

SkilledForceJOBtm

eCertificate Training



How to Write A Job-Skills and Workforce Development Training Grant

SkilledForceJOB eCertificate Online
Learning Management System (LMS)

GRANT TEMPLATE

Here is How Our Program Works

- (1) We build, host, and maintain an eCommerce enabled storefront for you;
- (2) We work with you to co-promote the **SkilledForceJOB** eCertificate Online Courses to your community;
- (3) You bypass the development costs associated with creating and delivering new online courses and programs;
- (4) Most courses are facilitated online, your instructors can provide hands-on training (if necessary), and students can easily communicate with the instructors by email.
- (5) Each training program is supplemented by an industry recognized training manuals (included in the cost of the training). Many of our online trade and job skills courses are fully accredited by nationally recognized accrediting agencies.
- (6) Our **SkilledForceJOB** eCertificate Program prepares the student for tests necessary to obtain 21st Century job skills certification in each particular trade or job field.
- (7) Upon successful completion of the training program, students receive a certificate of completion that will lead to a job.



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GRANT TEMPLATE

1. Inquiry Letter (Example)

{Date}

{Organization Contact}

{Contact's Title}

{Organization}

{Organization Address}

{City, State Zip}

Dear {Contact},

I'm writing to get your initial response to a potential funding opportunity in {city} for the {funding organization}. {Insert your organization's name} has a long-standing commitment to helping the youth and adults we serve to gain the tools they need to lead full, and to help them to get JOBS.

Job Skills and Life-Skills are necessary for youth and adults to be successful in today's 21st Century job market, but they are not hereditary – they must be taught.

We plan to teach **SkilledForceJOB** eCertificate training programs to our youth and adults to help them learn how to develop and maintain successful life- skills, self-esteem and self-sufficiency skills (job skills) throughout life and to-make our clients lives positive and to help them to good career and job choices.

Background on Your Agency

{Please include Information on your organization and explain why **SkilledForceJOB** eCertificate Training Programs are a crucial component of your program.}

Project Description (Example)

We request funds to support our initial implementation of **SkilledForceJOB** eCertificate Training Programs, which covers over such topics, including: career and job skills development programs; opportunities for people who don't want to go to college; TRADE job skills; STEM (science, technology, engineering and math) job-skills training; ADVANCED Manufacturing job-skills training; relevant and evidenced based community train-the-trainer training; at-risk male parenting skills; ex-offender life-skills and job skills training, second chance and re-incarceration prevention training: how-to-get a job and keep a job; positive communication skills in the workforce training; computer literacy training; life –skills, self-esteem and self-sufficiency training for youth and adults; the importance of setting realistic job skills goals; keys to developing good study habits; and more.

Established in 2003, FIE / eBIZ Online Training, the parent company for **SkilledForceJOB** eCertificate Training Programs is an innovative leader in the development and design of interactive computer-based learning management system offering life – skills, self-esteem and self-sufficiency training programs for at-risk youth and adults *who do not want to go to college*. All training programs are accessed 100% online (as computer-based internet training) and that promotes a high degree of relevant computer literacy for access by your non-computer literate clients and this also encourages the learner to participate in the 21st century education requirement of lifelong learning.

Our computer-based training also promotes the training needed to help your clients to use their imaginations and natural creativity instead of working through monotonous live exercises. Instruction is powerful, clear and fast moving, and it is available 24 hours and seven days per week, with no stress or added requirement on to the learners life-style or income activities. Certificate courses can be complete in 10 up to 220 hours.

All lessons are written at an easy-to-grasp reading level. Online staff development training is also provided by **SkilledForceJOB**, which covers techniques of how to: encourage youth to be active participants in classes, maintain a positive attitude, deal with difficult youth, turn the lessons into enjoyable experiences, manage youth with little or no reading ability, and how-to-be an successful and enthusiastic online course facilitators.

SkilledForceJOB has trained and certified over 700 community Master Trainers since its inception as a nonprofit in 2003. **SkilledForceJOB** has also trained and certified the life-skills instructors of more than 450 non-profit organizations nationwide and internationally, and they have gone on to teach social skills and job readiness skills to other staff members and thousands of youth in their communities. With over 25 national and international online education consultants, they can assure an immediate response to our organization education facilitators and clients. They offer 24/7 online technical

support and email access to course instructors when live responses to questions or training programs are necessary.

In 2013 **SkilledForceJOB** and FIE/ eBIZ Online Training partnered with Pearson Learning, the world's largest education (over 12 million students trained worldwide and the national GED test administrator) and international job certification testing company, and Technologyed (the world's premiere online education portal for engineers) to provide advance manufacturing, STEM, TRADE and workforce development job skills online training programs thru our **SkilledForceJOB** Learning Management System (LMS) Division..

Along with FIE / eBIZ Online Trainings, Master Trainer Alliance Community Development Train-the-Trainer Program, they offer the most complete and comprehensive and unique online computer-based learning management system (LMS) for jobs skills training, workforce readiness training and community development soft-skills training in the United States.

Our evidence-based **SkilledForceJOB** eCertificate Online Training Programs help youth and adults to significantly improvement their knowledge of life-skills, self-esteem and self-sufficiency issues. Included in the programs' content; career and job skills development training and 21st Century skills training opportunities for *people who don't want to go to college*; TRADE job skills, STEM job-skills, ADVANCED Manufacturing job-skills online training; relevant and evidenced based community train-the-trainer training; at-risk male parenting skills: ex-offender life-skills, second chance and re-incarceration prevention programs: how-to- get a job and keep a job; reduction in recidivism programs; positive communication skills in the workforce training; computer literacy training programs; life –skills, self-esteem and self-sufficiency training programs for youth and adults; the importance of setting realistic job skills goals; keys to developing good study habits and more..

All training courses are 100% online (or computer-based training) and that promotes a high degree of relevant computer literacy training for the learner and this encourage the learner to participate in the 21st century education requirement of lifelong learning.

(Visit our website www.faithinstitute.org for the more information.)

{List relevant funding priorities and/or ways the program meets the objectives of the funder.}

Funding Request (Example)

We request {dollars} from the {funding organization} to support this crucial project. Funds provided by the {funding organization} will be used to train {number of} staff to implement the program, purchase online training courses, online training course facilitation, instructor eBook manuals, CD's, and training materials and access to our online education portals

(click on the links below to visit the online education portals):

[SkilledForceJOB / Pearson Learning Portal](#)

[Train-the-Trainer Learning Portal](#)

[Advance Manufacturing Job-skills Learning Portal.](#)

We appreciate your consideration in this important project. We know this project will help us have a greater impact on the youth, {insert other appropriate constituencies: schools, parents, families, etc.}, and communities we serve. Please do not hesitate to contact me at {insert contact information} with any questions or comments. We look forward to working with your organization.

Sincerely,

{Name}

{Title/Position}

2. Cover Letter (Example)

{Date}

{Organization Contact}

{Contact's Title}

{Organization}

{Organization Address}

{City, State Zip}

Dear {Contact},

It is with great excitement that I submit this proposal for {our organization} to implement the **SkilledForceJOB** eCertificate Online Training Program.

As you know, our organization has a long-term commitment to helping at-risk youth and adults to build the life skills and the job skills they need to succeed in life. We are very eager to have this evidence-based, award-winning program that will help us achieve our mission, help our youth and adults to achieve their goals, and help create JOBS in our community in which we live.

We are impressed with the **SkilledForceJOB** eCertificate Online Training Program because it doesn't use the typical preach-and-teach live method of training youth and adults. Unlike many "live-off-the-shelf" programs, **SkilledForceJOB** eCertificate Online Training Program provides a complete comprehensive computer based training approach that is supported by a 100% online job skills, workforce readiness and train-the-trainer certificate program. I believe the innovative online (computer-based) learning management system (LMS) and online JOB-oriented (computer-based) sessions that incorporate real-life job skills and career development solutions, will make it possible for us to help youth and adults to develop solid and effective life skills, career skills and continuous lifelong job skills education.

The **SkilledForceJOB** eCertificate Online Training Program has been proven effective to work not only in community college, high school and middle school programs, after-school programs, youth groups programs, alternative education programs and non-profit staff development programs, but also in even in the toughest of the education environments. ([click here](#)) to see the lists of organizations trained).

For instance, **SkilledForceJOB** eCertificate Online Master Trainer Train-the Trainer Training Programs has been widely used nationwide by over 450 non-profits organizations and school systems. These evidence based, common sense online training programs stand in the forefront as the nation's preeminent life-skills, self-esteem and workforce readiness online learning management system. At present, the majority of the training is unique and original training programs, offered nowhere else.

