the Virgin Islands. Funds are also used to bring employers and labor unions together to formulate registered apprenticeship and training programs which meet these standards and cooperate with the Department of Education on the related instruction aspects of registered apprenticeship programs.
<b>Applicant Eligibility</b>	Employers, a group of employers, an association of employers, and individual employers with or without, in each case, participation in a labor union.
<b>Application Process</b>	Prospective program sponsors must meet with the Bureau of Apprenticeship and Training (BAT) or a SAC field representative, as appropriate, to draw up a set of apprenticeship training program standards. These standards include the age and educational background of apprentices, a schedule of the work processes, and related theoretical instruction subjects to be covered during the training program. The program will be registered if it meets federal requirements covering: (1) the apprenticeability of the occupation(s); and (2) the suitability of the training standards for providing apprentices with sufficient knowledge to become skilled workers.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Salaries and Expenses) FY 03: \$20,699,000; FY 04: \$20,800,000; and FY 05: \$21,400,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.doleta.gov/atels_bat">http://www.doleta.gov/atels_bat</a>
<b>Potential Partners</b>	Employers; employer associations; informal groups of employers; and labor organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Rehabilitation Services - Vocational Rehabilitation Grants to States

<b>Federal Agency</b>	Department of Education, Office of Special Education and Rehabilitative Services
<b>Authorization</b>	Rehabilitation Act of 1973, as amended, Title I, Parts A and B, Sections 100-111; 29 U.S.C. 720-724 and 730-731.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Grants assist states in operating comprehensive programs of vocational rehabilitation; to assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities, so they may prepare for and engage in competitive employment.
<b>Uses of Funds</b>	Funds are used to cover the costs of providing vocational rehabilitation services which include: assessment, counseling, vocational and other training, job placement, reader services for the blind, interpreter services for the deaf, medical and related services and prosthetic and orthotic devices, rehabilitation technology, transportation to secure vocational rehabilitation services, maintenance during rehabilitation, and other goods and services necessary for an individual with a disability to achieve an employment outcome. Services are provided to families of disabled individuals when such services will contribute substantially to the rehabilitation of such individuals who are being provided vocational rehabilitation services. Funds can also be used to provide vocational rehabilitation services for the benefit of groups of individuals with disabilities including the construction and establishment of community programs.
<b>Applicant Eligibility</b>	State agencies in all states (including territories/possessions) designated as the sole state agency to administer the vocational rehabilitation program may apply.
<b>Application Process</b>	Applicants prepare a five-year state plan for vocational rehabilitation services (meeting federal requirements established under the Rehabilitation Act of 1973, as amended). Vocational rehabilitation agencies submit state plans to the appropriate RSA regional office. This program is excluded from coverage under <i>OMB Circular No. A-110</i> .
<b>Flow of Funds</b>	Funds flow to state vocational rehabilitation agencies.
<b>Funding History</b>	(Grants) FY 03: \$2,533,492,000; FY 04: \$2,553,362,000; and FY 05: \$2,603,845,000.
<b>Matching Requirements</b>	Under the Rehabilitation Act of 1973, as amended, Title I, Part A, Section 110, federal funds are distributed (78.7 percent federal and 21.3 percent state) based on population weighted by per-capita income. Funds become available for obligations for the fiscal year for which they are appropriated and may remain available for an additional year if the matching requirement is met in the year of the appropriation. The statistical factors for fund allocation are: (1) the per-capita income three-year average by state and the source is the Survey of Current Business, Bureau of Economic Analysis; and (2) the U.S. total population and state population. This program has maintenance of effort (MOE) requirements. The MOE level is based on the amount of state expenditures for the federal fiscal year two years earlier. See funding agency for further details.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/rsabvrs/index.html">http://www.ed.gov/programs/rsabvrs/index.html</a>
<b>Potential Partners</b>	Training providers; community rehabilitation providers; and organizations serving individuals with disabilities.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	■ Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		■ Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	■ Technology

# Renewal Communities, Empowerment Zones, and Enterprise Communities (RC/EZ/EC) Initiative

<b>Federal Agency</b>	Department of Housing and Urban Development
<b>Authorization</b>	Omnibus Budget Reconciliation Act of 1993, Title XIII, P.L. 103-66 and The Taxpayer Relief Act of 1997
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	The RC/EZ/EC Initiative targets tax incentives, performance grants, and loans to designated low-income areas (called Renewal Communities, Empowerment Zones, or Enterprise Communities) to create jobs, expand business opportunities, and support people looking for work. Employers in Empowerment Zones are eligible for wage tax credits, increased tax expensing for equipment purchases, and tax-exempt bond financing (through the Economic Development Initiative program).
<b>Uses of Funds</b>	Funds can be utilized for a wide variety of programs, services, and activities directed at revitalizing distressed communities.
<b>Applicant Eligibility</b>	Local or state governments in which communities were designated as EZs or ECs, based on poverty, unemployment, and general economic distress may apply. In January of 2002, the Bush administration authorized HUD to designate 40 new communities.
<b>Application Process</b>	Housing and Urban Development identifies communities as Empowerment Zones or Enterprise Communities. See <a href="http://www.ezec.gov">http://www.ezec.gov</a> for updates and information to apply for this designation.
<b>Flow of Funds</b>	Funds flow to local and state governments.
<b>Funding History</b>	Since the program's creation in 1994, it has gone through three funding rounds. The six EZs selected during Round I competition received \$100,000,000 in Social Security Block Grant (SSBG) funds over a 10-year period. Round I ECs received about \$3,000,000 in SSBG funds. With the exception of EZs, which have been extended through 2009, Round I designations expired at the end of calendar year 2004. Currently, each Round II EZ is receiving such amounts as designated by Congress on a year-to-year basis, over the life of the program. In FY 00, \$55 billion was appropriated for Round II EZs. FY 01: \$184,593,000 and FY 02 est.: \$45,000,000. In FY 2004, \$500,000 in funding from USDA was designated for Round III rural EZs. An eight-year designation period for Round III Empowerment Zone Communities began in January 2002. Grants range from \$500,000 to \$40,000,000; the average grant size is \$6,300,000.
<b>Matching Requirements</b>	RCs, EZs, and ECs are all required to leverage public and private funds and make other state and local commitments.
<b>Web Site Link(s)</b>	<a href="http://www.hud.gov/offices/cpd/">http://www.hud.gov/offices/cpd/</a>
<b>Potential Partners</b>	Community-based organizations located within the RC/EZ/EC; private for-profit and nonprofit entities with the RC/EZ/EC; higher education institutions; local governments; and faith-based organizations within the RC/EZ/EC.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	■ Childcare	Basic Education/Literacy	■ Case Management
■ Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	■ Health Care	Leadership Development	Labor Market Information/Data
■ Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		■ Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Resident Opportunities and Self-Sufficiency (ROSS)

<b>Federal Agency</b>	Department of Housing and Urban Development (HUD), Public and Indian Housing
<b>Authorization</b>	FY Appropriations Act, Pub. L. 105-276, 112 Stat. 2461 and the Quality Housing and Work Responsibility Act of 1998.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	The Resident Opportunities and Self-Sufficiency (ROSS) grant program provides funds for job training and supportive services to help residents of public housing transition from welfare to work. ROSS also provides funding to link elderly/disabled residents to critical services which can help them continue to live independently.
<b>Uses of Funds</b>	ROSS incorporates the following basic funding categories: technical assistance/training support for resident organizations, Resident Service Delivery Models, homeownership supportive services, public housing for family self-sufficiency, and elderly and disabled Service Coordinator program. Under the first category, funds are primarily used to develop a resident's involvement and participation in his or her housing development, creating opportunities for resident management or resident-led businesses. This area also allows funding to support efforts of Intermediary Resident Organizations and certain types of nonprofits to assist site-based resident associations that do not yet have the capacity to administer a welfare-to-work program or conduct management activities.
<b>Applicant Eligibility</b>	ROSS grants may be made to four types of applicants: (1) Public Housing Authorities (PHAs); (2) tribes/tribally designated housing entities (TDHEs); (3) resident associations (RAs) such as resident management corporations, resident councils, and intermediary resident organizations; and (4) nonprofit organizations supported by residents and/or PHAs.
<b>Application Process</b>	After HUD publishes the <i>Notice of Funding Availability (NOFA)</i> , the applicants must submit specific information about their proposed programs. Applications must be submitted by the specified due date and must meet the criteria outlined in the <i>Notice of Funding Availability</i> .
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Grants) FY 03: \$53,339,467; FY 04: \$54,675,500; and FY 05 est.: \$54,700,000.
<b>Matching Requirements</b>	All applicants must present evidence of matching funds, as specified in the <i>NOFA</i> .
<b>Web Site Link(s)</b>	<a href="http://www.hud.gov/offices/pih/programs/ph/ross/index.cfm">http://www.hud.gov/offices/pih/programs/ph/ross/index.cfm</a>
<b>Potential Partners</b>	Community-based organizations; community action agencies; faith-based organizations; and for-profit businesses; all located within the designated area can partner.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	■ Childcare	■ Basic Education/Literacy	■ Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
■ Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	■ Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		■ Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



