



Workforce Ecosystem Mapping Guide

April 2020

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Executive Summary

Purpose of the Workforce Ecosystem Mapping Guide

Unfolding in today's job market is an incredible tale of two cities. Employers and individuals are immersed in a persisting skills gap. The transformation of work is adding pressure on America's already strained talent development system. Still today, 75% of students coming out of K-12 are not College or Career Ready.* Almost 70% of the workforce does not have a college degree or a meaningful credential. About 50% of the U.S. workforce lacks the identifiable skills required to function well in occupations that provide family sustaining wages.**

The traditional path to economic mobility no longer works. For a Non-Traditional Career Starter (NTCS), there has to be a better way. Lack of evidence to perform in a good job, or a credible way to demonstrate skills, work history gaps and changing job requirements all lead to individuals struggling to make gains in the workplace, blocking their path to mobility.*** It is no surprise that employers cite challenges sourcing, selecting and retaining talent. These challenges result in lower productivity, high turnover costs, costly retraining, mistrust and dissatisfaction in the workplace.

Complicating the current dilemma is the likelihood that half of the jobs in the U.S. will be transformed by advances in artificial intelligence, robotics, and other automation in the coming years. However, America's talent development system is not built to support the ongoing transformation of work, making the path to opportunity nearly impossible for the NTCS.

In order for NTCS's to be successful, the stakeholders and organizations in the workforce development system must be able to navigate the public workforce development funding system and form successful partnerships. This guide is meant to serve as a resource to help workforce development professionals learn about the major public funding streams for employment and training programs and provide guidance on how to leverage that funding in local communities.

* Source: ACT, Inc. 2019. <https://www.act.org/content/dam/act/unsecured/documents/National-CCCR-2019.pdf>

** Source: ACT, Inc. 2013. <https://forms.act.org/research/policymakers/pdf/Work-Readiness-Standards-and-Benchmarks.pdf>

*** Source: Crain's Forum. 2019. <https://www.chicagobusiness.com/craains-forum-jobs-wages/shift-change>

Executive Summary (continued)

Methods

Information on public funding streams in Section 1 of this guide was largely gathered using documents from various governmental and non-governmental sources, which can all be found in the Bibliography. Examples of governmental sources used include federal government agency budgets and evaluation reports. An example of a non-governmental source includes a brief from CLASP, a nonprofit research and advocacy organization.

The frameworks and recommendations in Section 2 of this guide are largely products of Third Sector's prior work and experiences as a nonprofit consulting organization that advises government agencies, philanthropies, and service providers. Additionally, Third Sector conducted several phone interviews with local-level workforce development practitioners to receive feedback on how this guide could be most helpful for education and implementation. Some of the best practices from interviewees are incorporated into the guide.

Summary of Contents

Section 1. Major workforce ecosystem funding streams

Description of **8 major federal funding streams**, administered by 4 federal agencies, for employment and training programs. For each funding stream, the section includes **basic information**, a chart for how **funding and services flow** to the local level, and specific **opportunities and considerations**.

Also included is information on federal grants, state and local funds, and non-public funds to consider.

Section 2: Applying information to local jurisdictions

Knowledge about how public funding streams work is not enough on its own! This section provides resources for workforce development professionals to use in order to apply the information in Section 1 to **advance their organization's priorities or build partnerships** in their region or local community.

Some resources included are a worksheet to map out the local cross-sector stakeholder map and criteria to evaluate whether a funding stream is worth pursuing.

Section 1:

Major workforce ecosystem funding streams

Categories for understanding public funding streams

Governments use dollars, services, policy, and data as levers to achieve outcomes



Federal, state, and local governments make financial resources available through various ways, such as budget appropriations, legislative authorizations, and grants



State and local governments deliver services to the community directly or hold contracts with local community-based organizations to deliver services



Governments implement policies that contain requirements or guidance for how to spend dollars and deliver services



Government and local organizations collect data on participants and services, which can be shared between organizations to evaluate outcomes and inform continuous improvement efforts

Tip: Community-based organizations (CBOs) typically receive public funds through state and local agencies rather than federal agencies directly. Consider this and your unique context as you learn about each funding stream and identify partners for your local sector initiative.

Workforce Investment Opportunity Act (WIOA): Titles I & III

Basic information



U.S. Department of Labor (DOL)



DOLLARS

- There are five **Workforce Investment Opportunity Act (WIOA)** Titles*, which serve different populations and have unique services. The 2019 federal budget for WIOA was approximately \$6 billion.¹
- DOL's Employment & Training Administration administers Title I and Title III, the primary sources of federal workforce development funding for employment and training (E&T) services. The 2019 budget for Titles I and III was roughly \$3 billion.¹



SERVICES

- *Title I:*
 - Population Served: Adults (18+), dislocated workers and youth (16-24) with priority to those who demonstrate need.
 - Services: Job training and career services support, including counseling, hard and soft skills training, job placement.
 - Local Providers: Local workforce development boards can deliver training services directly or partner with an education institution, apprenticeship, or **community-based organization (CBO)** on the **Eligible Training Provider List (ETPL)****.
- *Title III (Wagner-Peyser):*
 - Population Served: Any jobseeker is eligible for services, particularly those with barriers to employment.
 - Services: Through a network of locations, **American Job Centers (AJCs)**, also known as One-Stops, provide education, and employment and training services, including services funded by other WIOA titles and other publicly funded programs.
 - Local Providers: There are roughly 2,400 AJCs across the country.



POLICY

- DOL distributes formula grants to states based on statistics such as unemployment. States' public fiscal agencies distribute funding to local workforce development boards based on a formula, with non-formula grants available as well.
- WIOA requires states to submit either a Unified or Combined State Plan to DOL that outlines a four-year strategy for the State's workforce development system.
- WIOA authorizes Pay for Performance contracting to improve longer term outcomes, however, few local workforce development boards have tested this innovative approach to date.