The only current impediment to instituting this **SkilledForceJOB** eCertificate Online Training Program is funding. We respectfully request your help in obtaining the initial funding for the **SkilledForceJOB** Learning management System Programs and for the **SkilledForceJOB** eCertificate Online Training Program *courses*.

While we can contribute to a portion of the costs, we are very grateful that you will consider providing the additional funding to make the project available and successful. Funding of \${insert dollar amount} will enable us to help our youth and adults to develop the important 21st Century job skills they will need to get a JOB.

Please let me know if there is anything more I can do to support your decision process. I look forward to working with you on this valuable and important project.

Sincerely,

{Name}

{Title/Position}

3. **Proposal**(Example)

Proposal for {Insert Your Organization's Name} to Support Implementation of the **SkilledForceJOB** Learning Management System (LMS).

The principals and goals of the {Insert Your Organization's Name} proposed **SkilledForceJOB** eCertificate Online Training Program.

4. **Prepared for** {Insert the Foundation's Name}

5. **History, Goals, and Activities of Organization**

{Fill in this information for your organization}

6. **Why We Need for SkilledForceJOB Learning Management System (LMS).**

(Example)

Objectives for the Project

Today *people who do not go to college* are in need of secondary education skills including life skills, workforce readiness, career and job skills certificates training to be successful in today's 21st century job market. People who are lacking these skills, quite simply, will not find good paying jobs or jobs to support their families. This directly affects all facets of our community.

At-risk youth and adults who can't find jobs, feel frustrated with life, and often engage in behavior which can eventually lead to a life behind bars. Even if they do not turn to a life of crime (most likely they will, if they can't find jobs), there are many negatives consequences that are almost guaranteed to result, such as broken family relationships, school suspension, lost jobs, crime and other diminished opportunities in our community.

{If you are a school, include this paragraph.} Moreover, providing a positive, non-threatening atmosphere for youth and adults to learn is a basic ingredient that will help our students to achieve their full potential. Otherwise, they cannot hope to focus on their core responsibility of earning an income while in school – learning job skills. Without the skills needed to contribute to a safe, positive environment, youth and adults cannot hope to succeed in the 21st Century certificate requirement job market.

The training component of **SkilledForceJOB** eCertificate Online Training Program focuses on teaching our staff how-to- communicate with youth and adults in a positive, non-judgmental manner, and to promote an education environment (100% online thru the internet) where youth and adults have the opportunity to obtain world class life-skills, self-esteem, self-sufficiency, career and job skills certificate training.

The **SkilledForceJOB** eCertificate Online Training Program teaches life skills concepts and job skills that empower youth and adults in almost all aspects of their lives and careers, including: career and job skills development programs and opportunities for *people who don't want to go to college*; also TRADE job skills, STEM job-skills and ADVANCED Manufacturing job-skills online training; relevant and evidenced based community train-the-trainer programs; at-risk male parenting skills: ex-offender life-skills, second chance and re-incarceration prevention programs: how-to- get a job and keep a job; reduction in recidivism programs; positive communication skills in the workforce training; computer literacy training programs; life–skills, self-esteem and self-sufficiency training for youth and adults; the importance of setting realistic job skills goals; keys to developing good study habits and more.

The **SkilledForceJOB** eCertificate Learning Management System (LMS) training is 100% online (or computer-based training) and that will promote a high degree of relevant computer literacy training for the learner and encouraging the learner to move towards a goal of lifelong learning as and education requirement of lifelong learning 21st century workforce.

This will also help organization to learn and focus our training skills to help develop the skills of youth and adults with little or no reading ability, and to be online education course facilitators and instructor.

The **SkilledForceJOB** eCertificate Online Training Program has been proven effective to work not only in community college, high school and middle school programs, after-school programs, youth groups programs, alternative education programs and non-profit staff development programs, but also in even in the toughest of the education environments.

For instance, **SkilledForceJOB** eCertificate Online Training Program. has been widely used in nationwide by over 450 non-profits organizations and school system employees. These evidence based, common sense online training programs stand in the fore front as the nation's preeminent life-skills, self-esteem and workforce readiness online learning management system. The majority of the training is unique and original, and un-duplicated by any other training programs.

We will use funds from the {insert Foundation name} to support our implementation of **SkilledForceJOB** eCertificate Online Training Program.

Our overall goal for this program is to help our staff to address a social and job skills deficit common among the youth and adults who we serve and to teach our youth the important life skills, workforce readiness skills and job skills for the education requirement of lifelong learning in the 21st century workforce, so that they can make positive life and career decisions that leads to productive, successful and crime-free lives.

Specific objectives for the **SkilledForceJOB** eCertificate Online Training Program include to provide you with the following courses for the grant that we will help you to obtain (click on the link below);

[TRADE Certificate Training](#)

[STEM Certificate Training](#)

[WORKFORCE READINESS Certificate Training](#)

[TRAIN-THE-TRAINER Professional Training](#)

{These are goal specifics for this grant. Please do not change the goals of the grant in **SkilledForceJOB** eCertificate Online Training Program implementing this program.}

7. How Funds Will Be Spent (Example)

We will use the funds to support our implementation of **SkilledForceJOB** eCertificate Online Training Program. Funds will be used to:

- Provide {insert the number of people to be trained online and / or LIVE} of our clients with 21st Century online (computer based) life skills, workforce readiness, career and job skills training programs certificate training and staff development certificate training to help our staff to become 21st Century online facilitators of life skills, workforce readiness, career and job skills training programs.
- Purchase **SkilledForceJOB** eCertificate Online Training Program life skills, workforce readiness, career and job skills training program access codes to online workshops, online eBooks and eManuals, for use by the students and instructors in delivering life skills, workforce readiness, career job skills training programs, and lifelong learning initiatives necessary for success in the 21st Century job market,.
- Deliver the program to {number of youth and adults}.

8. Grant Narrative (Example)

- ✓ All courses are available 100% online.
(click on the program name above or below to preview the courses offered):

Estimate of student participants for each training program.

- (1) [Advance Manufacturing Job Skills Certificate Training](#) _____ X \$ 1,500 (average)
- (2) [Health Care Job Skills Certificate Training](#) _____ X \$ 1,500 (average)
- (3) [IT and Software Development Job Skills Certificate Training](#) _____ X \$ 1,500 (average)
- (4) [STEM \(Science, Technology, Engineering and Math \) Job Skills Certificate Training](#) _____ X \$ 1,500 (average)
- (5) [TRADE SKILLS Job Skills Certificate Training](#) _____ X \$ 1,500 (average)
- (6) [TRAIN-THE-TRAINER \(Soft-skills Training\)](#) _____ X \$ 1,500 (average)
- (7) [Workforce Readiness Skills Certificate Training](#) _____ X \$ 1,500 (average)

(click on the links below to visit the online education portals):

[SkilledForceJOB / Pearson Learning Portal](#)

[Train-the-Trainer Learning Portal](#)

[Advance Manufacturing Job-skills Learning Portal.](#)

- ✓ Students can take courses 24/7 without regard to their schedule of activities.
- ✓ Courses are from 3 hours up to 220 hours in length or six (6) to twelve (12) months for completion.
- ✓ CEU's can be awarded, if the community colleges will accept them. All the job-skills certification are accredited by certifying bodies or the American Association for Adult and Continuing Education.
- ✓ All students will be provided with access to a desk top computer for use in the CDC's facility and selected student (students with jobs) will be loaned or given access to laptop computers for use at home.
- ✓ Students are awarded certificate after each training and some of the Pearson Learning Courses lead to taking the Pearson Vue test to get certified in a trade.
- ✓ This program will be funded 100% by private grants and Federal Grants (no state grants).
- ✓ Our primary program focus is helping "people who do not want to go to college, but prefer to get a job skills training certificate that leads to a job".
- ✓ I will work with you to research and find grants, as well as to help develop the grant narrative and budget, and help you to put together the grant for you based upon this education initiative.
- ✓ We should keep this grant simple, with no additions for housing, training subsidies, or anything else as this will take away the focus of the grant.
- ✓ Our two year target budget is \$ 2,707,500 per consortium (\$ 902,500 per year) for a total \$ 2,707,500 for three CDC's in year one and \$ 5.415,000 for three CDC's for two years.

Let's set a minimum student training goal of 500 students to be trained in the first two years (2014-2016).