# Rural Business Enterprise Grants (RBEG) Program

<b>Federal Agency</b>	Department of Agriculture, Rural Business-Cooperative Service (RBS)
<b>Authorization</b>	Consolidated Farm and Rural Development Act, as amended, Section 310B, Public Law 92-419, 7 U.S.C. 1989, Public Law 101-624, Public Law 102-142, 7 U.S.C. 1932
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	The Rural Business Enterprise Grants (RBEG) Program supports public bodies, private nonprofit corporations, and federally recognized Indian tribal groups in financing and facilitating the development of small and emerging private business enterprises located in any area other than a city or town that has a population of greater than 50,000 inhabitants and the urbanized area contiguous and adjacent to such a city or town. The public bodies, private nonprofit corporations, and federally recognized Indian tribes receive grants to assist businesses in areas such as training and loans for working capital. Grant funds do not go directly to businesses.
<b>Uses of Funds</b>	Grants are to be used for the financing or development of a small and emerging business. Eligible uses are: technical assistance (providing assistance for marketing studies, feasibility studies, business plans, training etc.) to small and emerging businesses; purchasing machinery and equipment to lease to a small and emerging business; creating a revolving loan fund (providing partial funding as a loan to a small and emerging business for the purchase of equipment, working capital, or real estate); or constructing a building for a business incubator for small and emerging businesses.
<b>Applicant Eligibility</b>	Eligibility is limited to public bodies, private nonprofit corporations, and federally recognized Indian Tribal groups. The small and emerging businesses to be assisted must have less than 50 new employees and less than \$1 million in gross annual revenues.
<b>Application Process</b>	Applicants are required to submit a pre-application with supporting data before a formal application is made. RBS will tentatively determine eligibility and funding priority score. The agency will inform the applicants when to assemble and submit a formal application.
<b>Flow of Funds</b>	The public bodies, private nonprofit corporations, and federally recognized Indian tribes receive the grant to assist a business. Grant funds do not go directly to the business.
<b>Funding History</b>	FY 03: \$51,403,000; FY 04 est.: \$42,398,000; and FY 05 est.: \$40,000,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.rurdev.usda.gov">http://www.rurdev.usda.gov</a>
<b>Potential Partners</b>	Nonprofit organizations; small businesses; and local government agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
■ Job Creation	■ Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	■ Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Rural Housing and Economic Development

<b>Federal Agency</b>	Department of Housing and Urban Development, Community Planning and Development, Financial Management Division
<b>Authorization</b>	Departments of Veterans Affairs, Housing and Urban Development, and Independent Agencies Appropriations Act of 2000, Public Law 106-377.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Funds serve to expand the supply of affordable housing and access to economic opportunities in rural areas through activities including job training and counseling.
<b>Uses of Funds</b>	Grant funds can be used for capacity building and support for innovative housing and economic development activities. More specific information is available in the <i>Notice of Funding Availability (NOFA)</i> .
<b>Applicant Eligibility</b>	Local, rural, nonprofit organizations, community development corporations, federally recognized Indian tribes, state Housing Financing Agencies and state Community and Economic Development Agencies.
<b>Application Process</b>	The <i>Federal Register NOFA</i> details each competition's submission requirements and the competitive funding.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	FY 03: \$24,838,000; FY 04: \$25,000,000. (NOTE: Amounts reported reflect allocation of new budget authority rather than obligation amounts.)
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.hud.gov/offices/cpd/economicdevelopment/programs/">http://www.hud.gov/offices/cpd/economicdevelopment/programs/</a>
<b>Potential Partners</b>	Community-based organizations; faith-based organizations; community development corporations; and economic and community development agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	■ Facilities
Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	■ Housing	Mentoring	■ Planning/Coordination/Collaboration
Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	■ Technology

# Senior Community Service Employment Program (SCSEP)

<b>Federal Agency</b>	Department of Labor, Employment and Training Administration
<b>Authorization</b>	Older Americans Act of 1965, Title V, as amended, Public Law 106-501, 114, Stat. 2267; 42 U.S.C. 3001 note.
<b>Funding Type</b>	Formula/BlockGrant; Discretionary/Project Grant
<b>Program Description</b>	Grant funds provide, foster, and promote part-time work opportunities (usually 20 hours per week) in community service activities for unemployed low-income persons who are 55 years of age and older. To increase individual economic self-sufficiency, participants may be placed into unsubsidized employment. Maintaining a community service focus continues to be an important program element.
<b>Uses of Funds</b>	Organizations which receive project grants may use the funds to create and pay for part-time community service job positions for persons age 55 and above whose income is at or below 125 percent of the poverty level. The individuals who are employed may be placed in work assignments at local service agencies (e.g., schools, hospitals, daycare centers, park systems, etc.), or may be given work assignments in connection with community service projects. A portion of project funds may be used to provide participants with training, counseling, and other supportive services. No more than 13.5 percent of the federal share of the project costs may be spent for administration. Participants may not be employed in projects involving political activities, sectarian activities, nor may participants displace any employed worker or perform work which impairs existing contracts for service.
<b>Applicant Eligibility</b>	The following types of organizations are eligible to receive project grants: (1) states; (2) public and private nonprofit institutions/ organizations, other than political parties but including faith-based organizations; and (3) U.S. territories.
<b>Application Process</b>	The Division of Older Worker Programs will provide information concerning proper application, format, and content. Governors must submit annual State Senior Employment Service Coordination Plans to the Secretary of Labor for approval, created with participation of aging organizations, area agencies on aging, workforce boards, SCSEP grantees, and other providers of employment services. Governors may comment on SCSEP grant proposals prior to their submission by the applicant, and make recommendations to the Secretary of Labor. National grantees serving older American Indians need not participate in developing the state plan, but must collaborate with the Secretary to develop a plan for services to all older American Indians (Section 503).
<b>Flow of Funds</b>	Funds flow to states and then to grantees.
<b>Funding History</b>	Program operates on program year (PY) beginning July 1 and ending June 30. PY 03: \$442,305,281; PY 04: \$438,650,000; and PY 05 est.: \$440,200,000.
<b>Matching Requirements</b>	Project sponsors must provide or arrange through third parties at least 10 percent of the cost of the project. The sponsor share of cost may be contributed in cash or in-kind. This program has maintenance of effort (MOE) requirements; see funding agency for further details.
<b>Web Site Link(s)</b>	<a href="http://wdsc.doleta.gov/seniors">http://wdsc.doleta.gov/seniors</a>
<b>Potential Partners</b>	Community-based organizations; nonprofit organizations; workforce investment boards; aging organizations; and area agencies on aging.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
■ Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Special Education: Grants to States

<b>Federal Agency</b>	Department of Education, Special Education and Rehabilitative Services
<b>Authorization</b>	Individuals with Disabilities Education Act (IDEA), Part B, Sections 611 and Part D, Section 674 as amended, 20 U.S.C. 1411 and 1420.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Grants are awarded to states to assist in providing free appropriate public education for all children and youth with disabilities, including access to secondary vocational education.
<b>Uses of Funds</b>	Federal funds are combined with state and local funds to provide all children with free appropriate public education, including special education and related services. Funds may be used for salaries of teachers and other personnel, education materials, related services such as special transportation or occupational therapy that allow children and youth with disabilities to access all education services, and other education-related costs. Funds also support access to secondary vocational education that requires work experience and allows youth to obtain employment and earn higher wages.
<b>Applicant Eligibility</b>	State educational agencies, territories, and tribes.
<b>Application Process</b>	States must submit a three-year plan describing the purposes and activities for which funds will be used. Public hearings on the plan must be held. Local educational agencies apply to their state educational agency for funds.
<b>Flow of Funds</b>	Funds flow to state educational agencies. Local educational agencies submit their applications for subgrants to state educational agencies for approval.
<b>Funding History</b>	(Grants) FY 03: \$8.874 billion; FY 04: \$10.068 billion; and FY 05 est.: \$11.068 billion. The range is \$12,212,212 to \$933,124,077.
<b>Matching Requirements</b>	There are no matching requirements. However, these funds cannot be used to replace existing funding, and other requirements apply.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/about/offices/list/osep/index.html">http://www.ed.gov/about/offices/list/osep/index.html</a>
<b>Potential Partners</b>	Local educational agencies; organizations serving individuals with disabilities; and community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	■ Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		■ Transportation	■ Vocational Education & Training	Technical Assistance & Training
		■ Wage Supplements	Work Experience	Technology

## Supported Employment Services for Individuals with Severe Disabilities

<b>Federal Agency</b>	Department of Education, Office of Special Education and Rehabilitative Services
<b>Authorization</b>	Rehabilitation Act of 1973, as amended, Title VI, Part B, 29 U.S.C. 795j-q.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Funds provide for time-limited services leading to supported employment for individuals with the most severe disabilities to enable such individuals to achieve the employment outcome of supported employment.
<b>Uses of Funds</b>	Funds are used to: (1) complement services under Title I of this Act; (2) provide skilled job trainers who accompany the worker for intensive on-the-job training; (3) provide systematic training; (4) provide job development; (5) provide follow-up services; (6) provide regular observation or supervision at training sites; and (7) provide other services needed to support an individual in employment. Funds may not be used to provide the required extended services once an individual transitions from the time-limited services provided under VI-C.
<b>Applicant Eligibility</b>	State vocational rehabilitation agencies (including territories and possessions) designated in the state plan to administer the Vocational Rehabilitation Program.
<b>Application Process</b>	Each state agency must submit a state plan supplement for a five-year period as part of the state plan under Title I of the Rehabilitation Act of 1973, as amended. Vocational rehabilitation agencies submit the state plan and supplement to the appropriate Department of Education regional office. This program is excluded from coverage under <i>OMB Circular No. A-110</i> .
<b>Flow of Funds</b>	Funds flow to state and then to grantee.
<b>Funding History</b>	FY 02: \$38,152,000; FY 03: \$37,904,000; and FY 04: \$37,680,366.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/rsasupemp/index.html">http://www.ed.gov/programs/rsasupemp/index.html</a>
<b>Potential Partners</b>	Nonprofit organizations; organizations serving individuals with disabilities; and vocational rehabilitation agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
■ Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
■ Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Temporary Assistance for Needy Families (TANF)