DATA

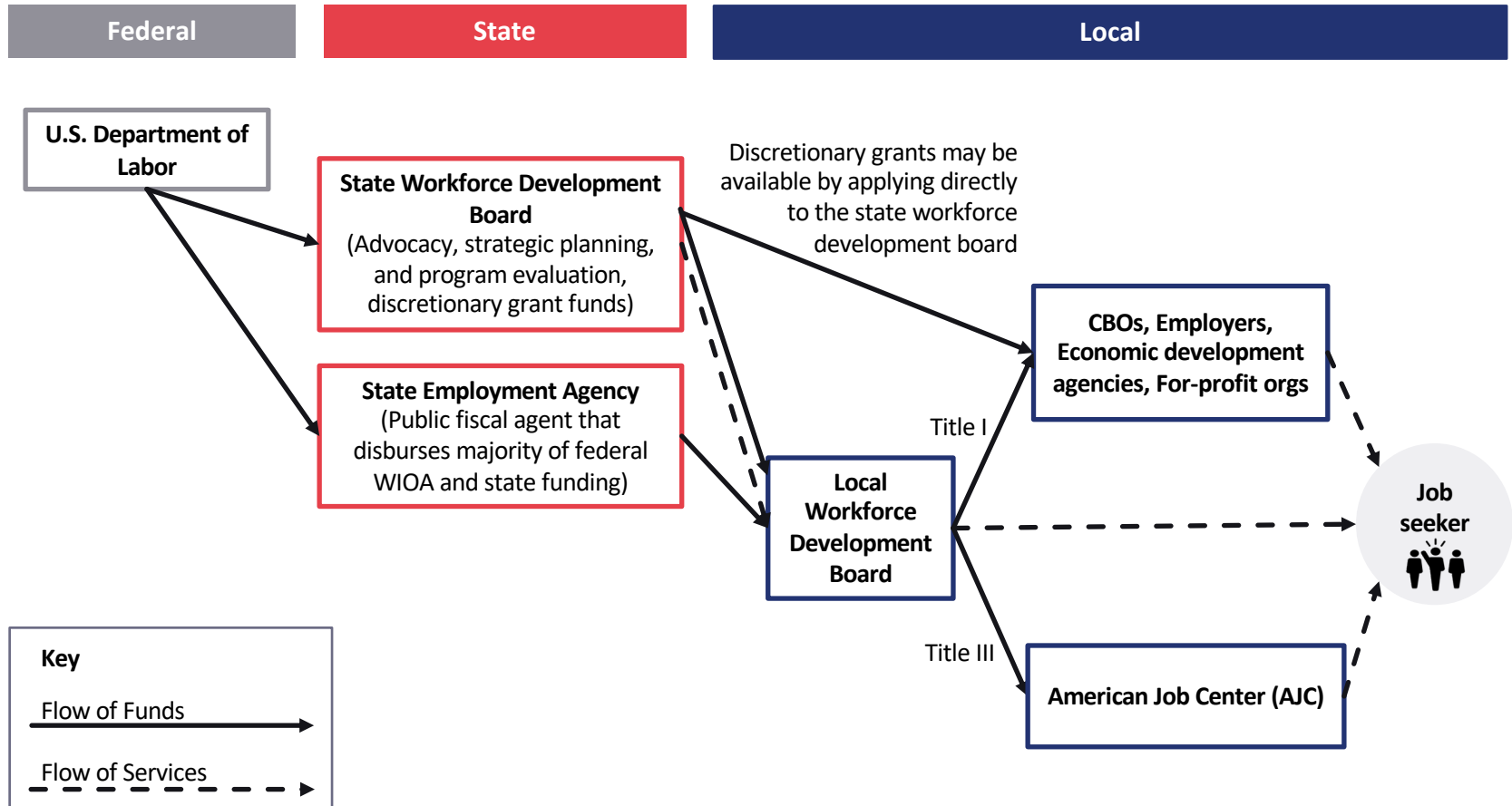
- *Titles I and III* define performance measures which states must aggregate and report to DOL annually.
- There are six primary indicators for performance: employment or education placement rate during the 2nd and 4th quarters after program completion (exit), median participant earnings, credential attainment, measurable skill gains, and effectiveness in serving employees.^{2,3}

*Titles I & III in pages 7-9; Titles II & IV in pages 25-27; Title V contains General Provisions.
See Bibliography in the Appendix for sources of information.

**See Appendix for more information on the ETPL.

Workforce Investment Opportunity Act (WIOA): Titles I & III

Flow of funds and services



Note: This flow of funds and services is for illustrative purposes only and may vary across state and local contexts. Further research must be done to determine exact agency names, partnerships, and funding relationships.

Workforce Investment Opportunity Act (WIOA): Titles I & III

Opportunities & considerations for obtaining & using funding

Opportunities

- **Eligible Population:** A broad group of populations are eligible, and maximum income thresholds are higher compared with those of Temporary Assistance for Needy Families (TANF), which means a variety of local CBOs that provide employment training services are eligible for WIOA funding through contracts with their local workforce development board.
- **Collaboration:** WIOA requires collaboration across key state workforce partners, and local-level collaboration is highly encouraged in order to provide the full suite of required service elements. Partnership could look like co-location, data-sharing, contracts for services, or developing joint plans.
- **Data:** WIOA has required performance measures, which must be entered by the service provider, and 12 months of data (after a participant exits) is available to all local workforce development boards. They can choose to share data back with contractors and community partners, which can be used for regional collaboration when shared. Despite availability of data, long-term outcomes data is more difficult to obtain and requires data sharing agreements with the state employment agency.
- **Potential for CBO funding:** CBOs that provide employment and training services can receive WIOA Title I funds for services by joining their state's ETPL, which allows them to contract with the local workforce development board. (More on ETPL in the Appendix.)

Considerations

- **Pay for Performance (P4P):** For organizations with a strong demonstrated track record and interested in being a part of innovative contracting efforts, WIOA allows for 10% of contract funding to be paid under Pay for Performance (P4P) provisions through performance-contingent payments or bonuses. Technical guidance is important for implementation and is forthcoming, but has not been provided by the DOL as of April 2020.
- **Organizational Structure:** While some local workforce development boards are extensions of county governments, others are 501(c)3s with additional private (e.g. philanthropic) funding that can more flexibly invest in innovation and partnerships.
- **Macroeconomic Factors:** Given that funding is determined by formula-based grants, dollars for services are inversely related with employment rates. An organization seeking to become a new WIOA contractor may find a more timely opportunity during an economic contraction.

Registered Apprenticeship Programs

Basic information



U.S. Department of Labor (DOL)



DOLLARS

- The Office of Apprenticeship at DOL oversees **Registered Apprenticeship Programs (RAPs)** and the **State Apprenticeship Expansion Grants (SAE)**. The 2019 federal budget for Apprenticeships was \$160 million.⁴
- Roughly 50% of states have [State Apprenticeship Agencies](#) that register and oversee RAPs in lieu of DOL.⁵
- Federal funding is primarily to cover the costs of designing the curriculum, establishing partnerships with employers, and certification/registration. DOL has also provided supplemental grants in recent years to states and workforce intermediaries for apprenticeship expansion of existing RAPs or new RAPs in nontraditional industries.