9. Budget (Example)

Average Cost Per Student Trained (1 YEAR)	334 @ \$ 1,500 =	\$ 501,000
Cost for Program Administrator (1 YEAR)	5 / \$ 50,000 =	\$ 10,000
Cost for Program Administrator (1 YEAR)	1 @ \$ 30,000 =	\$ 30,000
Cost for Case Managers (1 YEAR)	3 @ \$ 30,000 =	\$ 90,000
Cost for Security Manager / Property Manager (1 YEAR)	1 @ \$ 25,000 =	\$ 25,000
Cost for Printers	10 @ \$ 150 =	\$ 1,500
Cost for Desk Top Computers	50 @ \$ 300 =	\$ 15,000
Cost for Lap Top Computers	100 @ \$ 300 =	\$ 30,000
Cost for Overhead (Rent, Utilities, Telephone, Etc.)	=	\$ 100,000
Misc. Expenses (legal, accounting)	=	\$ 100,000

Total Budget (YEAR 1)	=	\$ 902,500

Total Budget for Three (3) CDC's (YEAR 1)	=	\$ 2,707,500
Total Budget for All CDC's (Two Years)	=	\$ 5,415,000

10 Population Served by the Program (Example)

{Insert information on the youth who will be served by the program – demographic information (gender, ethnic background, and age), economic status, characteristics of the neighborhoods they are from, any information on their behavior challenges/skills, etc.}

11 Staff Qualifications (Example)

Program training and implementation support is provided by an ARISE certified life skills trainer.

{Insert information on the backgrounds of the staff who will facilitate the online training and implement the program. For example, "Our own teachers will facilitate the **SkilledForceJOB** eCertificate Online Training Program

<Insert name of staff> has worked for <number of years> years with our organization and has excellent rapport with our youth. Our staff also will learn the required online facilitation skills through the **SkilledForceJOB** eCertificate Online Training Program training process."}

**Education + employment =
empowerment.**

Grant Narrative Example

Cut and Paste

The principals and goals of the _____ proposed _____ Grant:

The _____ 20XX _____ Grant motto is:

Grant Narrative Example

This proposed _____ grant is an **empowerment Project** for disadvantaged adults and young people, low-income public housing residents and people who don't want to go to college. The _____ grant will **empower** itself as a sustaining program, **empower** disadvantaged adults and young people as sustaining individuals, **empower** public housing residents as sustaining working employees, and **empower** the community by training our community residents for jobs and helping them to find jobs that will give them livable wages.

The educational job skills training, supportive services and on-job training components are:

The program which _____ and its consortium and partner organizations, the _____, envision a comprehensive, resourceful, east-to-administer and unique job skills, career training and life skills development program is the goal of many _____ residents.

In fact, one development is working on 6 months to 12 month or less job skills, career training and life skills certificate program for low-income residents to help them to obtain JOBS. . The community has a variety of job opportunities in small medium and large businesses, but the business cannot hire an unskilled workforce that is 80% of our resident population. Among the residents, there are a number of undereducated, low-income, young men and women in need of education, job-training and personal guidance and direction.

Through the _____'s workforce development program, about 225 disadvantaged young and adults would pay for and pursue 21st Century job skills training, if a program was available. The sale proceeds generated would from program this program would produce funding that would pay for help for others who cannot afford to pay for job skills training due to their low-income situation.

These people could receive their State General Education Diploma (GED) through the recently implemented _____ sponsored GED program on _____ campus, receipt of a GED does not guarantee a livable job income and it does not provide the skills necessary to get a job at all due to the 21st Century requirement of stackable job skills qualification and certification.

The people in the _____'s _____ program could receive counseling, support services and leadership development activities designed to build up their confidence, skills and abilities, but without skills to obtain a job, this would waste the permanent funding and resources of _____. (Briefly described, the job skills training project to be undertaken by the _____grant participants) is:

Exhibit 2: Proposed Program Summary (Example)

Economic Distress Information

The _____ is located in the City of _____ (population nearly 35,000 in 20XX) and the _____ County (population nearly 400,000 in 20XX), in the _____ area of the State. The city is situated on the Scenic River about 90 miles north of the _____. It is the county seat. The median income for the city in 20XX was \$_____, and for the county, \$_____.

This is an area hard hit by unemployment, with the city's unemployment rate from 20XX through 20XX at an average of ___ percent, and the county on the rise from almost ___ percent in 20XX, which does not yet account for the _____ Company's extensive downsizing, in 20XX, which cut nearly _____ employees from its workforce.

_____ Company has eliminated nearly half its area work force of more than _____ employees. The State estimated at that time the _____ Company downsizing ripple-effect to result in the loss of _____ more jobs. For young people 16 - 19, the unemployment rate in 20XX was a shocking 25% for the county.

This rate is generally 2 to 2.5 times higher than for people older than that, putting the unemployment rate for these young people at more than 50% higher. And, that rate preceded the massive _____ Company lay-offs.

Of the 57 small cities in the state, the _____ ranked number _____ in terms of economic, social and educational need factors in the late 20XX's, before _____ Company's massive downsizing and other related economic distress occurred. About 40% of the City's population is Minority, (25% Black, 12% Hispanic and 5% Asian and Pacific Islanders), of which more than half of that population are residents of the _____ five housing developments with 1000 units.

Of the 930 households (about 4,000 persons), more than 80 percent are female head of households, and more than 50 percent of the heads of household are unemployed.

Based upon information provided by human services and criminal justice professionals for the _____ Drug Elimination Program, there is a prevalence of high risk factors for young people -- "a population severely at risk and in desperate need of jobs skills training and jobs to assist them in turning their peer groups into positive communities", according to the executive director of one nonprofit social service.

According to these professionals:

- * Juvenile crimes of violence are on the rise and the ages of youth entering the judicial system younger (ages 13-15);
- * Youths have too much free time and are engaging in negative behavior and repeated criminal activities;
- * 80 percent of the juveniles prosecuted were involved with substance abuse;
- * Teen pregnancy is on the rise and the ages of these teen mom's younger (as low as 13 and 14);
- * Aids is spreading among teenagers and is expected to be the leading killer of women 15-19 years old, according to the National Center for Disease Control;
- * Marked increase in truant behavior of youth as a result of parental involvement in substance abuse, especially in areas of high concentrations of low-income of single-parent families;
- * Over half the total number of crisis intervention services eliminated for lack of funds especially for substance abuse related, with cases involving the _____ residents, this portion was over two thirds;
- * Drug related child protective reports showed a 25% increase.

The City's school district serves nearly 60% of the County's young people 17 years old and younger. The majority of the students come from low to moderate income households, with a relatively high concentration of students with multiple special life-skills, self-esteem and self-sufficiency needs.

The dropout rate improved from 4.4 percent to 3.3 percent from 20XX to 20XX, however the alarming number of suspensions, 192 out-of-school and 396 in-school suspensions during the 20XX school year attest to the difficulty many students have staying in school successfully and graduating with high school diplomas. Elementary school suspensions include first and second graders for up to a semester.

The following statistics from the _____ County Youth Bureau 20XX through 20XX Comprehensive Plan are evidence of the need for increased educational, life-skill, social and job skills training for the young low-income and adults of the _____ City, the majority of who live in public housing:

- * A sharp increase in AFDC families - up 20% from 20XX to 20XX
And another 18% between 20XX and 20XX, and a 20% increase from 20XX to 20XX in persons receiving food stamps;
- * A 30% increase in Medicare assistance from 20XX to 20XX;
- * 3,765 child abuse cases in 20XX.
- * Of the 600 youth 21 years old or younger living in jail in 20XX, there as an 85% increase in non-secure admission;
- * 22% increase in juvenile delinquent probation case load, and 37% increase in juvenile delinquent custody case load from 20XX through 20XX.

The smallest of the _____ apartment residences, 25 units with just 100 residents, provides a 20XX profile of the _____'s resident population: More than 90% of the residents are Minorities; about 56% of the residents are female; about 8% are elderly; about seven percent have a handicap, and approximately 36% are under 15 years of age.

Nearly 50% of the residents between the ages of 15 and 61 are unemployed.

Despite the diminishing public funds with which to develop additional job skills training, and the continuing need for affordable housing, combined with increases in the number of young families, it is extremely likely that the production of publicly-assisted housing in the _____ City will continue to be a factor in the local economy.

The local community- based non-profit housing providers and _____ City housing agencies report planned new development starts in 20XX. Additional special needs housing, such as housing for the homeless and victims of domestic violence, in the devastated economic environment of the _____ City and _____ County in light of its unemployment situation, will be needed.

Homeownership housing, if affordable, will be attainable for the moderate income population (above 80 percent of the median) of the _____ City, and if deeply subsidized during development, affordable to low-income residents (between 50 and 80 percent of median). In these circumstances, job skills training for construction trades (heating and air conditioning technician skills training, basic electricity skills training and welding skills training) has the potential to have a major impact on the local labor force.