<b>Federal Agency</b>	Department of Health and Human Services (DHHS), Administration for Children and Families (ACF), Office of Family Assistance
<b>Authorization</b>	Social Security Act, Title IV, Part A, as amended; Personal Responsibility and Work Opportunity Reconciliation Act of 1996, P.L. 104-193; Balanced Budget Act of 1997, P.L. 105-33.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	This program provides assistance to needy families with children so that children can be cared for in their own homes; reduces dependency by promoting job preparation, work, and marriage; reduces and prevents out-of-wedlock pregnancies; and encourages the formation and maintenance of two-parent families. This program replaced the Aid to Families with Dependent Children program.
<b>Uses of Funds</b>	The program provides financial assistance and supportive services to needy families. States decide what categories of needy families to help, as well as penalties and rewards, asset limits, and benefit levels. States use funds not allocated for cash assistance to fund a variety of work supports, including child care, education and job training, transportation, housing, and wage supplements. States and territories may also transfer a limited portion of their assistance grant funds to the Child Care and Development Block Grant (CCDBG) and Social Services Block Grant (SSBG) programs. Not more than 15 percent of any grant may be spent on administrative costs, exclusive of certain computerization and information technology expenses.
<b>Applicant Eligibility</b>	In general, all states, territories, the District of Columbia, and all federally recognized tribes in the lower 48 states and 13 specified entities in Alaska are eligible.
<b>Application Process</b>	Each state should develop a plan, including the certifications signed by the executive officer (governor), and submit it to the Secretary of DHHS. Tribes should contact the ACF Regional Administrators for tribal plan submittal procedures.
<b>Flow of Funds</b>	Funds flow quarterly to designated state agencies.
<b>Funding History</b>	The law that created TANF provided for mandatory block grants to the states totaling \$16.5 billion each year, for six years, ending in FY 2002. Since FY 2002, TANF has been extended through a series of continuing resolutions. State Family Assistance Grants range from \$21,800,000 to \$3.7 billion. Tribal Grants range from \$77,195 to \$31,100,000.
<b>Matching Requirements</b>	The TANF block grant program has an annual cost-sharing requirement known as maintenance of effort (MOE). Each fiscal year, each state receiving federal TANF funds must spend an applicable percentage of its own money in ways that are consistent with the purposes of the TANF program. The percentage depends on whether the state meets the minimum work participation rate requirements for that fiscal year.
<b>Web Site Link(s)</b>	<a href="http://www.acf.hhs.gov/programs/ofa/">http://www.acf.hhs.gov/programs/ofa/</a>
<b>Potential Partners</b>	Child care providers; social service agencies; job training and other community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	■ Childcare	■ Basic Education/Literacy	■ Case Management
■ Job Creation	■ Entrepreneurial/Microenterprise Training	■ Domestic Violence Prevention	■ Follow-Up Services	■ Facilities
■ Job Readiness	■ Job-Specific Training	■ Health Care	■ Leadership Development	■ Labor Market Information/Data
■ Job Retention/Follow-Up Services	■ Postsecondary Education	■ Housing	■ Mentoring	■ Planning/Coordination/Collaboration
■ Job Search & Placement	■ Skill Upgrade Training	■ Mental Health/Substance Abuse	■ Postsecondary Education	■ Research & Evaluation
■ Work Experience	■ Vocational Education & Training	■ Nutrition Assistance	■ Secondary School Diploma/GED Attainment	■ System Building
		■ Transportation	■ Vocational Education & Training	■ Technical Assistance & Training
		■ Wage Supplements	■ Work Experience	■ Technology

# Title I Program For Neglected and Delinquent Children

<b>Federal Agency</b>	Department of Education, Office of Elementary and Secondary Education
<b>Authorization</b>	Elementary and Secondary Education Act of 1965, Title I, Part D, Subpart 1, as amended. 20 U.S.C. 6431 et seq.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Funding through this program helps provide education continuity for children and youth in state-run institutions for juveniles and in adult correctional institutions, so that these youth can make successful transitions to school or employment once they are released from state institutions.
<b>Uses of Funds</b>	Grants may be used for educational or educationally related services. State juvenile institutions are eligible to use funds for institution-wide programs that integrate activities with other federal, state, and local education programs in the institution. In facilities not operating institution-wide programs, services must be used to supplement, not supplant, those normally provided with state funds. This program is subject to non-supplanting requirements and must use a restricted indirect cost rate.
<b>Applicant Eligibility</b>	State educational agencies (SEAs). State agencies responsible for the education of neglected or delinquent children may apply to the SEA for subgrants. To be eligible for funds, juvenile institutions must provide 20 hours a week of instruction from nonfederal funds. Adult correctional institutions must provide 15 hours.
<b>Application Process</b>	A state educational agency (SEA) may apply for State Agency Neglected and Delinquent funds as: (1) part of its Title I, Part D, state plan submitted to the Department of Education under Section 1414 of ESEA; or (2) as part of a consolidated state plan under Section 14302 of ESEA. To receive funds, state agencies must apply to the SEA and provide information and assurance required in Section 1414 of ESEA.
<b>Flow of Funds</b>	The Department of Education's Office of Elementary and Secondary Education awards grants to state educational agencies that, in turn, award subgrants to the state agencies that have submitted applications.
<b>Funding History</b>	FY 03: \$48,681,500, FY 04: \$48,395,000, FY 05 est.: \$48,395,000.
<b>Matching Requirements</b>	Funds are allocated through a formula based on the number of children in state-operated institutions and per-pupil education expenditures for the state. Juvenile institutions must provide 20 hours a week of instruction from non-Federal funds; adult correctional institutions must provide 15 hours a week.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/programs/titleipartd/index.html">http://www.ed.gov/programs/titleipartd/index.html</a>
<b>Potential Partners</b>	Organizations serving juvenile offenders.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	■ Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	■ Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



## Title I Supplemental Services

<b>Federal Agency</b>	Department of Education, Office of Elementary and Secondary Education
<b>Authorization</b>	Elementary and Secondary Education Act of 1965, Title I, Part A, 20 U.S.C. 6301 et seq. 34 CFR 200.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Approximately \$500 to \$1,000 per child in Title I Funds can be used to provide supplemental educational services for eligible children in failing schools.
<b>Uses of Funds</b>	Supplemental Services are extra help provided to students in reading, language arts and math. Funding may be used for tutoring, after-school services, and summer school programs for children in schools designated as failing by the state educational agency.
<b>Applicant Eligibility</b>	Parents of children in schools classified as in need of improvement are eligible to receive these funds. The school district is required to tell parents if the school their child attends is in need of improvement. A parent can also call 1.800.USA.LEARN to check on a school's classification.
<b>Application Process</b>	School districts notify parents if their child is eligible for supplemental services. Parents then select a program approved by the state to deliver supplemental educational services. After-school programs must be registered with their state Department of Education as a Supplemental Education Service Provider to receive funds for providing supplemental services.
<b>Flow of Funds</b>	Funds flow from the federal government to the state educational agency to school districts. School districts will pay a provider directly for supplemental services.
<b>Funding History</b>	FY 03: \$11.689 billion; FY 04: \$12.342 billion; FY 05: \$12.740 billion.
<b>Matching Requirements</b>	There are no matching requirements. Parents are responsible for any costs that are not covered by the supplemental services funding from the school district.
<b>Web Site Link(s)</b>	<a href="http://www.nochildleftbehind.gov/parents/supplementalservices/index.html">http://www.nochildleftbehind.gov/parents/supplementalservices/index.html</a>
<b>Potential Partners</b>	Nonprofit and for-profit companies; schools; local colleges and universities; community-based and faith-based organizations; academic enrichment and tutoring programs. The local school district will maintain a list of eligible partners.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Trade Adjustment Assistance: Workers (TAA)