SERVICES

- Population Served: Any individual over the age of 16 (or 18 in a hazardous occupation).
- Services: In RAPs, participants gain paid **On-the-Job (OTJ)** training combined with classroom instruction and mentoring. Services such as training and case management can be supported by apprenticeship sponsors, WIOA, grants, etc.
- Local Providers: Employers are the foundation of apprenticeship programs. They partner with other workforce organizations, including education institutions, unions, local workforce development boards, State Apprenticeship Agencies, CBOs that provider employment services, and/or other sponsors to develop and implement apprenticeship programs.



POLICY

- The federal government supports apprenticeships by registering programs that comply with RAPs standards and issuing certifications. RAPs can be found on [DOL's Apprenticeship website](#), or each State Apprenticeship Agency's website.
- To register an apprenticeship program, the process must be initiated by the sponsor (individual employers, employer associations, or labor-management partnerships for example) by submitting an application to DOL or SAE if applicable.
- Apprenticeship sponsors are responsible for the operation of the program and do not receive federal funding to run RAPs. However, DOL has been supporting states and workforce intermediaries in expanding apprenticeships in recent years, which includes flexible spending to include activities such as apprentice wraparound services, training equipment, etc. to incentivize the registration of new RAPs .



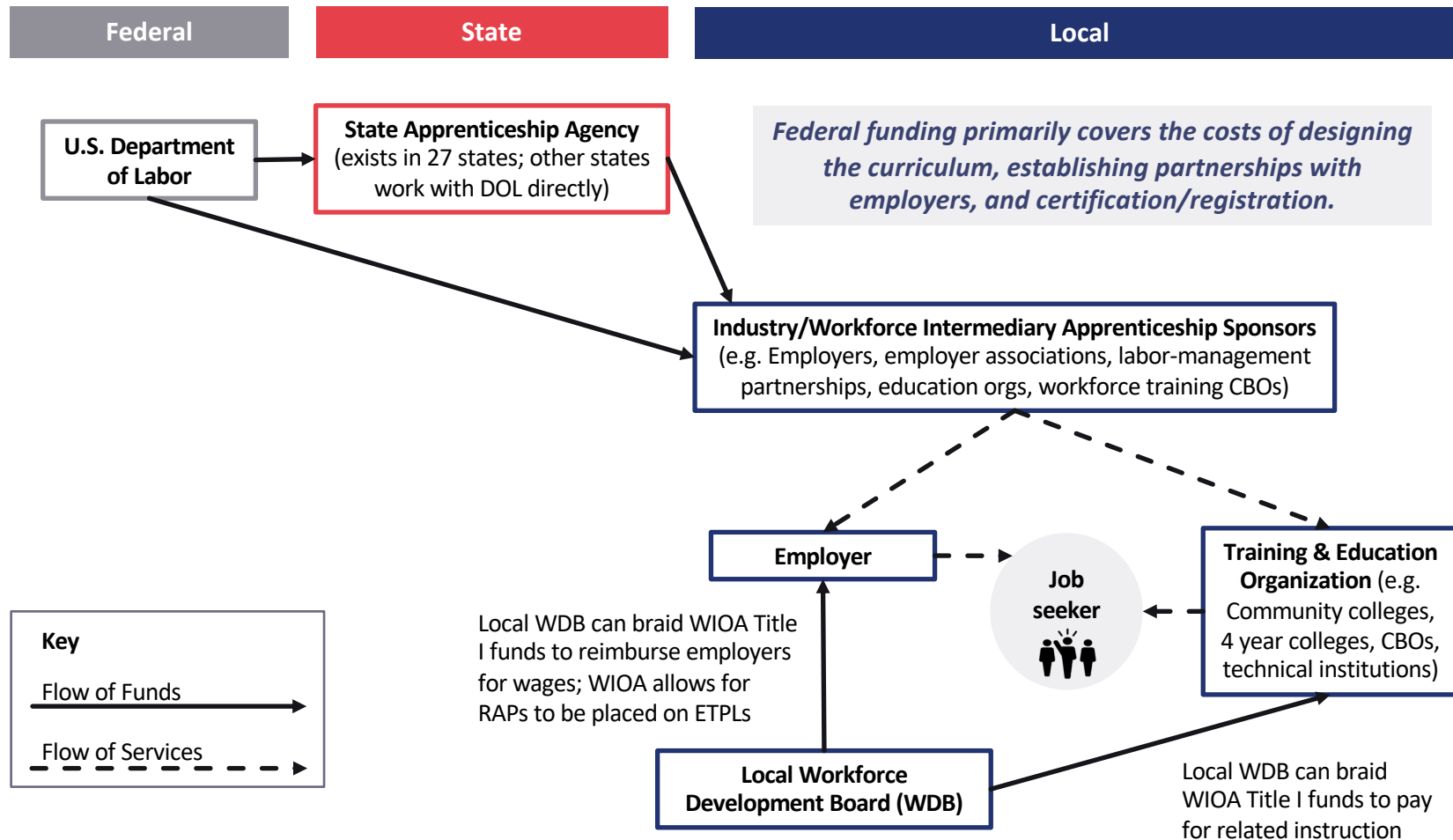
DATA

- Data collected is mainly focused on compliance and includes the number of participants that are completing apprenticeship programs, state-level data on industry, occupation, gender, and veteran status.
- DOL must review RAPs at least once every five years to ensure that they remain in compliance with the required standards.

See Bibliography in the Appendix for sources of information.

Registered Apprenticeship Programs

Flow of funds and services



Note: This flow of funds and services is for illustrative purposes only and may vary across state and local contexts. Further research must be done to determine exact agency names, partnerships, and funding relationships.