The likelihood of both union and non-union skilled trade employment in construction for building both affordable housing and the resulting infrastructure improvements is ongoing need and likely to be a growth industry in the near future.

Training dollars for the purposes of instructing young people in the capability of performing construction work and related tasks is will be well spent.

Job training and education is desperately needed in this community and its citizens are ready to start working on job skills certificates that will get them a job. The availability of well paying jobs in this community for low income residents and their ability to move-up to regular housing options will free up public housing units for extremely-low and very-low income residents in need.

Exhibit 3: Program Quality and Feasibility Introduction (Example)

_____ and its Tenant Council have developed an exciting proposal for job skills training in the _____ City which will combine the advantageous features of constructing a housing project while at the same time providing construction and trade skills jobs for disadvantaged members of the community, providing low-income homeownership, and producing a sustaining perpetual _____ through revolving sale proceeds.

_____ anticipate that this _____ grant proposal and through this _____ grant, we will be able to provide an essential and primary job TRADE, STEM (science, technology, engineering and math) ADVANCED manufacturing, as well as workforce readiness skills program for disadvantaged men and women, residents of the _____ + public housing developments, and the community at large.

Through this uniquely sustaining _____ grant, the people participating in the program would receive relevant job skills certificate training which would provide livable wages for low-income people who don't want to go or can't go to college. The sale proceeds from those who can afford to pay for job skill certificate training from _____ would provide perpetually funding to train other low-income residents through the _____. So this _____ grant would provide residual income and revenues to pay for additional job skills training for low-income disadvantage residents in future years.

- This proposed _____ grant is a sustaining **Empowerment Project** for disadvantaged people who don't want to go to college or who can't afford to go to college, public housing residents and the community. Put simply, the _____ 20XX _____ Grant Motto is: **Education and Employment = Empowerment.**

- this _____ grant will **empower** itself as a sustaining program, **empower** disadvantaged adults and young people to sustaining individuals, **empower** public housing residents to afford better housing and to obtain livable wage jobs, and **empowers** the community with jobs that will help to rehabilitate and sustain its dilapidated housing stock.

_____ is already well into the planning and implementation of this _____ with the January, 20XX implementation of a State General Education Diploma (GED) at _____, one of its developments, and the implementation of a state-of-the-art Computer Lab and Computer Literacy training program at another of its developments, City _____.

The _____ are experts at delivering youth and adult training and empowerment programs. The experience provided by the dedicated, trained and hardworking staff and resident volunteers to deliver these training programs is truly imposing considering the size of its disadvantaged and unemployed population of about 4,000 residents.

This proposed _____ grant will provide necessary funds to:

- 1) Hire a professional case manager, an online learning management system and a program administrator for youth and adult-related computer enhanced, online job skills training programs. The proposed _____ consortium organizers recommended by the _____ consortium to plan, develop and implement the _____ grant. These candidates have a successful history with the _____ having planned, developed and implemented the _____ summer youth program, a resounding success. (resume attached)
- 2) Organize a Job Skills Training Advisory and Policy Committee, People elected by the _____ associations, _____ Board of Directors.

They will meet regularly with the _____ grant organizer to help implement the program and make review the activities and components of the learning management system job-skills training program.

Some of the advisors will be between the ages of 16 and 24, will be low-income or from low-income households. Some will be in school or employed, and some will not. The Job Skills Training Advisory and Policy Board will be paid stipends for their activities with OTP funds.

- 3) Develop a broad-based community support, and network of participating organizations representing housing, youth, employment and training, churches, counseling and social services, educators and public officials, and to develop a skilled nucleolus of adult advisors and planners who will bring support and additional resources to the _____ grant;
- 4) Conduct feasibility and need determinations, and outreach, recruitment and selection activities critical to the success of the program. The _____ knows it is essential to reach, recruit and select those men and women who are most in need of the job skills training resources offered;
- 5) Select and organize a _____ training facility on the _____ campus suitable for job training for 100 trade job skills, STEM job skills, ADVANCED manufacturing job skills and workforce readiness trainees. The site selected will also be suitable for the implementation of Train-the-Trainer programs, administrative and case management services;

Outreach, Recruitment and Selection Activities (Example)

Because this application is for a _____ Grant, before the actual participant outreach, recruitment and selection activities can occur, it is necessary to make a plan for these activities. In this section _____ will discuss its proposal to plan for these implementation activities through an outreach, recruitment and selection plan to develop its _____ grant program.

The first step proposed is to hire a case manager, partner with an online, computer training-based learning management system (LMS) and hire a program administrator for the _____ job _____ skills _____ development _____ grant _____ programs.

The proposed _____ organizer was singularly recommended by the _____ to plan, develop and implement the _____ grant. This candidate will planned, developed and implemented _____ summer youth program, a resounding success.

_____ will provide offices and related support services for the _____ grant organizer / administrator. Therefore, there will be no additional costs, save the grant organizer / administrator's salary and fringe benefits, to the _____ grant for typical organizational costs of a start-up organization. Once the grant organizer / administrator are hired, the grant organizer / administrator will organize an advisory and policy committee, people elected _____, _____ and recommended by _____ Board of Directors.

They will meet regularly with the grant organizer / administrator organizer to help design the program and make decisions on the activities and components of the program. Some of these advisors will be between the ages of 16 and 24, will be low-income or from low-income households. Some will be in school or employed, and some will not.

The people serving on the advisory committee will receive stipends for their activities from _____ grant funds. The input of these advisors at the design level will make the program much closer to what people need. The _____ grant planners need the good advice from youth and adults.

The grant organizer / administrator and Training Program Advisory Committee (TPAC) will develop a broad-based community support network of organizations representing housing, youth, employment and training, churches, counseling and social services, educators and public officials. This skilled nucleolus of adult advisors and planners will bring support and additional resources to the _____ grant program. The grant organizer / administrator candidate, the _____, collectively are fully aware of the

resources that are needed in the community. These resources will be canvassed, nurtured and developed, and others created where none exist.

This outreach and recruitment activity will also act as a fund-raising project. Implementation of this proposed _____grant will require sufficient funding to ensure its success.

While the _____ plans to apply for a 20XX _____ State of _____ Implementation Grant, it faces the reality that there may not be sufficient funds to finance the implementation of this program, in whole, with _____ grant funds.

The fund-raising goal will be to raise at least a 25% match of funding and in-kind services for the program. Once the program is implemented, and the job skills starts, the program should have enough funds to finance the majority of the development costs the next year's job skills program.

While funds for soft program services, such as online training facilitators and administrators, will still be needed, the hard costs for selling job skills training to those who can afford to pay for the training should be sustained through the years.

During the planning stage, the _____ will develop goals and objectives for the educational, job training and leadership development components of the _____ grant, as well as ancillary services and activities specific to the needs of adults and young people to be served by the program.

The grant organizer / administrator will work especially closely with the County Youth and Adult Resource Partnership (YARP) which, since 20XX has operated a year-round program with federal funding under the Job Training Partnership Act (JPTA). JPTA serves a similar population as _____, and provides consultant services to these disadvantaged youth and adults, assist them in staying in school or participate in other educational activities, and work in the community doing service projects as part of the Community Job Training Partnership Corp.

Work projects include installing playground equipment, providing services to the homeless, working in state and county parks planting trees, cutting trails and creating wildlife sanctuaries. JPTA also works in cooperation with the _____, and our youths have participated in their Summer Youth employment and Training Program. The grant organizer / administrator will also work closely with _____ a state-sponsored neighborhood preservation company, which has been extremely active in the field of low-income and homeless housing development and related services in the City _____ for 10 years.

_____ has expertise in developing and managing single room occupancy, shelter facilities, rental and homeownership housing. It counsels, trains and prepares first-time low-income homebuyers for homeownership.

_____ envisions that the _____ grant planners will consider working with _____ to develop an online job skills training schedule for the _____ residents. _____ will also be able to provide valuable technical assistance in the field of online job skills training facilitation, a new activity for the _____.

The grant organizer / administrator, and one or more of the _____ staff members, will attend one of _____ **SkilledForceJOB**'s annual national online workshops in _____ Online Training Staff Facilitation Training, usually held online in the winter and spring. This is an intensive, online workshop about the theory and practice of the _____ architect's approach to online job skills staff facilitation.

The grant organizer / administrator, and one or more of the _____ members, will make several in-state trips to meet with other successful _____ grant administrators, the _____ City Housing Authority and one other _____ grant in progress in a smaller city in the State of _____. This will assist the grant organizer / administrator and _____ to develop this _____ grant based upon the results of the trials and errors of others who have already passed the program planning process, and have successfully implemented _____'s grant.