<b>Federal Agency</b>	Department of Labor, Employment and Training Administration
<b>Authorization</b>	Trade Act of 1974, Title II, Public Law 93-618, 88 Stat. 1979, 19 U.S.C. 2271-2322, as amended; Omnibus Budget Reconciliation Act of 1981, Title XXV, Public Law 97-35, as amended; Miscellaneous Revenue Act of 1983, Public Law 97-362, as amended; Amendment to the International Coffee Agreement Act of 1980, Public Law 98-120, as amended; Deficit Reduction Act of 1984, Public Law 98-369, as amended, Public Law 99-190; Third Continuing Resolution for Fiscal Year 1986 Funds, as amended; Consolidated Omnibus Budget Reconciliation Act of 1985, Title XIII, Public Law 99-272; Omnibus Trade and Competitiveness Act of 1988, Title I, Public Law 100-418; North American Free Trade Agreement Implementation Act, Title V, Public Law 103-182; Consolidated Appropriations Act of 2000, Public Law 106-113; Trade Act of 2002, Title I-II, Public Law 107-210.
<b>Funding Type</b>	Direct Payment
<b>Program Description</b>	Funds provide adjustment assistance, training, and reemployment services to qualified workers adversely affected by foreign trade which will assist them to obtain suitable employment.
<b>Uses of Funds</b>	State Workforce Agencies (SWAs) administer the worker adjustment assistance benefit provisions of the Trade Act. SWAs, through the local offices, provide testing, counseling, and job placement services; job search and relocation assistance; training; and payment of weekly trade readjustment allowances (TRA). State unemployment compensation and extended benefits must be exhausted before TRA is paid to eligible claimants. Trade impacted workers are eligible to receive job search and relocation allowances in addition to the costs of training.
<b>Applicant Eligibility</b>	The affected employer must be certified by the federal government as having been impacted by foreign imports. Workers may be found eligible if their hours are permanently reduced or they are totally laid off.
<b>Application Process</b>	To obtain TAA services, a group of workers must first file a petition with the U.S. Department of Labor's Division of Trade Adjustment Assistance requesting certification as workers adversely affected by foreign trade. If certified, each worker in the group may then apply separately for individual services and benefits through their local One-Stop Career Centers.
<b>Flow of Funds</b>	Funds flow directly to applicant.
<b>Funding History</b>	(TRA Payments) FY 03: \$347,215,003; FY 04 est.: \$513,000,000; and FY 05 est.: \$750,000,000. (Reemployment Services—training, job search, and relocation obligation and related administrative costs): FY 03: \$222,050,000; FY 04 est.: \$258,200,000; and FY 05 est.: \$259,300,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.doleta.gov/tradeact/">http://www.doleta.gov/tradeact/</a>
<b>Potential Partners</b>	One-Stop Career Centers and training providers.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
■ Job Readiness	■ Job-Specific Training	■ Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		■ Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Tribal Work Grants

<b>Federal Agency</b>	Department of Health and Human Services, Administration for Children and Families
<b>Authorization</b>	Social Security Act, Title IV, Part A, Section 412(a)(2), as amended.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Grants allow eligible Indian Tribes and Alaska Native organizations to operate employment service programs that are designed to help participants make the transition from welfare to full-time, unsubsidized employment.
<b>Uses of Funds</b>	Tribes have broad flexibility to use the grant for the purpose of making work activities available. Services are designed to address skill deficiencies and upgrade the long-term employability of program participants.
<b>Applicant Eligibility</b>	An Indian Tribe or Alaska Native organization that conducted a Tribal JOBS (Job Opportunities and Basic Skills Training) Program in fiscal year 1995.
<b>Application Process</b>	Each eligible Indian Tribe or Alaska Native organization must submit a new plan to the Secretary for approval.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Grants) FY 03: \$7,633,287; FY 04 est.: \$7,633,287; and FY 05 est.: \$7,633,287.
<b>Matching Requirements</b>	See Section 412(a)(2) of the Social Security Act, as amended. The grant amount for each Indian Tribe or Alaska Native organization will equal the amount it received in fiscal year 1994 to operate its JOBS Program. There are no matching requirements.
<b>Web Site Link(s)</b>	<a href="http://www.acf.hhs.gov/programs/">http://www.acf.hhs.gov/programs/</a>
<b>Potential Partners</b>	Tribal governments or organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	■ Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
■ Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
■ Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	■ Skill Upgrade Training	■ Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
■ Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		■ Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## TRIO - Educational Opportunity Centers

<b>Federal Agency</b>	Department of Education, Office of Postsecondary Education (OPE)
<b>Authorization</b>	Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 1, as amended.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	The Educational Opportunity Centers (EOC) Program provides counseling and information on college admissions to qualified individuals who want to enter or continue a program of postsecondary education. An important objective of the EOC Program is to counsel participants on financial aid options and to assist in the application process. The goal of the EOC Program is to increase the number of individuals who enroll in postsecondary education institutions and successfully complete degree programs.
<b>Uses of Funds</b>	Projects include academic advice, personal counseling, and career workshops; information on postsecondary education opportunities and student financial assistance; help in completing applications for college admissions, testing, and financial aid; coordination with nearby postsecondary institutions; media activities designed to involve and acquaint the community with higher education opportunities; tutoring; and mentoring.
<b>Applicant Eligibility</b>	Institutions of higher education, public and private organizations and/or agencies, combinations of such institutions, organizations, and agencies, and, in exceptional circumstances, secondary schools.
<b>Application Process</b>	Competitions for the funding of EOC are held every fourth year. The next competition under this program will be the summer or fall of 2005.
<b>Flow of Funds</b>	Funds are awarded from the U.S. Department of Education directly to institutions of higher education, other organizations, and/or agencies.
<b>Funding History</b>	Total for all TRIO programs: FY 03: \$827,089,000; FY 04: \$832,558,750; and FY 05: \$836,542,688.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/offices/OPE/HEP/trio/">http://www.ed.gov/offices/OPE/HEP/trio/</a>
<b>Potential Partners</b>	Institutions of higher education and community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	■ Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## TRIO - Student Support Services

<b>Federal Agency</b>	Department of Education, Office of Assistant Secretary for Postsecondary Education
<b>Authorization</b>	Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 1, Section 402D, as amended, 20 U.S.C. 1070a-14.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Grants provide supportive services to disadvantaged college students to enhance their potential for successfully completing the postsecondary education program in which they are enrolled and increase their transfer rates from two-year to four-year institutions.
<b>Uses of Funds</b>	The program's objective is to foster an institutional climate supportive of the success of disadvantaged college students. Funds may be used to provide eligible project participants with personal and academic counseling, career guidance, instruction, mentoring, and tutoring and to facilitate the entrance of project participants into four-year programs of study or graduate and professional programs. Projects may provide exposure to cultural events and academic activities not usually available to disadvantaged students. A grantee may use the project to provide services to students enrolled or accepted for enrollment during the next enrollment period at the institution. Funds may also be used for grant awards to students under certain conditions.
<b>Applicant Eligibility</b>	Institutions of higher education and combinations of institutions of higher education may apply.
<b>Application Process</b>	Applicants must develop a proposal in accordance with regulations, applications, and timetables issued by the Secretary of Education; no state plan is required. Request for program applications should be made to the Office of Federal TRIO Programs, College and University Support Team.
<b>Flow of Funds</b>	Funds flow to institutions of higher learning.
<b>Funding History</b>	(Grants) FY 03: \$263,650,000; FY 04 est.: \$263,674,000; and FY 05 est.: \$266,557,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/offices/OPE/HEP/trio/">http://www.ed.gov/offices/OPE/HEP/trio/</a>
<b>Potential Partners</b>	Nonprofit organizations; private organizations; and community-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	■ Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# TRIO - Talent Search

<b>Federal Agency</b>	Department of Education, Office of Postsecondary Education (OPE)
<b>Authorization</b>	Higher Education Act of 1965, as amended by the Higher Education Act Amendments of 1998 (Title IV, Subpart 2, Chapter 1).
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	The program identifies and assists individuals from disadvantaged backgrounds between the ages of 11 and 27 who have the potential to succeed in higher education. The program encourages them to graduate from high school and continue on to the postsecondary school of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the education system and complete their education.
<b>Uses of Funds</b>	Funds flow directly to grantees and may be used to provide academic, financial, career, or personal counseling including advice on entry or reentry to secondary or postsecondary programs; career exploration and aptitude assessment; tutorial services; information on postsecondary education; exposure to college campuses; information on student financial assistance; assistance in completing college admissions and financial aid applications; assistance in preparing for college entrance exams; mentoring programs; special activities for sixth, seventh, and eighth graders; and workshops for the families of participants.
<b>Applicant Eligibility</b>	Talent Search projects may be sponsored by institutions of higher education, public or private agencies or organizations, a combination of the above, and, in exceptional cases, secondary schools. For additional information about program eligibility, contact <a href="mailto:trio@ed.gov">trio@ed.gov</a>
<b>Application Process</b>	Competitions for Talent Search funding are held every fourth year. The next closing date for competitive applications under this program will be in the summer or fall of 2005.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Grants) FY 03: \$144,811,000; FY 04 est.: \$145,685,000; and FY 05 est.: \$145,685,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/offices/OPE/HEP/trio/">http://www.ed.gov/offices/OPE/HEP/trio/</a>
<b>Potential Partners</b>	Institutions of higher education; community-based organizations; youth-serving organizations; and faith-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	■ Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	■ Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## TRIO - Upward Bound

<b>Federal Agency</b>	Department of Education, Office of Postsecondary Education (OPE)
<b>Authorization</b>	Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 1, as amended.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Upward Bound provides fundamental support to participants in their preparation for college. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families, high school students from families in which neither parent holds a bachelor's degree, and low-income, first-generation military veterans who are preparing to enter post-secondary education. The goal is to increase the rate at which participants complete secondary education, enroll in, and graduate from institutions of postsecondary education.
<b>Uses of Funds</b>	Upward Bound projects provide academic instruction in math, laboratory science, composition, literature, foreign language, tutoring, counseling, mentoring, cultural enrichment, and work-study.
<b>Applicant Eligibility</b>	Institutions of higher education, public and private agencies and organizations, or a combination of these, and, in exceptional circumstances, secondary schools.
<b>Application Process</b>	Upward Bound competitions are held every fourth year. The next competition will be held in the summer or fall of 2006. For more information, visit <a href="http://www.ed.gov/offices/OPE/HEP/trio/upbound.html">http://www.ed.gov/offices/OPE/HEP/trio/upbound.html</a> .
<b>Flow of Funds</b>	Funds flow directly from the U.S. Department of Education to applicants.
<b>Funding History</b>	(Grants) FY 03: \$278,693,000; FY 04 est.: \$281,699,000; and FY 05 est.: \$281,135,000. Math/Science funding: FY 03: \$33,869,000; FY 04 est.: \$33,050,000; and FY 05 est.: \$33,050,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/offices/OPE/HEP/trio/">http://www.ed.gov/offices/OPE/HEP/trio/</a>
<b>Potential Partners</b>	Institutions of higher education; community-based organizations; youth-serving organizations; and faith-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	■ Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	■ Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# University Centers for Excellence in Developmental Disabilities Education, Research, and Service