Registered Apprenticeship Programs

Opportunities & considerations for obtaining & using funding

Opportunities

- **Political Priority**: The apprenticeship model is one that federal and state agencies are increasingly focusing on and funding. In addition to the traditional RAP funding stream, other appropriations have been made, such as \$100 million to the Closing the Skills Gap DOL grant program, beginning in February 2020. This program is going towards large-scale expansions of apprenticeships in industries including advanced manufacturing, healthcare, and information technology.
- **Braiding Funds**: While the majority of these federal funds go towards designing and maintaining the registered program rather than direct support to a participant, apprenticeships present great opportunity for partnerships since certain training activities, participant expenses, and supportive services are eligible to be covered by other funding streams. For example, local workforce development boards could braid WIOA funding and reimburse apprenticeship sponsors (i.e. employers) for a portion of wages paid to apprentices. WIOA could also cover expenses of a RAP's instructional component provided by community college or a CBO.
- **Collaboration**: RAPs are employer-driven, which means there is a strong opportunity for workforce and education organizations to strengthen relationships at the local level to register new RAPs. More guidance on building RAPs can be found in [DOL's Toolkit](#).
- **Industry Expansion**: Historically, RAPs have been concentrated in a few industries, including construction, manufacturing, utilities and transportation. However, there are increasing efforts to diversify and expand to growing industries such as health care, retail, information technology, and financial services.
- **Potential for CBO Funding**: CBOs that provide employment training services and are looking to develop a RAP may be eligible for federal funds to design curriculum and register the apprenticeship program in partnership with an employer. CBOs should see if their state has an Apprenticeship Agency, determine whether they fall within the state's priorities for these funds, and work with an employer to form the necessary partnership for a RAP. Since a RAP automatically gets placed on the ETPL, CBOs providing RAP services become eligible to receive federal WIOA Title I funding as a training provider (see more on ETPL in the Appendix).

Considerations

- **Regional Administration Differences**: States with [State Apprenticeship Agencies](#) may have more flexibility to administer and tailor program registrations and guidelines as compared to states where DOL oversees RAPs. However, such states may earmark these funds for particular organizations (e.g. in California, RAP funds are earmarked for community colleges and unions).

Trade Adjustment Assistance (TAA)

Basic information



U.S. Department of Labor (DOL)



DOLLARS

- Housed within the Employment & Training Administration department of the DOL, the 2019 federal budget for **Trade Adjustment Assistance (TAA)** was \$741 million.⁶
- TAA is a federal entitlement cash benefits and training program that state workforce agencies and AJCs help administer.



SERVICES

- Population Served: Workers who lose their jobs or whose hours of work and wages are reduced as a result of increased imports in order to help them prepare for and obtain suitable employment.
- Services: Cash benefits, training, job search and relocation allowances, and other reemployment services.
- Local providers: After DOL approves eligibility for benefits, American Job Centers help workers coordinate activities. Services may be delivered by workforce agencies or education institutions.



POLICY

- The process for receiving TAA benefits begins with filing a petition to DOL, which a group of workers, an employer, labor unions, a state workforce official, or AJCs can do.
- DOL issues certifications of eligibility to workers after determining a trade import injury is in effect.
- After workers receive certification, they must work with their local AJC to confirm eligibility and begin coordinating services.
- To receive maximum benefits, workers must be enrolled in TAA-approved trainings, which include education activities.



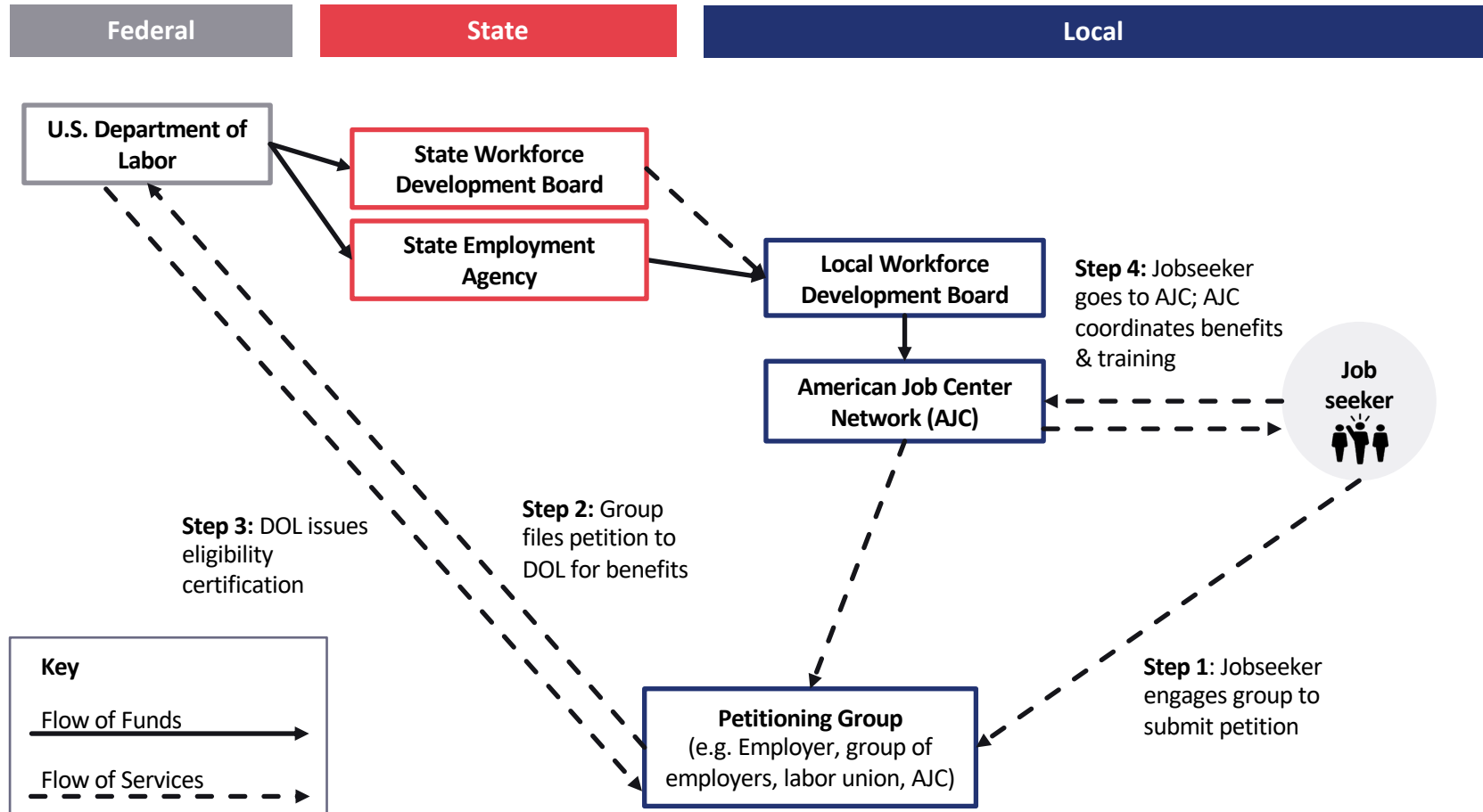
DATA

- In FY 2018, 77% of TAA participants obtained new employment within 6 months of completing the program.⁷
- Data collected includes wages earned over a period of time, training services, and employment rates.