Federal Opportunities for Training Program (Grant Name)

Exhibit 4: (Example)

Proposed **SkilledForceJOB** Program Job Skills Training, Train-the-Trainer Training , Workforce Readiness and Life Long Learning Training Activities Educational

_____ will provide the basic educational services for the _____ participants through its on-campus **SkilledForceJOB** program, located at our _____ job skills training center. The _____ sponsored **SkilledForceJOB** program for residents was organized and is operated under the guidance of the _____.

Online job skills training will be provided by the **SkilledForceJOB** Learning Management System (LMS). The program was started in January, 20XX. During the _____ grant planning process, coordination will occur between the program planners, the _____ and **SkilledForceJOB** Learning Management System (LMS).to design and to schedule the _____ grant in a manner compatible with the **SkilledForceJOB** Learning Management System (LMS) job skills training program, to determine the extent of the program and decide if these online educational services should be augmented with enhanced educational services and special education programs for those participants with special needs.

Such issues as providing tutorial assistance will be determined. Further, a relationship will be established between the **SkilledForceJOB** Learning Management System (LMS) program providers and the _____ grant administrators to ensure that the _____ grant includes a coordinated online plan for close communication regarding such issues as attendance, class participation and evaluation. In this way, the _____'s educational component will be provided in concert with the rest of the **SkilledForceJOB** Learning Management System (LMS).program activities.

_____ has just completed installing and organizing a state-of-the-art computer lab at the community room at the City _____. This project, organized under the direction of **SkilledForceJOB** Learning Management System (LMS) includes Computer Literacy training. Including Computer Literacy as one of the _____ grant educational activities is high on the program planners list. It is absolute reality in the 2000's that employable skills for both youth and adults include computer literacy at all level.

Together with the counseling and case management described in Exhibit 2 B 4 and in cooperation with the Leadership Training activities discussed in Exhibit 2 B 5, the

OTPO, _____ will determine the need for, and develop, alternative education programs to enhance the **SkilledForceJOB** Learning Management System (LMS) program.

SkilledForceJOB Learning Management System (LMS) recommends including Computer Literacy as one of the _____ grant educational activities. _____ has developed a state of the art computer center at its community job skills center and they will sponsor evening computer literacy training. Utilizing this facility may be appropriate as an enhanced educational component for the people in the _____ grant program.

Other ideas include driver's education, martial arts, sports and exercise programs, and a series of lectures and roundtable discussions on social issues appropriate to the group, such as drugs, aids, unwanted pregnancy, human communication, poverty, racial prejudice, authority figures, obtaining a college education or other job skills training, and other peer-related issues.

These group meetings could include community leaders and service providers, or films, field trips and other learning enhancements. The facilitator for these alternative programs will also be determined if they are necessary in the planning stage of the _____ job skills training grant.

Job Skills Training Activities (Example)

Because it is assumed that most of the funds needed to implement this _____ grant will be used for job training and workforce readiness, within the various construction trades, as they train under this _____ grant, the program planners will devote a great deal of energy to developing this stage of the program. It is estimated that 500 to 1,000 people can be served in the initial one-year by the **SkilledForceJOB** Learning Management System (LMS) program.

The _____ grant job training program trade skills training will be developed with the advice of an online education consultant from **SkilledForceJOB** Learning Management System (LMS) and apprenticeship training consultants from one or more of the construction unions, and in connection with the State's Occupational Education Program (SOEP). These online training consultants and trades people will be consulted to provide assistance in facilitating **SkilledForceJOB** Learning Management System (LMS) modules to teach hands-on job-related skills. In addition, the _____ grant planners will develop an on-site housing rehabilitation program for the participants to work on hands-on training with professionals in the field of construction and construction education. Because the _____ grant involves online computer based training and student field-work, these consultants will be able to assist in developing a safe,

productive and valuable on-site work program for the _____ **TRADE SKILLS** jobs trainees.

Further, initial discussions with the unions have revealed an interest in providing skilled union trades people as _____ consultants and instructors, at no salary except for the cost of insurance.

These, and other ideas and recommendations, will be researched and examined in detail during the planning process. Such issues as Federal and State Wage Rate requirements will have to be resolved before determining whether they _____ may legally accept the gratuitous assistance of union workers on the _____ grant construction site.

The _____ has ongoing relationships with faculty at various colleges and universities in the City's metropolitan area as well as relationships with various other secondary vocational and technical schools, as well as the _____. It also has long-standing relationships with the construction unions in the area.

During the planning phase of the _____ grant all of the joint boards as well as the unions of the construction industry will be contacted for exact information concerning their apprenticeship programs.

_____ with the grant organizer / administrator will work with **SkilledForceJOB** Learning Management System (LMS) during the planning process to find an apprenticeship training instructor to supplement the computer based training, hands-on training, case management and job search resource assistance provide by _____.

The ideal candidate will be fully-experienced in apprenticeship programs for the building trades. Through the _____'s assistance with its contacts with the various unions and educational directors of the unions, the _____ should provide the grant organizer / administrator with the contacts necessary to facilitate the transition between the _____ grant and trade/construction industry.

Leadership Development Activities (Example)

In addition to hiring a grant organizer / administrator who fully agrees with the _____'s goals and objectives for the _____ grant program, the grant organizer / administrator must especially share the _____'s advocacy for "customer"-involvement in _____-sponsored program planning and implementation.

_____ has more than 30 years of experience _____ programs. The residents of _____-owned developments are the _____'s partners in all activities related to the housing and the people who live in them.

Once the grant organizer / administrator is hired, his or her first job will be to organize a training program advisory and policy committee, people elected by _____, _____ and recommended by the _____ Board of Directors. They will meet regularly with the _____ to help implement the grant organizer / administrator program and make decisions on the activities and components of the program.

Some of these advisors, between the ages of 16 and 24, will be low-income or from low-income households. Some will be in school or employed, and some will not. The young people serving on the advisory committee will receive monthly stipends of \$50.00 per month for their _____ service and activities for the 18 months they will serve as the _____ Grant Advisory Committee during the planning stage. These stipends will be paid from _____ grant funds. The input of these young advisors at the design level will make the program much closer to what young people need.

The _____ grant planners need the good advice of these youth. During the planning stage, the _____ will develop goals and objectives for the educational, job training and leadership development components of the _____ grant, as well as ancillary services and activities specific to the needs of all the people to be served by the program. The grant organizer / administrator, and one or more of the _____ members, will attend one of _____'s grant annual national online workshops. Leadership Training, usually held in the winter and spring.

This is an intensive, hands-on online workshop about the theory and practice of the _____ grants architect's approach to leadership development. The grant organizer / administrator, and one or more of the _____ members, will make several in-state trips to meet with other successful _____ grant administrators, the _____ City Housing Authority and one other _____ grant in progress in a smaller city in the State of _____. This will assist the grant organizer / administrator and _____ to develop this _____ grant based upon the results of the trials and errors of others who have already passed the program planning process, and have successfully implemented _____ grants.

_____ will consult in-depth with the _____ grant staff regarding how to make leadership development work effectively. _____ will also recommend the grant organizer / administrator should consider including _____ grant staff online facilitators at the beginning of the implementation stage of the program.

Leadership Training Activities (Example)

Together with the counseling and case management services described in Exhibit 2 B 4 and in cooperation with the Leadership Training activities discussed in Exhibit 2 B 5, the grant organizer / administrator, _____ and _____ will determine if there is a need for, and develop, alternative education programs to enhance the **SkilledForceJOB** Learning Management System (LMS).

_____ strongly recommends including Computer Literacy as one of the _____ grant educational activities. One of its _____ association's has developed a state of the art computer center at its development's community job skills training center and sponsors evening computer literacy training. Utilizing this facility may be appropriate as an enhanced educational component for the young people in the _____ grant.

Other ideas include driver's education, martial arts, sports and exercise programs, and a series of lectures and roundtable discussions on social issues appropriate to the group, such as drugs, aids, unwanted pregnancy, human communication, poverty, racial prejudice, authority figures, obtaining a college education or other skilled training, and other peer-related issues.

These group meetings could include community leaders and service providers, or films, field trips and other learning enhancements. The necessity of these alternative programs will also be determined in the planning stage of the _____ job skills training grant.

Counseling and Support Services (Example)

During the planning stage of the _____'s _____ grant, the grant organizer / administrator and Training Program Advisory Committee (TPAC) will develop a broad-based community support network of organizations representing housing, youth, employment and training, churches, counseling and social services, educators and public officials. This skilled nucleus of adult advisors and planners will bring support and additional resources to the _____ grant. The grant organizer / administrator candidate, the _____ and _____, collectively are fully aware of the resources available in the community.