<b>Federal Agency</b>	Department of Health and Human Services (DHHS), Administration for Children and Families
<b>Authorization</b>	Mental Retardation Facilities and Construction Act of 1963, Title I, Part B, Public Law 88-164, as amended, Public Laws 91-517, 94-103, 95-602; Omnibus Budget Reconciliation Act of 1981, as amended, Public Law 97-35; Developmental Disabilities Act of 1984; Developmental Disabilities Assistance and Bill of Rights Act, as amended, Title I, Section 100, Public Law 98-527; Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1987, Public Law 100-146, Developmental Disabilities Assistance and Bill of Rights Act of 1990, Public Law 101-496; Developmental Disabilities Assistance and Bill of Rights Act of 1994, Public Law 103-230; Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1996, Public Law 104-183; Developmental Disabilities Assistance and Bill of Rights Act of 2000, Public Law 106-402, 42 U.S.C. 15061-15066.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Funds defray the cost of administration and operation of programs that: (1) provide interdisciplinary training for personnel concerned with developmental disabilities; (2) demonstrate community service activities that include training and technical assistance and may include direct services; (3) conduct research (basic and applied), evaluation, and analysis of public policy in areas affecting individuals with developmental disabilities; and (4) disseminate information as a national and international resource.
<b>Uses of Funds</b>	Grants may be used for salaries for administrators, coordinators, and others needed to operate a training facility, maintenance and housekeeping personnel, overhead expenses, and expenses required to start up new programs, and faculty for training programs who will meet critical manpower shortages and are not eligible for support from other sources.
<b>Applicant Eligibility</b>	A public or nonprofit entity which is associated with, or is an integral part of, a college or university and which provides at least: interdisciplinary training; demonstration of exemplary services, technical assistance, research and dissemination of findings.
<b>Application Process</b>	Application forms are available from the DHHS Central Office. Completed application forms and narrative should be sent to the State Developmental Disabilities Council, Designated State Agency and Protection and Advocacy agency for review and comment.
<b>Flow of Funds</b>	Funds flow from state agency to grantees.
<b>Funding History</b>	FY 03: \$24,961,504; FY 04: \$26,802,924; and FY 05 est.: \$26,803,000.
<b>Matching Requirements</b>	This program has no statutory formula. Federal share of the project grant awarded may not exceed 75 percent of the necessary cost of the project, except that if project activities or products target individuals with developmental disabilities who live in an urban or rural area, the federal share may not exceed 90 percent of the project's necessary costs.
<b>Web Site Link(s)</b>	<a href="http://www.acf.dhhs.gov/programs/add">http://www.acf.dhhs.gov/programs/add</a>
<b>Potential Partners</b>	Universities; organizations that serve individuals with disabilities; community-based organizations; and social service agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
■ Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



# Veterans' Workforce Investment Program

<b>Federal Agency</b>	Department of Labor, Office of The Assistant Secretary for Veterans' Employment and Training (ASVET)
<b>Authorization</b>	Workforce Investment Act of 1998, Section 168 Veterans' Workforce Investment Programs; Public Law 105-220; 29 USC 2913.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Grant funds serve to develop programs to meet the employment and training needs of service-connected disabled veterans, veterans who have significant barriers to employment, veterans who served on active duty in the armed forces during a war or in a campaign or expedition for which a campaign badge has been authorized, and veterans who were recently separated from military service.
<b>Uses of Funds</b>	Grants support programs that include the following: (1) activities to enhance services provided to eligible veterans by other providers of employment and training services funded by federal, state, local, or tribal governments; (2) activities to provide innovative employment and training services and projects to eligible veterans not currently provided by other public employment and training service providers; and (3) outreach and public information activities to develop and promote maximum job training or retraining opportunities for eligible veterans.
<b>Applicant Eligibility</b>	State governors, public agencies, private nonprofit organizations, and community-based organizations (including faith-based organizations) are eligible to compete for the majority of the grant funds. Discretionary funds are open to all applicants, as determined by the ASVET.
<b>Application Process</b>	This program is subject to the provisions of OMB Circular No. A-110. An applicant should consult the office or official designated as the single point of contact in his or her state for more information on the process the state requires to be followed in applying for assistance, if the state has selected the program for review.
<b>Flow of Funds</b>	The Department of Labor is authorized to make grants to public agencies and private nonprofit organizations.
<b>Funding History</b>	Program operates on a program year (PY) beginning on July 1 and ending on June 30. PY 03: \$7,800,000; PY 04: \$7,300,000; and PY 05: \$8,500,000 (NOTE: The majority of available funds are currently awarded via a competitive process to states with a lesser amount set aside for discretionary projects.)
<b>Matching Requirements</b>	Recommended, not required.
<b>Web Site Link(s)</b>	<a href="http://www.dol.gov/dol/vets">http://www.dol.gov/dol/vets</a>
<b>Potential Partners</b>	Community-based organizations; faith-based organizations; nonprofit organizations; and state and local agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
■ Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
■ Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
■ Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

# Vocational Education Basic Grants to States Program

<b>Federal Agency</b>	Department of Education, Office of Vocational and Adult Education
<b>Authorization</b>	Carl D. Perkins Vocational and Technical Education Act of 1998, Title I; Workforce Investment Act, Section 503.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Grants develop more fully the academic, vocational, and technical skills of secondary and postsecondary students including young adults and nontraditional students, such as single parents, who elect to enroll in vocational and technical programs.
<b>Uses of Funds</b>	Each state must allocate its basic grant in the following manner: Up to 5 percent of the allotment or \$250,000, whichever is greater, for state administration, including at least \$60,000 for sex equity leadership; and the remaining balance as follows: (1) an amount equal to at least 75 percent of the allotment to be distributed to eligible recipients; (2) an amount equal to 10.5 percent for the program for single parents, displaced homemakers, and single pregnant women, and for individuals participating in programs to eliminate sex bias and stereotyping; (3) an amount not more than 8.5 percent for state programs and state leadership; and (4) an amount equal to one percent for programs for criminal offenders in correctional institutions. This program is subject to non-supplanting requirements and must use a restricted indirect cost rate which is referenced under 34 CFR 76-564-76.569. For assistance, call the Office of the Chief Financial Officer/Indirect Cost Group on 202.708.7770.
<b>Applicant Eligibility</b>	The Department of Education makes formula grants to states. Eligible recipients for subgrants are local educational agencies and postsecondary institutions.
<b>Application Process</b>	States submit five-year state plans for vocational education to the Secretary of Education. This program is excluded from coverage under <i>OMB Circular No. A-110</i> .
<b>Flow of Funds</b>	The Department of Education makes formula grants to states. Eligible recipients for subgrants are local educational agencies and postsecondary institutions.
<b>Funding History</b>	FY 02: 1.154 billion; FY 03: \$1.192 billion; FY 04: \$1.195 billion; FY 05: 1.194 billion.
<b>Matching Requirements</b>	Funds for basic grants are allotted to states according to a formula based on states' populations in three age groups, and their per-capita income (averaged for the three most recent consecutive fiscal years). The age groups are 15-19, 20-24, and 25-65. They are weighted 50 percent, 20 percent, and 15 percent, respectively. A fourth distribution, weighted 15 percent, is based on the sums of the amounts resulting from the three age group distributions. The Bureau of the Census supplies the population data; the Department of Labor supplies the per capita income data. Section 102 of the Perkins Act requires 50/50 matching for State administration. No match is required for American Samoa, the Northern Mariana Islands, the Virgin Islands, the Trust Territory of the Pacific Islands, the Federated States of Micronesia, or the Republic of Palau. Section 502 of the Perkins Act describes maintenance of effort (MOE) requirements.
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/students/prep/job/cte/index.html">http://www.ed.gov/students/prep/job/cte/index.html</a>
<b>Potential Partners</b>	Local educational agencies; institutions of higher education; providers of vocational and technical education.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	■ Postsecondary Education	Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	■ Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Vocational Education: Occupational and Employment Information State Grants