See Bibliography in the Appendix for sources of information.

Trade Adjustment Assistance (TAA)

Flow of funds and services



Note: This flow of funds and services is for illustrative purposes only and may vary across state and local contexts. Further research must be done to determine exact agency names, partnerships, and funding relationships.

Trade Adjustment Assistance (TAA)

Opportunities & considerations for obtaining & using funding

Opportunities

- Collaboration: TAA presents a strong partnership opportunity given training funds can be used for basic education, classroom training, employer-based on-the-job training, and apprenticeship programs. Given services are administered by AJCs locally, some AJCs commonly co-enroll TAA participants with other WIOA services in order to provide a more comprehensive set of benefits. Other funding sources can be braided for supportive services.
- Potential for CBO Funding: Although TAA services are typically coordinated and delivered at the AJC, local workforce development boards may choose to contract services out to CBOs that provide relevant reemployment or other job training services. CBOs should reach out to their workforce development board to understand whether there are current contracts with external organizations, and if not, whether the agency is open to contracting out.

Considerations

- Local Initiative: Onus is placed on workers to convene a group to petition DOL, go through the certification process, and then-get the certification approved for benefits and services at their local AJC. Community-based providers working with individuals eligible for TAA could learn about the petition process and support their participants in obtaining benefits from this entitlement program. However, given the narrow eligibility requirements, some communities may not have a concentrated group of eligible workers to be able to scale efforts.
- Funding Restrictions: TAA cannot fund supportive services besides transportation and subsistence costs, although agencies could use WIOA funds to cover other supportive services. TAA is also not typically used for curriculum development or other program support, which may be restrictive for training providers. However, organizations could budget items such as tuition, fees, tools, and books within training costs that TAA covers.

Temporary Assistance to Needy Families (TANF)

Basic information



U.S. Department of Health and Human Services (DHHS)



- Housed in the Administration for Children and Families (ACF), the 2019 federal budget for **Temporary Assistance to Needy Families (TANF)** was \$17.3 billion.⁸
- States are required to contribute a **Maintenance of Effort (MOE)** match to federal funds, which totaled roughly \$15 million across the country in 2018. The MOE is not a 1:1 match but rather is tied to the amount spent in the mid-1990s.⁹
- TANF funds are used for both workforce and non-workforce related assistance, and in 2018, states in aggregate spent 14% of total funds (TANF + MOE) on work-related activities, work supports and related supportive services, with another 17% on child care.⁹



- Population Served: Families with parents (including those who are pregnant or have children under 19) who have low income and are under-/unemployed.
- Services: A variety of workforce services and supports, a flagship workforce program being subsidized employment.
- Local Providers: TANF can be administered at the state or county level. While the government provides case management and supportive services, other work-related services can be contracted out to local providers, including workforce development boards, CBOs, and for-profit job placement companies.



- DHHS provides funding through a block grant to states; states then pool block grants with state MOE funds. Each state has a wide degree of discretion and flexibility in how it allocates funding and administers programming.
- States must meet certain federal requirements relating to **work participation rates (WPR)**, a process measure of hours that participants must spend on allowable activities. Failure to meet WPR targets could result in funding implications.
- States' flexibility to determine eligibility has created wide variation in program access and large disparities by race; research has found that states with larger percentages of black populations are less likely to spend TANF funds on basic assistance.⁹