These resources will be canvassed, nurtured and developed, and others created where none exist. During this networking task, the grant organizer / administrator will seek out especially skilled consultants in the field of case management with specialties in working with disadvantaged adult and young people with multiple social and educational needs.

These specialists will be critical in planning for the counseling and support services needs of the adults and young people. These specialists will be called upon to assist in planning the pre-selection screening process as well as interviews and consultations which the applicants for the _____'s _____ grant will undergo in order to be accepted into the program.

_____ 's goals for its _____ grant program centers around empowerment. It, therefore, proposes to outreach for, find and recruit the most "at-risk" and seriously disadvantaged candidates for the program.

While on the face of it, this is just as it should be, on the other hand, the _____ is very much aware that these people will be working on a project which requires discipline, team participation and the ability to follow the direction of authority figures in a potentially dangerous environment to themselves and others.

So, a balance must be created to enable the _____ to select candidates with the greatest need but who will be able to participate in a meaningful, productive and safe way throughout the program term and in all of its activities.

The case manager will provide invaluable assistance in this area, and be able to assist in providing resources to refer candidates not suitable for the program due to serious nature of their problems and the need for a more intense or different, intervention method to help them overcome their problems.

The case manager will also bring to the program a network of resources and support services which the program can utilize for the young people in the program.

_____ envisions that the training, leadership, counseling and support services will act as one correlated _____ grant component, and the staff and/or consultants planning, organizing and implementing this component will have a hand in directing the overall program.

Approaches to the educational program such as alternative educational services and work team structure will be planned with their direction and input. It is hoped that the grant organizer / administrator and _____, with the help of _____ and _____, will be able to raise sufficient funds through the _____ grant fund-raising activities undertaken during the planning stage of the program to pay for the consultant costs of a critically-needed social worker during the implementation stage.

Coordination (Example)

During the planning processes for the _____'s _____grant coordination is the password to producing a successful program which, when implemented, could be cited as a _____grant national model. Coordination activities planned include, but are not limited to:

- Planning to hire a skilled, experienced grant organizer / administrator and developer, a case manager, with a special background in assisting disadvantaged youth who is the unqualified choice of the _____ and _____;
- Planning and organizing the _____ Grant Advisory Committee, a group of people nominated by their peers, _____ leaders and _____ officials, to act as a _____ grant policy and procedural matters throughout the planning and implementation processes;
- Planning, outreaching for, and recruiting, a network of community service providers to act as a nucleolus of available technical assistance, and as program funding providers;
- Attending and participating in _____'s grant national workshops and inviting staff to train the _____'s _____ grant online facilitators;
- Planning site visits to at least two successfully operating _____s in the state;
- Working with the unions and _____ to produce effective and useful classroom training and a well-and-safely-run on-site trade job skills program which will completes a new housing project and train the people to be effective, employed members of the community;
- Ensuring a qualified case manager plays a key role in the overall fabric of the _____grant; *Planning to tie the _____grant Educational track to the program;
- Planning for enhanced educational services and social services needed by the program participants;
- Planning to obtain vacant publicly-owned housing sites to restore and return to the benefit of the local economy;

- Planning the housing development predevelopment tasks in a careful and professional manner to ensure the property selected is structurally and environmentally safe, the plans and costs are reasonable and deliverable by the trade job skills trainees;
- Planning to upgrade neighborhoods by have our trade job skill trainees to restore dilapidated and deteriorated vacant eyesore properties to the condition of their neighboring home sites as part of their hands-on training;
- Planning for the future by ensuring that a portion of the _____ grant proceeds are recycled through the sale of the _____ grants **SkilledForceJOB** Learning Management System (LMS) jobs skills training and train-the-trainer programs to people who can afford to buy the training to help finance the training of additional _____grant low-income and disadvantage community members.

In short, the _____'s proposed _____grant is well planned and coordinated

Job Placement and Post-Graduation Follow-Up (Example)

(Please enter plans for this endeavor if required by the grant)

Exhibit 5: Applicant Information Non-Profit Status (Example)

(Your Organizations Name and a description of its mission and goals).

(example) A municipal housing authority organized under an act of the State Legislature in April, 20XX.

Proof of Your Organization's organizational status is attached as Addendum B.

Sample Public Implementation Grant Application

Federal Housing and Retraining Program (HRP) Exhibit 4 –

(Example)

Detailed Program Information, Continued Counseling, Leadership Development, and Social Services Although the Counseling and Leadership Development class component is integral to HRP's success, it is also the case that every class, group activity, and on-the-job experience presents an opportunity for leadership development.

Staff members will be trained in essential team building skills not only to form a cohesive cooperative learning group but also to work closely with HRP participants to facilitate and encourage the development of both individual and group skills. Speaking in large and small groups; presenting an argument; negotiating; and mediating among conflicting points of view will all be developed through solving real problems presented to the group; role playing; and simulation games.

Participants may come to HRP with myriad personal and social problems for which they may need advice and counseling. The Program plans a feasibility study of child care as part of the Combined Planning and Implementation Grant process; students who require counseling for substance abuse, marital, legal, or other family problems will be referred to local community social service agencies.

Educational and Job Training Services Activities (Example)

The link below indicates the online education portals where the job-skills training activities of the grant program will take place. Click on the links below to visit the online education portals.

(click on the links below to visit the online education portals):

[SkilledForceJOB / Pearson Learning Portal](#)

[Train-the-Trainer Learning Portal](#)

[Advance Manufacturing Job-skills Learning Portal.](#)

Program Course Descriptions (Example)

The following courses are available on the above online education portals thru this grants **(click on the course links below);**

[TRADE Certificate Training](#)

[STEM Certificate Training](#)

[WORKFORCE READINESS Certificate Training](#)

[TRAIN-THE-TRAINER Professional Training](#)

Computer Lab (Online Courses): Students will become familiar with the operation of a personal computer and with computer-assisted instruction for all of their courses. They will be encouraged to write on the computer, and typing tutorial programs will be available.

The HRP Program will provide computer-assisted instruction in Reading, Writing, and Mathematics. Participants will be able to reinforce concepts learned by using software that allows them to repeat operations and view screens with information at their own pace.

The online computer lab will be available at a scheduled time and during designated evening and weekend hours.

Reading and Writing (Example)

Reading (Online Courses): this course provides practice in reading comprehension, fluency, and speed. Materials used in the course range from instructions for operating construction equipment to advertisements, stories, newspaper articles, driver education booklets, and compositions written by students. The course will also include practice in reading aloud.

Writing (Online Courses):: Students in this course will improve their writing fluency, skill, and speed. Taught in conjunction with, Reading, and Speech, students will focus on sentence structure, paragraph development, and the presentation of a written argument. Subject matter can range from job experiences and personal entries in a journal to current events.

Speech (Online Courses):

This course provides practice in a variety of forms of oral communication: reading a prepared text, conversation, group discussion, argumentation, and extemporaneous speaking. Students will be encouraged to share their own written work with colleagues as they improve their fluency and diction.

HRP participants will receive one hour each week in Speech instruction. This will consist of prepared and improvised conversations, reading aloud, extemporaneous discussions of topics important to the students, job interviewing practice, and informal group discussions of lectures, trips or recent classes.

Mathematics (Online Courses): Students will become familiar with basic mathematical operations such addition, subtraction, multiplication, division, number placement, and basic algebra. They will also become familiar with basic geometry. Learning materials introduce mathematical skills required in construction as well as everyday activities such as shopping or reading a chart or graph in a newspaper. Practical mathematics in occupational and consumer settings will form an important component of the Mathematics curriculum.

Staffing Requirements (Example)

- One Director/Program Administrator to handle all of the administrative, compliance, and educational needs of the Program.
- Two Case Managers – Analyze student eligibility for programs..
- Three Program Associates, most likely graduate students in Social Work, Urban Affairs, or Education.

Job Placement and Post-Graduation Follow-Up (Example)

The one-year HRP Program will offer participants a solid cognitive, developmental, and experiential foundation for future life and work. However, training and education require substantive follow-up in the form of job placement and continuing counseling services for program graduates.

During the last month of the HRP Program, as participants focus on interviewing and oral and written skills (development of a resume) in their Speech, Writing, and Leadership Counseling classes, they will become familiar with job listings posted by the State Department of Labor available in hard copy or on disk. Help wanted ads will offer an additional source of job leads, as will jobs posted with local community social service agencies. Applicants will receive support as they interview for jobs in the form of funds for transportation and counseling services as appropriate.