<b>Federal Agency</b>	Department of Education, Office of Vocational and Adult Education
<b>Authorization</b>	Carl D. Perkins Vocational and Technical Education Act of 1998, Title I, Part A, Section 118, Public Law 105-332, 20 U.S.C. 2328.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Funds promote improved career and education decision making by individuals.
<b>Uses of Funds</b>	Grants provided under this program must be used to carry out the following activities: provide support for career guidance and academic counseling programs; provide information and planning resources to relevant stakeholders that relate educational preparation to career goals and expectations; provide professional development and other resources to teachers, administrators, and counselors to enable them to assist students and parents with career exploration, educational opportunities, and education financing; assist appropriate state entities in tailoring career-related educational resources and training for their use; improve coordination and communication among administrators of programs authorized by the Carl D. Perkins Vocational and Technical Education Act of 1998 and by section 15 of the Wagner-Peyser Act to ensure nonduplication and appropriate use of shared information and data; provide ongoing means for customers, such as students and parents, to provide feedback on products and services, and to update resources, as appropriate, to better meet customer requirements. None of the funds may be used to duplicate the functions and activities carried out under the Workforce Investment Act of 1998 (Public Law 105-220). Application priorities, if any, will be published in a notice in the <i>Federal Register</i> if awards are to be made during a fiscal year.
<b>Applicant Eligibility</b>	Entities designated jointly by the governor and the state board for Vocational and Technical Education are eligible to receive a grant under this program. Not more than one grant will be awarded to serve the residents of a single state or an outlying area.
<b>Application Process</b>	Procedures are described in an application notice published in the <i>Federal Register</i> if awards are to be made during that fiscal year.
<b>Flow of Funds</b>	Funds flow directly to grantees.
<b>Funding History</b>	(Grants) FY 03: \$9,438,000; FY 04: \$9,382,000; and FY 05: \$9,306,944.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.ed.gov/about/offices/list/ovae/pi/cte/acrn.html">http://www.ed.gov/about/offices/list/ovae/pi/cte/acrn.html</a>
<b>Potential Partners</b>	Community colleges; postsecondary institutions; high schools; workforce agencies; and state education agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	■ Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## Volunteers in Service to America (AmeriCorps VISTA)

<b>Federal Agency</b>	Corporation for National and Community Service
<b>Authorization</b>	Domestic Volunteer Service Act of 1973, as amended, Title I, Part A, P.L. 93- 113, 42 U.S.C. 4951 et seq.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	This program supplements the efforts of private, nonprofit organizations and government agencies to eliminate poverty and poverty-related problems by enabling persons from all walks of life and all age groups to perform meaningful and constructive volunteer service, in areas such as literacy and tutoring and computer literacy activities.
<b>Uses of Funds</b>	VISTA is part of the AmeriCorps program. VISTA members serve in a variety of poverty-related programs that focus on hunger, homelessness, unemployment, health, economic development, and literacy development. About 50 percent of VISTA's resources are focused on the problems of disadvantaged youth and have helped to set up drug abuse action centers, literacy programs, food distribution efforts, shelters for runaway youth, and employment.
<b>Applicant Eligibility</b>	Sponsors applying for VISTA members must be federal, state, or local government agencies or private, nonprofit organizations. The project proposing to use the VISTA members must be designed to assist in the solution of poverty-related problems.
<b>Application Process</b>	Contact the appropriate Corporation for National and Community Service state office to submit an application form. The governor or other chief executive officer of the state has the right to disapprove programs within 45 days of their submission. A list of state office contact persons is available at: <a href="http://www.nationalservice.org/about/family/state_offices.html">http://www.nationalservice.org/about/family/state_offices.html</a> .
<b>Flow of Funds</b>	Federal funds flow to Corporation for National and Community Service state offices, which provide local public or private nonprofit entities with VISTA members.
<b>Funding History</b>	FY 03: \$96,674,000; FY 04 est.: \$93,731,000; and FY 05 est.: \$96,428,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.cns.gov/ameriCorps">http://www.cns.gov/ameriCorps</a> <a href="http://www.americorps.org/vista">http://www.americorps.org/vista</a>
<b>Potential Partners</b>	Community-based organizations; local governments; colleges or universities; churches and other faith-based organizations.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	■ Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	■ Mentoring	Planning/Coordination/Collaboration
■ Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## WIA Incentive Grants - Section 503 Grants to States

<b>Federal Agency</b>	Department of Education, Office of Vocational and Adult Education Department of Labor, Employment and Training Administration, Office of Youth Services
<b>Authorization</b>	Workforce Investment Act of 1998, Public Law 105-220, Section 503, 20 U.S.C. 9273; Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 (Perkins Act), Public Law 105-332, 20 U.S.C. 2301 et seq.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	Grants are used to carry out innovative programs in workforce development, education, and training for adults and youth consistent with the purpose of Title I of WIA (Workforce Investment Systems), Title II of WIA (Adult Education and Family Literacy Act), the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998, or a combination of two or more of these acts.
<b>Uses of Funds</b>	States have great flexibility in the use of grant funds, but the use of funds must be consistent with WIA Section 503, including the requirement that they be used for innovative programs which further the purposes of WIA Titles I and II and/or the Perkins Act. Grantees must also comply with the requirements of whichever program the innovation affects (i.e., if the incentive funds will be used for innovations in the delivery of youth activities under WIA Title I, the program must be consistent with WIA Title I provisions applicable to youth activities and the WIA regulations at 20 CFR part 664). Funds should be used for services and activities that go beyond those provided with regular funds from the three programs; that serve the needs of populations intended to be served by one or more of these programs; and that are targeted to improving the performance of state systems of employment, training, and education.
<b>Applicant Eligibility</b>	States, including Washington, D.C., the Virgin Islands, Puerto Rico, and Guam. To qualify, a state must exceed performance levels agreed to by the Secretary of Education, the Secretary of Labor, the governor, and the state education officer, for outcomes in Titles I and II of the WIA and the Perkins Act.
<b>Application Process</b>	Solicitation for Grant Applications (SGAs) are published in the <i>Federal Register</i> .
<b>Flow of Funds</b>	Funds flow to the state.
<b>Funding History</b>	(Grants) FY 01: \$27,600,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://wtw.doleta.gov/">http://wtw.doleta.gov/</a>
<b>Potential Partners</b>	State governments; Workforce Investment Boards; private and nonprofit organizations; and postsecondary institutions.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	Childcare	■ Basic Education/Literacy	Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	■ System Building
		Transportation	■ Vocational Education & Training	Technical Assistance & Training
		Wage Supplements	Work Experience	Technology

## WIA Youth Activities

<b>Federal Agency</b>	Department of Labor, Employment and Training Administration, Office of Youth Services
<b>Authorization</b>	Workforce Investment Act of 1998, Title I, Part B, Sections 106, 111-112, 116-118, 121-123, 126-129, Public Law 105-220, 20 U.S.C. 9201.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	WIA youth activity grants are designed to promote a revitalized workforce investment system that provides workers with the information, advice, job search assistance, and training they need to get and keep good jobs and provide employers with skilled workers. The funds help low-income youth between the ages of 14 and 21 acquire the educational and occupational skills, training, and support needed to achieve academic and employment success and successfully transition to careers and productive adulthood.
<b>Uses of Funds</b>	Funds are used for basic and remedial education, work experience and training programs, mentoring programs, support services such as transportation, and academic enrichment activities to develop leadership, decision-making, and citizenship skills. To be eligible, youth must be 14 to 21 years of age, low-income, and face at least one of the following barriers to employment: deficiency in basic literacy skills, a school dropout, homeless, a runaway, a foster child, pregnant or a parent, an offender, or require additional assistance to complete their education or secure and hold employment. At least 30 percent of local youth funds must help those not in school.
<b>Applicant Eligibility</b>	State governors are the recipients of youth training activities funds. For a state to be eligible to receive youth funds, the governor of the state will submit to the Secretary for consideration by the Secretary, a single state plan that outlines a five-year strategy for the statewide workforce investment system.
<b>Application Process</b>	States submit a strategic five-year plan for WIA Title I activities.
<b>Flow of Funds</b>	Youth activity funds are allotted by statutory formula to states. Local Workforce Investment Boards (WIBs) and their youth councils oversee the distribution of WIA funding to service providers, which can be community-based and not-for-profit organizations, local public agencies, and other entities.
<b>Funding History</b>	Program operates on a Program Year (PY) beginning in July and ending in June. PY 01: \$1.0 billion; PY 02: \$1.1 billion; PY 03: \$1.0 billion; PY 04: \$995,059,306; and PY 05: \$986,288,064.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.doleta.gov/youth_services">http://www.doleta.gov/youth_services</a>
<b>Potential Partners</b>	Private businesses; employment training organizations; local and state departments of education, health, and human services; and Job Corps centers.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	■ Childcare	■ Basic Education/Literacy	■ Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	■ Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	■ Leadership Development	Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	■ Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	■ Secondary School Diploma/GED Attainment	■ System Building
		■ Transportation	■ Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	■ Work Experience	Technology