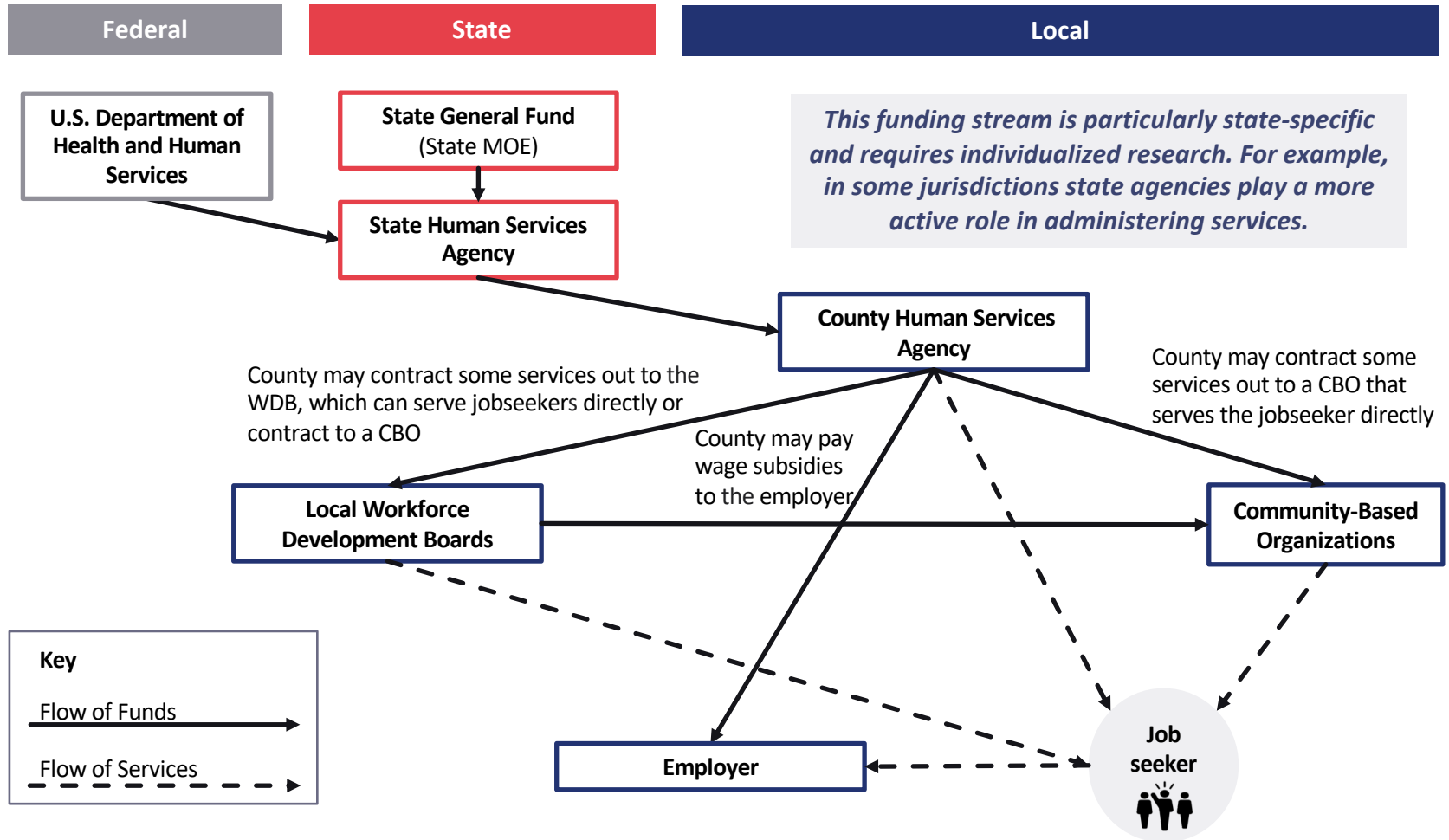


- In addition to mandatory reporting on WPR, some states have developed systems that measure other aspects of TANF program performance, including employment outcomes.
- National outcomes data are difficult to achieve based on the variance of each state's TANF program.

See Bibliography in the Appendix for sources of information.

Temporary Assistance to Needy Families (TANF)

Flow of funds and services



Note: This flow of funds and services is for illustrative purposes only and may vary across state and local contexts. Further research must be done to determine exact agency names, partnerships, and funding relationships.

Temporary Assistance to Needy Families (TANF)

Opportunities & considerations for obtaining & using funding

Opportunities

- **Subsidized Employment**: A flagship workforce program of TANF in many states is subsidized employment, which aims to help transition participants to self-sufficiency. States and counties can administer subsidized employment programs themselves by conducting job-matching services and then paying employers wage subsidies, or they can contract out to a local provider/CBO. More information can be found on state and county health and human services agency websites.
- **Funding Flexibility**: Block grant funding allows states and counties a high degree of flexibility to decide how to use funds. Local service providers should read state plans and budgets to understand how the federal TANF block grants and state MOE funds are being deployed. Depending on requirements, providers could be contractors for workforce programs or supportive services.
- **Data**: County and state agencies have access to a lot of data related to demographics, participation, and employment and earnings outcomes. Governments are increasingly desiring to shift from being simply 'data-rich' to 'data-driven'. For states with large disparities across racial and other lines, disaggregating participation and outcomes data is a crucial step. Counties can share data with local contractors and partners, subject to their own data sharing agreements and privacy provisions. Community-based organizations must typically be existing contractors in order to access outcomes data for their participants.
- **Potential for CBO Funding**: As it is not uncommon for county human services agencies to hold contracts with CBOs for work-related services, interested CBOs should determine their organization/program's eligibility using available information online and then seek to understand the current contracting relationships, which may require conversations (see resources in Section 2).

Considerations

- **Reauthorization**: After TANF expired in 2010, Congress has renewed the program through short-term extensions. Uncertainty around what will change when TANF is finally reauthorized may impact CBOs interested in pursuing services contracts. For example, lobbying efforts are being made to replace WPR with more meaningful measures, and to increase flexibility of allowable activities.
- **Decreasing Value of Funds**: The TANF block grant has not been adjusted for inflation since 1996, which has increased the proportion of state MOEs and decreased total funding value over time. Decreasing funding means many state and county caseloads include the most vulnerable eligible populations; therefore local providers would be working with participants with several or high barriers.

SNAP Employment and Training (E&T)

Basic information



U.S. Department of Agriculture (USDA)



DOLLARS

- USDA's **Food and Nutrition Services (FNS)** department oversees **Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T)**. Total federal expenditures for SNAP E&T in FY 2019 was \$488 million, increasing from prior years.¹⁰
- While SNAP food assistance is an entitlement program, certain individuals have work requirements that E&T can help meet.
- Federal expenditures are not distributed proportionally among states since some states do not use their full grant allocations or request additional reimbursements.



SERVICES

- Population Served: Able-bodied adults who are SNAP recipients and are maintaining the state-determined work requirements.
- Services: Job search assistance, job retention services, skills-based job training, and education to improve basic skills and employability, with an overall goal of achieving self-sufficiency. SNAP E&T can cover a variety of program costs (see below).
- Local provider: Each state has its own SNAP E&T program, which is typically overseen by human services agencies at either the county or state level. Education institutions, CBOs, and other training organizations can be contractors to deliver services.



POLICY

- Funding for SNAP is disbursed to states in three ways:
 - *Program Grants ("100% funds")*: FNS provides states with formula-based grants for costs of implementing and operating an E&T program. 90% of the grant is based on the number of state work registrants relative to nationwide statistics, while 10% is based on the number of **Able-Bodied Adults without Dependents (ABAWDs)** in the state.¹¹
 - *50% Reimbursement Grants ("50-50 funds")*: There is 50% reimbursement (uncapped) for non-federal spending on administrative costs and participant expenses, including supportive services such as transportation and child care. The match can be state or local dollars, as well as funds from education institutions, CBOs, and other contracted providers.¹¹
 - *ABAWD pledge funds*: Grants to states that pledge to serve all of their at-risk ABAWDs. Funds are set at \$20 million.¹¹
- While many TANF participants receive SNAP benefits, participants in SNAP E&T cannot be TANF participants.