Participants will also receive counseling and information regarding additional job training and union apprenticeship programs for which they might be eligible. Those who wish to explore the possibility of attending college will be referred to Higher Education Opportunity Programs at the community colleges of the City University of the City.

The resources of the Computer Laboratory will be available to Program graduates, as will referrals to local social service agencies.

This component of the Program will also be the focus of high school equivalency testing through the GED exam, driver education, job placement, college referral, and other services as needed.

Measurable objectives will be achieved by the number of youths who are recruited and who complete the application process. In addition for each class and the on the job training sessions, attendance will be taken, attendance will measure the degree of program success. No applicant will be permitted to graduate without attending 90% of the sessions in each area.

Upon acceptance into the program each student will be given a traditional placement exam the scores of which will be compared with the scores upon graduation.

Job and higher education placement will be recorded with follow-up after one year of the exiting of the individual students. Follow-Up counseling will be made available. Completion rate of housing will be judged by unit occupancy after one year from the start of the program.

Exhibit 6 - Matching Funds and Program Certifications Public/Private Support Public Support (Example)

The Area HRP Program will be the beneficiary of other federal funds in the amount of \$150,500.00 that will be designated by the CBO from a State Training Grant that was awarded to the CBO in Fiscal Year 199X for the purpose of promoting community development activities in the Area.

The moneys will be spent for the purposes of program planning, outreach and recruitment activities, materials and equipment, training and technical assistance for the staff, and job placement and follow-up services.

Outreach and recruitment efforts will benefit from \$25,000.00 of the special program grant fund.

Program Certifications (Example)

Joint Applicants Memorandum of Understanding

All employment and contract details will be agreed to by both of the parties. No hiring or contracting will be discharged without pertinent advice and consent of both of the parties.

Other areas of collective or joint activity include:

Architectural and Engineering; Contracting;
Legal Representation;
Training & Counseling;
Curriculum and Personnel;
Site Selection;

Preparation of Funding Applications (Example)

The CBO will be responsible for:

- Conducting Training & Counseling;
- Fiscal Reporting and Auditing;
- Construction Scheduling;
- Liability Insurance; Payroll and Fringe Payments

The LNO will be responsible for:

- Quarterly Reports;
- Overall Evaluation;
- Site Selection Studies;
- Identification of Funding Sources

The partners shall encourage and support the initiatives of each partner to become involved in the project operations and improvements.

The primary sponsor will carry out a plan to incorporate such involvement in the operations and planning of activities related to the HRP implementation program. This will include regular meetings with each of the program participants of each of the partners, with written minutes and agenda, and all financial reporting.

All common areas of responsibility will be the province of a board composed of two duly appointed representatives of CBO and two duly appointed representatives of the LNO.

All decisions respecting common areas of obligation and liability must be unanimous. All plans and specification for the upcoming renovations will be shared with both of the partners.

Signed:

Community Based Organization, Inc. (Example)

Dew Good:

Executive Director

Dated: January 1, 199X

Signed: _____

Local Neighborhood Organization, Inc. (Example)

Rev. I. N.

Service: Executive Director

Dated: January 1, 199X

Consistency with City Coordinated Plan (Example)

The proposed HRP Program activities proposed in the application for HRP funding by the CBO and LNO, specifically a training and educational program for economically disadvantaged high school drop outs between the ages of 16 and 24 in the Area, are consistent with the City Coordinated Plan for the fiscal year 199X.

I am authorized to act on behalf of the City and do certify that the activities described in the HRP Program grant application are consistent with the approved City Coordinated Plan within which the program service area and site is located.

The fiscal year 199X Coordinated Plan was approved in FFY 199X.

Please note that this certification of consistency with the Coordinated Plan does not commit the City to any discretionary actions required in connection with the application.

For the City (Example)

Signed _____
C. Planner,
Coordinated Plan Director
Dated _____

Addendum (Example) – Cut and Paste

Grant Worksheet (Required Information)

(VERY IMPORTANT: This should be done in case you are required to submit this information. Remember, you are asking an organization to fund a project for your organization of a *one million plus dollars* for your program. They need to know who you are and if you are reliable. See the examples included for reference.

Common Application Form - Cover Sheet

Date of application: May XX 199X

Name of organization to which grant would be paid.

(Please list exact legal name: Neighborhood Improvement Association, Inc. (NIA)

Purpose of grant (one sentence):

General Support for NIA's 199X/X Housing management

Program address of organization: 100 Main Street, Any-City, Any-State, USA
Telephone number: 888-800-8888

Executive director: Dolly Do-Good

Contact person and title (if not executive director):

Grant Finder, Director of Fundraising

Is your organization an IRS 501(c) (3) not-for-profit? (Yes or No): Yes - No (please explain):

Grant request: \$25,000

Check one: () General support: () Project support:

Total organizational budget (for current year): \$2,100,000

Dates covered by this budget (mo/day/year): January 1, 199X - through December 31, 199X

Total project budget (if requesting project support):

Dates covered by project budget (mo/day/year): (Example)

Project name (if applicable):

Common Application Form - Proposal

PROPOSAL SUMMARY — one-half page, maximum Grant Purpose:

We will use Urban Betterment Foundation funds to structure a management company to forge private and public partnerships to manage a portion of the City-owned or controlled housing units in our community. The result will double or even triple our residential property management capacity to benefit hundreds of additional low-income tenants in our community. Grant funds will also be used to help automate our operating systems, upgrade our outdated computer systems, and greatly improve our delivery of competent management services to more than 5,000 NIA residents in 150 scattered-site buildings, about the size of a small town.

GRANT NARRATIVE — Five pages maximum A. Background — Describe the work of your agency, addressing each of the following:

1. A brief description of its history and mission : (Example)

History: In 19XX, a few residents, merchants and church leaders banded together in an informal block association to buy abandoned buildings in our neighborhood in an effort to save the neighborhood from decay and destruction. They succeeded, and formed NIA, an organization founded on the basis of self-sufficiency. Today, nearly 30 years later, NIA is a recognized not-for-profit leader in affordable housing development and management in this city; a company with a \$2 million annual operating budget and a management portfolio of 2,500 units in 150 buildings. Whole sections of our community are revitalized with new and rehabilitated safe, decent, affordable housing developed and managed by our organization. Mission: NIA's overriding objective is to deliver top-notch and comprehensive housing development and management services to the residents of our neighborhood, while providing leadership and a positive vision to the people of this community.

2. The need or problem that your organization works to address, and the population that your agency serves, including geographic location, socio-economic status, race, ethnicity, gender, sexual orientation, age, physical ability and language: (Example)

Established before the turn of the century, the community area of this city which NIA serves is an impoverished community of more than 150,000 residents with a median household income of \$14,000 (CD 100), nearly all of whom are minority (Black (52%)

and Hispanic (39%), many are immigrants who arrive poor, with a lack of basic language skills, and minimal social, educational and vocational skills necessary to gain employment and participate in society. (1990 Census Data)

In February, 1997, the City's Department of Housing (CDH) reported that the City's 1996 median monthly gross rent (including utilities), was \$630.

The 199X City's Housing Vacancy Report reported that those earning less than \$20,000 pay about half of their income towards housing costs; and the 199X Housing Vacancy Report indicates little or no change. The need for safe, decent affordable housing is critical for the community area which NIA serves. NIA currently provides housing and related services for permanent and temporary residents of this community, most with household incomes below 60 percent of the area median household income.

Our community is attractive because of its masonry tenement housing stock, its advantageous location, proximity to downtown, good subway connections, and access to major regional thoroughfares. However, about half of the housing and land in community area which NIA serves is publicly-owned; with approximately 18,500 units of City-owned or controlled housing, much of which is substandard and inadequately maintained. Many of these buildings are small and scattered, making them difficult to manage.

Faced with these statistics, ever-decreasing government funds and shrinking support services and programs for this community, many would view this picture as futile. But, NIA sees this picture as an opportunity to bring together public and private sectors to produce efficient management systems for this large resource of publicly-owned housing, significantly influencing the housing needs of this neighborhood in the next three years.

3. Current programs and accomplishments. Please emphasize the achievements of the recent past: (Example)

Year after year, we push and shove and help the residents of this community take their neighborhoods back from drugs, crime and decay. Building by building. Lot by lot. Block by block. We have developed, on an average, nearly 70 affordable housing units for each of our 37 years. Our current management portfolio represents the entire housing ladder, ranging from housing for formerly homeless households to homeownership for middle-income working families.

Our tremendous ten year growth record attests to our proficiency. In 199X alone, NIA completed 25 buildings with 350 apartments, and started another 150 units in 10 more buildings. A total \$50 million in construction in one year! We built housing on a block where residents had to pay a "toll" to the gangs to walk through unharmed.