## Workforce Investment Act (WIA) Adults and Dislocated Workers

<b>Federal Agency</b>	Department of Labor, Employment and Training Administration, Office of Youth Services
<b>Authorization</b>	Workforce Investment Act of 1998, P.L. 105-220, 20 U.S.C. 9201.
<b>Funding Type</b>	Formula/Block Grant
<b>Program Description</b>	Grants are designed to promote a revitalized workforce investment system that provides workers with the information, advice, job search assistance, and training they need to get and keep good jobs and provide employers with skilled workers. These grants support workforce investment activities that will increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, helping to improve the quality of the workforce, reduce welfare dependency, and enhance the productivity competitiveness of the nation's economy. A portion of WIA funds are reserved to support youth activities (see WIA Youth Activities).
<b>Uses of Funds</b>	Funds are used for basic and remedial education, work experience programs, and support services such as transportation and academic enrichment.
<b>Applicant Eligibility</b>	State workforce agencies are eligible to apply for funds. Governors then designate local workforce investment areas and oversee local workforce investment boards. For Native American programs, eligible applicants include Indian tribes, tribal organizations, Alaska Native entities, Indian-controlled organizations serving Indians, or Native Hawaiian organizations.
<b>Application Process</b>	States submit a strategic five-year plan for WIA Title I activities. Local Workforce Investment Boards (WIBs) and their youth councils oversee the distribution of WIA funding to service providers which can be community-based not-for-profits, local public agencies, and other entities.
<b>Flow of Funds</b>	Funds flow to the designated state agency. There are three funding streams: adults, dislocated workers, and youth. Eighty-five percent of adult and youth funds will be allocated to local areas; the remainder will be reserved for statewide activities. States may merge the 15 percent designated for statewide activities from the three separate funding streams.
<b>Funding History</b>	Adults: FY 04: \$898,890,800; and FY 05: \$890,922,144. Dislocated Workers: FY 04: \$1,178,192,303; and FY 05: \$1,186,479,616.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.doleta.gov/usworkforce">http://www.doleta.gov/usworkforce</a> <a href="http://www.doleta.gov/youth_services/formulagrants.asp">http://www.doleta.gov/youth_services/formulagrants.asp</a>
<b>Potential Partners</b>	Private businesses; labor organizations; community-based organizations; local and state departments of education, health, and human services; Job Corps centers; local educational agencies; and state agriculture agencies.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
■ Career Counseling & Planning	■ Adult Basic Education/Literacy/GED Attainment	■ Childcare	Basic Education/Literacy	■ Case Management
Job Creation	■ Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
■ Job Readiness	■ Job-Specific Training	Health Care	Leadership Development	■ Labor Market Information/Data
■ Job Retention/Follow-Up Services	■ Postsecondary Education	Housing	Mentoring	■ Planning/Coordination/Collaboration
■ Job Search & Placement	■ Skill Upgrade Training	Mental Health/Substance Abuse	Postsecondary Education	■ Research & Evaluation
Work Experience	■ Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	■ System Building
		■ Transportation	Vocational Education & Training	■ Technical Assistance & Training
		Wage Supplements	Work Experience	Technology



# Youthbuild

<b>Federal Agency</b>	Department of Housing and Urban Development, Office of Economic Development
<b>Authorization</b>	National Affordable Housing Act, Title IV, Subtitle D, 42 U.S.C. 8011, as amended, Housing and Community Act of 1992, Section 164, P.L. 102-550, 24CFR Part 595.
<b>Funding Type</b>	Discretionary/Project Grant
<b>Program Description</b>	These grants provide funding assistance for a wide range of multidisciplinary activities and services to assist economically disadvantaged out-of-school youth. The programs are designed to help young adults get the education and employment skills they need to achieve economic self-sufficiency, develop leadership skills, and build commitment to community development by constructing homes to help meet the housing needs of homeless persons and low-income families.
<b>Uses of Funds</b>	Youthbuild programs offer educational and job training services, leadership training, counseling, and other support activities, as well as on-site training in housing rehabilitation or construction work. Youthbuild funds can be used to pay for training, wage and stipends for participants, entrepreneurial training, internships, drivers' education, in-house staff training, acquisition of rehabilitation of housing, relocation payments, and administrative costs. Funds may also be used to cover some construction costs; however, excessive use for this purpose may put a program at risk of not receiving funding.
<b>Applicant Eligibility</b>	Public or private nonprofit organizations, public housing authorities, state and local governments, Indian tribes, or any organization eligible to provide education and employment training under federal employment training programs.
<b>Application Process</b>	After HUD publishes a <i>Notice of Funding Availability (NOFA)</i> for the program, applications must submit specific information about a proposed project. They must also certify that the project is consistent with the consolidated plan of the jurisdiction where each proposed project is found.
<b>Flow of Funds</b>	Funds flow directly to grantees through an established line of credit.
<b>Funding History</b>	FY 01: \$59,900,000; FY 02: \$65,000,000; FY 03: \$60,000,000; FY 04: \$65,000,000; and FY 05: \$65,000,000.
<b>Matching Requirements</b>	None
<b>Web Site Link(s)</b>	<a href="http://www.youthbuild.org/">http://www.youthbuild.org/</a>
<b>Potential Partners</b>	Community-based organizations; community development corporations; public and/or Indian housing authorities; resident management corporations; a state and local youth service or conservation corps; and other entities eligible to provide education and employment training.

Employment, Retention, & Advancement	Education & Training	Supportive Services	Youth Workforce Development	Infrastructure
Career Counseling & Planning	Adult Basic Education/Literacy/GED Attainment	Childcare	Basic Education/Literacy	■ Case Management
Job Creation	Entrepreneurial/Microenterprise Training	Domestic Violence Prevention	Follow-Up Services	Facilities
Job Readiness	Job-Specific Training	Health Care	■ Leadership Development	■ Labor Market Information/Data
Job Retention/Follow-Up Services	Postsecondary Education	Housing	■ Mentoring	Planning/Coordination/Collaboration
Job Search & Placement	Skill Upgrade Training	■ Mental Health/Substance Abuse	Postsecondary Education	Research & Evaluation
Work Experience	Vocational Education & Training	Nutrition Assistance	Secondary School Diploma/GED Attainment	System Building
		Transportation	■ Vocational Education & Training	■ Technical Assistance & Training
		■ Wage Supplements	■ Work Experience	Technology





# Appendix A: Funding Sources Listed by Federal Agency

## *Corporation for National and Community Service*

- Learn and Serve America: School and Community-Based Programs
- Learn and Serve America: Higher Education
- Volunteers in Service to America (AmeriCorps\* VISTA)

## *Department of Agriculture*

- Hispanic-Serving Institutions Education Grants
- Rural Business Enterprise Grants (RBEG) Program

## *Department of Commerce*

- Economic Development: Support for Planning Organizations
- Grants for Public Works and Economic Development Facilities

## *Department of Defense*

- National Guard Civilian Youth Opportunities

## *Department of Education*

- Adult Education: State Grant Program
- Education for Homeless Children and Youth
- Even Start: Family Literacy Programs

- Even Start: Migrant Education
- Even Start: Indian Tribes and Tribal Organizations
- Federal Direct Student Loans
- Federal Family Education Loans (FFEL)
- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Work-Study Program
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): State Grants and
- Partnership Grants
- Grants to States for Incarcerated Youth Offenders
- Indian Education: Grants to Local Educational Agencies
- Inexpensive Book Distribution Program (Reading Is Fundamental)
- Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance
- Partnership (SLEAP) Programs
- Life Skills for State and Local Prisoners Program
- Migrant Education: College Assistance Migrant Program (CAMP)
- Migrant Education: High School Equivalency Program
- Migrant Education State Grant Program

- National Institute for Literacy
- Native American Vocational and Technical Education Program (NAVTEP)
- Projects With Industry
- Rehabilitation Services Vocational Rehabilitation Grants to States
- Special Education: Grants to States
- Supported Employment Services for Individuals with Severe Disabilities
- Title I Program For Neglected and Delinquent Children
- Title I Supplemental Services
- TRIO - Educational Opportunity Centers
- TRIO - Student Support Services
- TRIO - Talent Search
- TRIO - Upward Bound
- Vocational Education Basic Grants to States Program
- Vocational Education: Occupational and Employment Information State Grants
- WIA Incentive Grants- Section 503 Grants to States
- WIA Incentive Grants- Section 503 Grants to States

## *Department of Health and Human Services*

- Allied Health Special Projects
- Chafee Education and Training Vouchers Program (ETV)
- Chafee Foster Care Independence Program (CFCIP, also known as Independent Living): Title IV-E
- Community Services Block Grant

- Developmental Disabilities Projects of National Significance
- Head Start
- Job Opportunities for Low-Income Individuals (JOLI Program)
- Nursing Workforce Diversity Program
- Quentin N. Burdick Programs for Rural Interdisciplinary Training
- Refugee and Entrant Assistance: Targeted Assistance Grants
- Temporary Assistance for Needy Families (TANF)
- Tribal Work Grants
- University Centers for Excellence in Developmental Disabilities Education, Research, and Service

## *Department of Housing and Urban Development*

- Community Development Block Grant (CDBG): Entitlement Grants
- Community Development Work-Study Program (CDWS)
- Community Outreach Partnership Center Program
- Renewal Communities, Empowerment Zones and Enterprise Communities (RC/EZ/EC) Initiative
- Resident Opportunities and Self Sufficiency (ROSS)
- Rural Housing and Economic Development
- Youthbuild

## *Department of Justice*

- Juvenile Mentoring Program (JUMP)

## *Department of Labor*

- Disabled Veterans' Outreach Program (DVOP)
- Employment Programs for People with Disabilities
- Employment Service
- Homeless Veterans Reintegration Project
- Job Corps
- Local Veterans' Employment Representative Program
- National Activities - Pilots, Demonstrations, and Research
- National Farmworker Jobs Program
- Native American Employment and Training Program
- Native Hawaiian Vocational Education
- Registered Apprenticeship and Other Training
- Senior Community Service Employment Program (SCSEP)
- Trade Adjustment Assistance: Workers (TAA)
- Veterans' Workforce Investment Program
- WIA Incentive Grants- Section 503 Grants to States
- WIA Incentive Grants- Section 503 Grants to States
- WIA Youth Activities
- Workforce Investment Act (WIA) Adults and Dislocated Workers

## *Department of the Interior*

- Indian Adult Education
- Indian Child and Family Education
- Indian Employment Assistance
- Indian Vocational Training: United Tribes Technical College