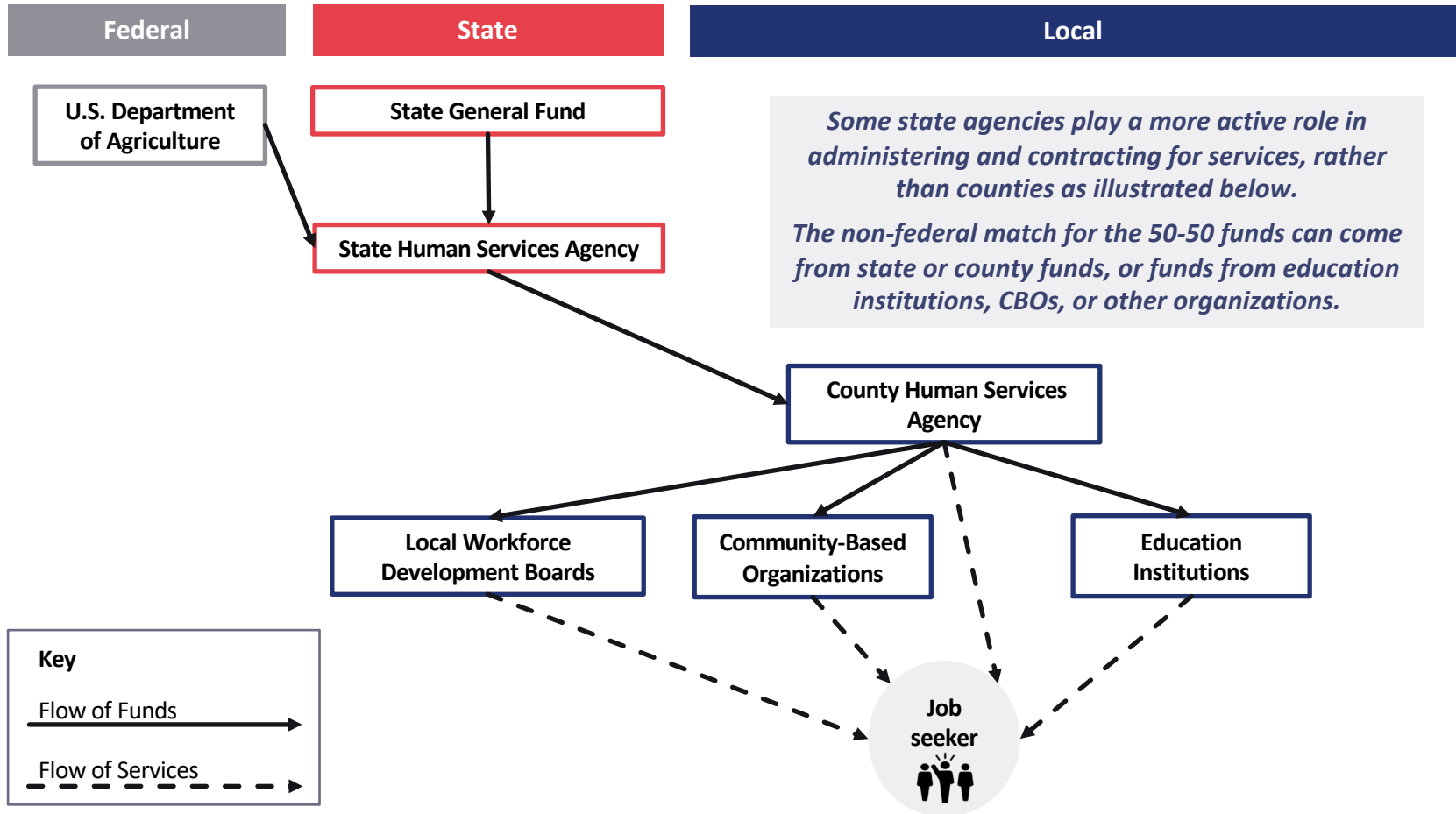
DATA

- FNS measures the percentage of participants engaged in E&T activities; in 2019 the target was 40%.¹²
- States may also report on outcomes such as wage growth, which can be shared with counties and in turn, providers.

See Bibliography in the Appendix for sources of information.

SNAP Employment and Training (E&T)

Flow of funds and services



Note: This flow of funds and services is for illustrative purposes only and may vary across state and local contexts. Further research must be done to determine exact agency names, partnerships, and funding relationships.

SNAP Employment and Training (E&T)

Opportunities & considerations for obtaining & using funding

Opportunities

- **Eligible Population:** Historically, not all federal funds allocated have been utilized by states. SNAP E&T has served a relatively small proportion of eligible participants nationwide, presenting an opportunity for growth. Given the 50% reimbursement is uncapped, some states are devoting resources to expanding the SNAP E&T program. This could be a good opportunity for local service providers in these states to partner with other organizations and state or county health and human services agencies to expand services, especially if they have the match funding necessary to unlock more federal funds. More information can be found on state and county health and human services agency websites.
- **Braiding Funds:** In fiscal year 2018, most state SNAP agencies partnered with workforce development system entities, such as community colleges and workforce agencies, to provide services to SNAP E&T participants. For example, states can provide training to participants using WIOA funds and supportive services using SNAP E&T funds, maximizing ability to address participants' needs without creating duplication.
- **Collaboration:** There is potential for SNAP E&T funds to complement AJCs and serve specific populations, such as ABAWDs or Opportunity Youth (people ages 16 to 24 who are neither enrolled in school nor participating in the labor market). SNAP E&T could also be included as a non-core partner under a WIOA Combined State Plan (unless states submit a Unified Plan) which states must submit to DOL every four years.
- **Potential for CBO Funding:** As it is not uncommon for state or county health and human services agencies to hold contracts with CBOs for employment & training services, interested CBOs should determine their organization/program's eligibility using available information online and then seek to understand the current contracting relationships, which may require conversations (see resources in Section 2).

Considerations

- **Voluntary Participation:** States have increasingly moved from mandatory to voluntary SNAP E&T programs, from 36 states operating mandatory programs in 2010 to 19 states in 2017, which has driven down participation rates. Whether SNAP E&T funding is a viable opportunity for a community-based provider to partner depends on if their state and county is prioritizing program expansion. Local organizations should research their state and county's SNAP E&T plans and budget to learn more.

Strengthening Career and Technical Education for the 21st Century (Perkins V)

Basic information



U.S. Department of Education (DOE)



DOLLARS

- The U.S. **Department of Education's (DOE)** Office of Career, Technical, and Adult Education (OCTAE) administers adult education and literacy, **career and technical education (CTE)**, and community college programs.
- The 2019 federal budget for **Strengthening Career and Technical Education for the 21st Century (Perkins V)** was \$1.2 billion,¹³ of which 64% went to secondary education institutions and 36% went to postsecondary; a state match is required.¹⁴



SERVICES

- Population Served: Youth and adults aged 15-65, particularly adults with low-income or low literacy levels.
- Services: Support for professional development, developing competency-based, employability, occupation-specific, and technical skill proficiencies; services are meant to help jobseekers acquire skills for in-demand careers.
- Local Providers: Secondary and postsecondary education institutions, such as high schools, local career centers, career academies, community and technical colleges, and 4-year universities.