Today, residents live, work and walk on that block, safe and unharmed. Our renovation of vacant tenements to rental apartments has attracted stable low-income working families and new businesses to the area. We built housing for the elderly and physically handicapped on a lot used as a heroin den, filled with junk cars, garbage, drug dealers and users.

Today, there is a park filled with flowering trees and plants and sitting areas and 100 beautiful apartments housing our seniors in peace and dignity. Complementing our housing efforts, we build gardens, plant trees; create murals, sponsor festivals and activities for people of all ages.

We train, educate, and provide support services to NIA residents in order to preserve, improve and dignify the fabric of our community. Since its inception, NIA has published a monthly community newsletter, *Neighborhood News*, and has held open, public annual board meetings and elections. Every NIA housing resident is a member of our corporation.

We are an organization with a clear vision and a passion for the future. Our goal is to be the best community-based not-for-profit community-based affordable housing developer and manager in the nation. We draw on existing resources; the neighborhoods where we have built and re-built lots and buildings; the creative potential of our residents; and turn them into assets to banish decay and despair, to build a vibrant, healthy community.

4. Number of paid full-time staff; number of paid part-time staff; number of volunteers: (Example)

NIA has a staff of 75; 10 professional, including 5 property managers; 10 clerical support staff, and 50 maintenance staff. 40 are full time, and 35 are part time. Our staff, board members, and many of our 3,500 housing residents provide volunteer work for our projects and community activities.

5. Your organization's relationships — both formal and informal — with other organizations working to meet the same needs or providing similar services. Please explain how you differ from these other agencies:

NIA has fostered, built and maintained strong bonds and relationships with the community-based organizations of our community to deliver a multiplicity of programs and services to the residents of this impoverished area.

Our Board of Directors serve on community boards, charities, churches and other community service organizations. We work closely with a number of grass-roots organizations which provide free and low-cost services to support and assist the community and its residents, such as legal, immigration, health, art, social and educational services. For example: The area's Mental Health Association provides mental health services to our community and has their offices in one of our buildings.

The area's Primary Healthcare Association provides primary care health services for our community in another of NIA's buildings. One of the area block schools provides meals and social services to our elderly and physically handicapped residents at our HUD 202 housing development.

B. Funding Request — Please describe the program for which you seek funding 1. If applying for general operating support, briefly describe how this grant would be used:

We are requesting general operating support funds to assist with the anticipated three-year planning, development, implementation, start-up and expansion period for our new management company. Our successful joint-venture bid to manage 250 units of multi-family low-income homeownership housing, owned by the City, kicks-off our expanded management program to attract working individuals and families back to an economically revitalizing area, and continue to stabilize and rebuild the economic base of this community.

However, our current organizational structure does not include the requisite separate management company prescribed by the City in order to be qualified to enter into municipal contracts to manage certain City-owned properties. We will create a subsidiary management company structured to develop public/private partnerships and tailored to meet the City's criteria.

We will then be able to contract with the City to manage a portion of the 2,500 occupied City-owned scattered-site substandard and inadequately maintained housing units in the community area we serve. The new management company will also enable us to, independently and more effectively, manage the buildings which we currently own and manage.

Establishing a new management company will permit us to expand and improve our fast-paced three-year housing agenda responsibly, efficiently and effectively. The new company will create a reliable mechanism to quickly respond to changing internal and external market conditions, and coordinate our management action plans through joint-ventures.

Affordable property management is a distinct profession and a difficult task under normal circumstances. Low-income occupancy just increases the challenges. Regardless of our growth, our residents deserve excellence and access. Residents who have complaints or are looking for information must be able to contact the on-site resident manager and receive the assistance and information they need. The importance of good management is critical.

- 1 If your request is for a specific project, please explain the project including:**
- 2. The population that you plan to serve and how this population will benefit from the project: N/A**
- 3. Strategies that you will employ to implement your project: N/A**
- 4. The proposed staffing pattern for the project, and the names and titles of the individuals who will direct the project: N/A**
- 5. Anticipated length of the project: N/A**
- 6. How the project contributes to your organization's overall mission: N/A**
C. Evaluation — Please explain how you will measure the effectiveness of your activities. Describe your criteria for a successful program and the results you expect to have achieved by the end of the funding period:

We will measure our 20XX housing management program by the numerous housing management programs and initiatives which we have developed and implemented over the past 37 years which have already significantly impacted the practice of quality housing management in our community, and stand as a model for the City.

We will submit a program report upon the completion of the 199X/X fiscal year, funded in part by the Urban Betterment Foundation. We will keep detailed accurate, complete records of expenditures made under the grant, and participate actively in the evaluation of program activities during the course of the 199X/X fiscal year.

Upon request, we will then provide an audited financial statement of income and expenditure in respect of the grant by an independent certified public accountant that the grant money is spent on the purposes for which it was provided. Further, evaluation of NIA's overall effectiveness as a housing manager is measured by resident satisfaction, and the level of successful tenant services provided. Our board members are our tenants.

The board meets monthly, and is closely involved with our programs, management, and oversight.

Common Application Form - Attachments III (Example)

EXHIBITS and ATTACHMENTS — *Please label all attachments to correspond to the bold-faced, capitalized items below.*

A. Financial Information — *Please provide the dates that each document covers.*

1. Your MOST RECENT FINANCIAL STATEMENT, audited if available. This statement should reflect actual expenditures and funds received during your most recent fiscal year: NIA's most recent audited financial statement for the fiscal year ending December 31, 1996 is attached.

2. Aligned side by side on the same page, **your OPERATING EXPENSE BUDGETS** for the current and most recent fiscal year:

Exhibit III A 2 is attached

3. Aligned side by side on the same page, **A LIST OF foundation and corporate SUPPORTERS** and all other sources of income, with amounts, for your current and most recent fiscal year:*Exhibit III A 3 is attached*

4. Please list the foundations, corporations, and other **SOURCES that you are SOLICITING FOR FUNDING** and, to the best of your knowledge, the **STATUS OF YOUR PROPOSAL** with each:

Exhibit III A 4 is attached if project funding is requested:

5. A CURRENT EXPENSE BUDGET FOR THE PROJECT. List each staff line separately and include % of time spent on project. Indicate the specific uses of the requested grant, if possible: N/A

6. A list of all SOURCES OF INCOME toward the project, actual and prospective with amounts: N/A

B. Other Supporting Materials (Example)

1. A list of your Board of Directors, with their affiliations:

The 10 members of our Board of Directors are community residents, most in the field of housing or related fields of work and service. Our Board is elected by open elections held at public annual meetings. All members are actively involved in supporting and growing NIA. The residents of NIA's housing developments are all members of our corporation. A list of our Board, with their affiliations, is attached.

2. A copy of your most recent IRS letter indicating your agency's tax exempt status, or, if not available, an explanation:

A copy of our 501(c)(3) documentation is attached.

3. Resumes of key staff, including qualifications relevant to the specific request:

Resumes of key staff, including qualifications are attached.

4. Your most recent annual report, if available:

NIA's 1996 Annual Journal is attached.

5. No more than three examples of recent articles about, or evaluations of, your organization, if available:

The most recent issue of *Neighborhood News*, our community newsletter, and a press overview of NIA, are attached.

Common Application Form - Supplementary Information (Example)

General Information

1. If your organization has received funding from us in the past, please summarize all previous grants, listing the amount and purpose of each: N/A

2. What is your organization's fiscal year? January 1 - December 31

*3. If your organization is requesting project support, what is the project's fiscal year?
N/A Financial Information*

4. *Who prepared your organization's financial statements? Please include the individual's name, position and direct telephone number:*

Arnie Accountant, CPA, (888) 997-9999

5. *If your organization is requesting project support, where the Common Application Form refers to your most recent and current budgets (Section III A, 2 and 3), please include those budgets for both the organization and the project: N/A*

6. *Where there is a change of more than 20% in a single line item of either the organizational or project budget in one year, please include a note explaining the change: N/A*

7. *The months and years covered by each financial document should be clearly marked at the top of each page together with the name of your organization: N/A*

Common Application Form - Case Statement (Example)

In not more than one page, please provide the Urban Betterment Foundation with an empirical analysis of the social and/or environmental context within which your organization is operating.

This analysis should not be a reiteration of your mission statement or purpose; rather it should provide us with an overview of the issues with which your organization is dealing. It should include precise data, statistics, and concrete examples of problems your organization is facing. Sources should be cited where appropriate.

Contact our Grant Coordinator (see below) for additional questions and information.

D. Harold Greene
Executive Director
SkilledForceJOB
Learning Management System (LMS).
(910) 679-431