## *Department of the Treasury*

- Community Reinvestment Act

## *Small Business Administration*

- Certified Development Company (504 Loan Program)
- Community Express Smaller Business Loans
- Microloan Program





# Appendix B: Funding Sources Listed by Funding Type

## *Contract*

- Job Corps

## *Direct Payment*

- Employment Programs for People with Disabilities
- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Work-Study Program
- Indian Adult Education
- Indian Employment Assistance
- Indian Vocational Training: United Tribes Technical College
- Trade Adjustment Assistance: Workers (TAA)

## *Discretionary/Project Grant*

- Allied Health Special Projects
- Community Development Work-Study Program (CDWS)
- Community Outreach Partnership Center Program
- Developmental Disabilities Projects of National Significance
- Economic Development: Support for Planning Organizations
- Employment Programs for People with Disabilities
- Even Start: Migrant Education
- Even Start: Indian Tribes and Tribal Organizations
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): State Grants and
- Partnership Grants
- Grants for Public Works and Economic Development Facilities
- Head Start
- Hispanic-Serving Institutions Education Grants
- Homeless Veterans Reintegration Project
- Indian Child and Family Education
- Job Opportunities for Low-Income Individuals (JOLI Program)
- Juvenile Mentoring Program (JUMP)
- Learn and Serve America: School and Community-Based Programs
- Learn and Serve America: School and Community-Based Programs
- Learn and Serve America: Higher Education
- Learn and Serve America: Higher Education
- Life Skills for State and Local Prisoners Program
- Migrant Education: College Assistance Migrant Program (CAMP)
- Migrant Education: High School Equivalency Program
- National Activities - Pilots, Demonstrations, and Research
- National Farmworker Jobs Program

- National Institute for Literacy
- Native American Vocational and Technical Education Program (NAVTEP)
- Native Hawaiian Vocational Education
- Nursing Workforce Diversity Program
- Projects With Industry
- Quentin N. Burdick Programs for Rural Interdisciplinary Training
- Registered Apprenticeship and Other Training
- Renewal Communities, Empowerment Zones and Enterprise Communities (RC/EZ/EC) Initiative
- Resident Opportunities and Self Sufficiency (ROSS)
- Rural Business Enterprise Grants (RBEG) Program
- Rural Housing and Economic Development
- Senior Community Service Employment Program (SCSEP)
- TRIO - Educational Opportunity Centers
- TRIO - Student Support Services
- TRIO - Talent Search
- TRIO - Upward Bound
- University Centers for Excellence in Developmental Disabilities Education, Research, and Service
- Veterans' Workforce Investment Program
- Vocational Education: Occupational and Employment Information State Grants

- Volunteers in Service to America (AmeriCorps\* VISTA)
- WIA Incentive Grants- Section 503 Grants to States
- Youthbuild

## *Formula/Block Grant*

- Adult Education: State Grant Program
- Chafee Education and Training Vouchers Program (ETV)
- Chafee Foster Care Independence Program (CFCIP, also known as Independent Living): Title IV-E
- Community Development Block Grant (CDBG): Entitlement Grants
- Community Services Block Grant
- Disabled Veterans' Outreach Program (DVOP)
- Education for Homeless Children and Youth
- Employment Service
- Even Start: Family Literacy Programs
- Grants to States for Incarcerated Youth Offenders
- Indian Education: Grants to Local Educational Agencies
- Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance
- Partnership (SLEAP) Programs
- Local Veterans' Employment Representative Program

- Migrant Education\_ State Grant Program
- National Guard Civilian Youth Opportunities
- Native American Employment and Training Program
- Refugee and Entrant Assistance: Targeted Assistance Grants
- Rehabilitation Services\_Vocational Rehabilitation Grants to States
- Senior Community Service Employment Program (SCSEP)
- Special Education: Grants to States
- Supported Employment Services for Individuals with Severe Disabilities
- Temporary Assistance for Needy Families (TANF)
- Title I Program For Neglected and Delinquent Children
- Title I Supplemental Services
- Tribal Work Grants
- Vocational Education Basic Grants to States Program
- WIA Youth Activities
- Workforce Investment Act (WIA) Adults and Dislocated Workers

### *Loan/Loan Guarantee*

- Certified Development Company (504 Loan Program)
- Community Express Smaller Business Loans
- Community Reinvestment Act
- Federal Direct Student Loans
- Federal Family Education Loans (FFEL)
- Microloan Program





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# About The Finance Project

To support decisionmaking that produces and sustains good results for children, families, and communities, The Finance Project develops and disseminates information, knowledge, tools, and technical assistance for improved policies, programs, and financing strategies.

## Overview

The Finance Project, an independent nonprofit organization based in Washington, D.C., provides high-quality information, knowledge, policy tools, technical assistance and training to support decision making. As a result of self-initiated projects and work commissioned by public and private sector clients, The Finance Project has emerged as a respected and authoritative resource on social policies, programs, and systems reforms, especially their financing. The Finance Project's work is concentrated in several practice areas:

- **Education Reform** — strengthens the capacity of schools, school districts and states to promote student learning by providing the field with tools, frameworks and information to determine the cost-effectiveness of investments in education and to support improvements in financing strategies to sustain effective education initiatives, including professional development for educators.
- **Children and Family Services** — improves the capacity of federal, state and local organizations to strengthen families and communities and support children's healthy development by building and sustaining community supports and services that reach across categorical boundaries and across the public and private sectors to effectively link health care, education, income security, economic development and family supports.
- **Children and Youth at Risk** — strengthens the capacity of states and communities to promote positive outcomes for vulnerable children and youth, including those in child welfare, juvenile justice, and health and mental health care systems.
- **Family Economic Success** — strengthens the capacity of state and local governments and the private sector to make families more economically secure and communities more economically viable places to raise children, by improving workforce development, employer supports for working families, community economic development, asset building and cash assistance.

Established in 1994, The Finance Project is a valuable intellectual and technical resource to policymakers, program developers, and community leaders, including state and local officials, foundation executives, academic researchers, service providers, and advocates who:

- Seek creative ideas for policies, programs and system reforms, and effective policy tools to implement them;
- Need information about what is occurring elsewhere, how it is working, and why; and
- Want practical, hands-on assistance to advance their reform agendas.

## Products and Services

The Finance Project's products and services span a broad continuum from general foundation knowledge about issues and strategies to customized resources and intensive, hands-on technical assistance. They encompass efforts to cumulate knowledge and build the field over time as well as time-sensitive projects to address immediate challenges and opportunities, including:

- **Research and Analysis** — gathering and analyzing information and data to identify promising practices and evaluate policy and program options and to improve the financing, management, and implementation of programs and services.
- **Policy Tool Development** — developing tools and “how to” materials to support implementation and sustainability of promising practices and systems reforms, including financing strategies.
- **Technical Assistance** — providing and coordinating assistance to decisionmakers on the design and implementation of policies, programs, and system reforms.
- **Development of Web-Based Clearinghouses** — organizing and presenting research findings, technical assistance tools and other information on the Internet.
- **Management of Major, Multi-Site Initiatives** — helping funders manage collaborative efforts and large, multi-site initiatives by providing technical assistance to the sites, monitoring their progress, and serving as liaison between sites and funders.
- **Peer and Organizational Networks** — creating and managing networks of professionals and organizations to assist in the development and dissemination of information and resources to implement policy, program, and system reforms.

## Staff

The Finance Project's capacity to take up wide-ranging research, development, and technical assistance challenges with great success is due to its highly qualified professional staff that has substantial experience in public policy research and development, state and local government, public- and private-sector finance, and social program management and design. A small group of core consultants with specialized knowledge and expertise extend the staff capacity. The Finance Project also participates in strategic partnerships with other national and regional organizations that provide complementary expertise and direct ties to key audiences.

## Publications

The Finance Project develops and disseminates an array of published resources:

- **Working Papers** — occasional papers that examine issues related to financing, governance, and management in education, family and children’s services, and community building.
- **Reports and Monographs** — studies of federal, state, and local financing, governance, and management issues and strategies.
- **Strategy Briefs** — “how to” briefs that outline innovative financing strategies and considerations for implementing them.
- **Issue Notes and Resources** — short notes on policy choices related to welfare reform, workforce development, and other issues that summarize relevant research findings and highlight promising practices.
- **Resource Guides** — guides to the design and implementation of financing strategies and available funding sources.
- **Toolkits and Workbooks** — step-by-step guides to help users design and implement policy, program, and systems reforms that are tailored to their needs and priorities.
- **Email Newsletters and Updates** — electronic publications highlighting recent developments, publications, and other resources.

## Websites

The Finance Project maintains several major websites.

- **Financeproject.org** — a website that provides up-to-date information on The Finance Project and its work, including project descriptions, descriptions of available services and access to publications, tools, and other resources it has developed.
- **Financeprojectinfo.org** — a comprehensive web-based clearinghouse of policy information, research and evaluation findings, state and local initiatives, and technical assistance resources in a broad array of policy areas, including welfare reform, workforce development, out-of-school time, and sustainability and financing. Other clearinghouse topics in development are early care and education, youth development, family and children’s services, and vulnerable children and youth.
- **Financingpd.org** — provides a wide array of information regarding professional development in education useful to practitioners, policy makers, and researchers, including information on: funding, cost frameworks, and spending analyses; federal, state, and local control over decision making; and evaluating the effectiveness of professional development for principals and superintendents.