POLICY

- States receive formula grant funds based on eligible population size and per capita income for the development and implementation of CTE programs. Funding comes from State Basic Grants to develop and expand access to vocational and technical education, or Tech-Prep Education grants, which are then sub-granted to local networks or institutions.
- In addition to state formula funding, DOE authorizes over \$26 million annually for four discretionary grant initiatives that seek to develop, improve, and modernize CTE programs.¹⁵
- Local funds are encouraged to pursue coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under WIOA.



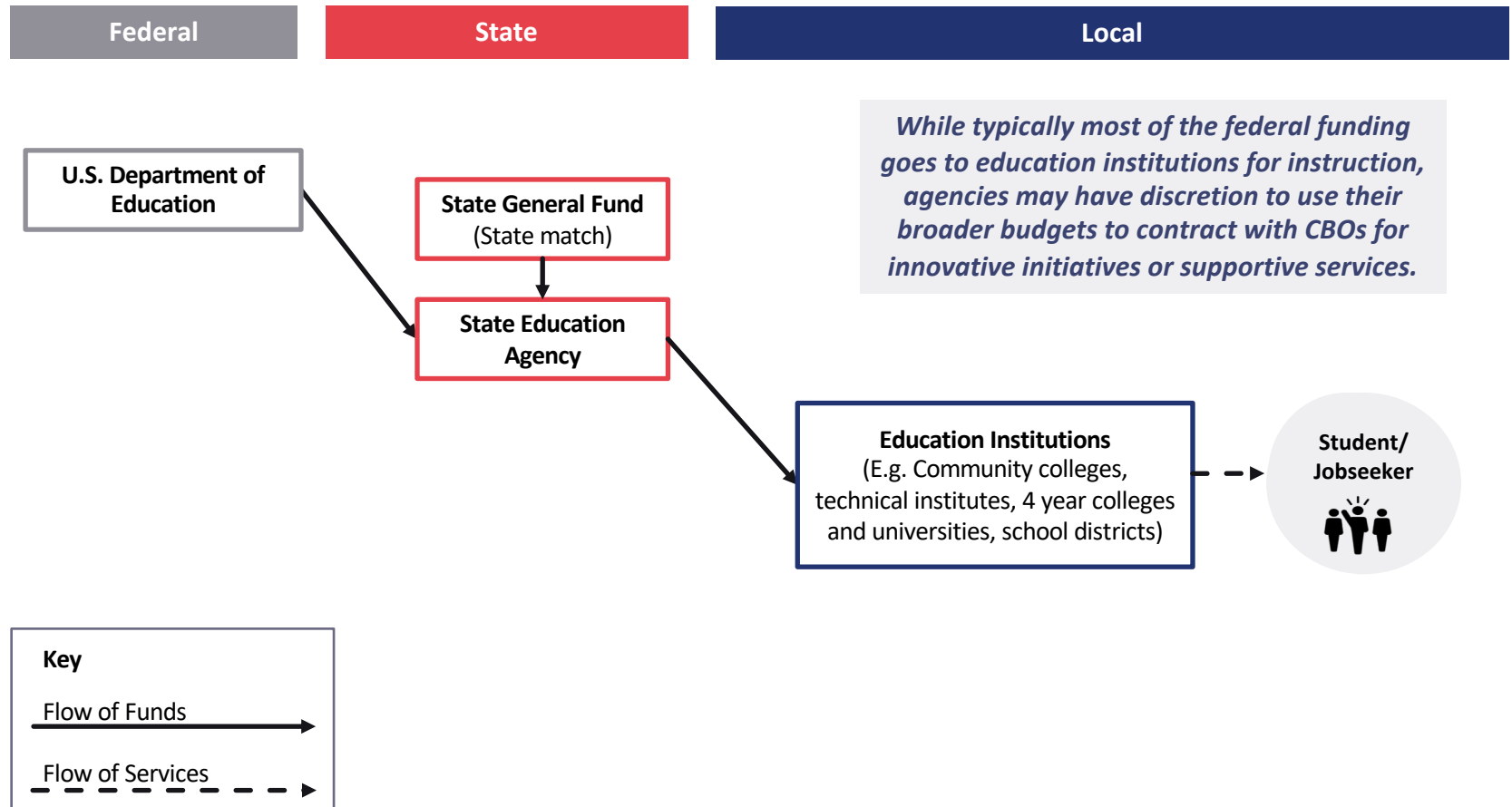
DATA

- CTE programs collect enrollment and performance data based off of various student populations including race, gender, and other criteria.

See Bibliography in the Appendix for sources of information.

Strengthening Career and Technical Education for the 21st Century (Perkins V)

Flow of funds and services



Note: This flow of funds and services is for illustrative purposes only and may vary across state and local contexts. Further research must be done to determine exact agency names, partnerships, and funding relationships.

Strengthening Career and Technical Education for the 21st Century (Perkins V)

Opportunities & considerations for obtaining & using funding

Opportunities

- **Collaboration**: Broad focus on the Career Pathways model has prioritized more partnerships between traditional workforce agencies, particularly WIOA-funded, and education institutions. This could present a good opportunity for local organizations providing services for both workforce training and education-related services. There is potential to connect CTE programs with Apprenticeship Programs, which are growing nation-wide. Agencies receiving Perkins funding are optional partners for submitting a combined WIOA plan, which can create greater alignment in vision and services across partnerships.
- **Data**: States are federally required to report data and disaggregate by race to identify any achievement gaps between any subgroups and CTE students as a whole. States can build on federal requirements by adding specific goals for achieving greater racial equity in participant access and outcomes as part of their CTE plans, including accountability measures to ensure that such goals are tracked and evaluated. Local providers serving racial and other minority populations should research whether that is a priority in their state.
- **Potential for CBO Funding**: While most of the funding for direct services goes to education institutions providing instruction, agencies typically have discretion to use their budgets to contract out for innovative initiatives or supportive services that CBOs could partner to deliver. Ways to assess the flexibility and interest of an education institution for this type of contracting is to review budget proposals, read up on programs online, and reach out to the career advisory departments for a direct conversation.

Considerations

- **Resource Limitations**: Many higher education institutions do not have large discretionary budgets to pay for supportive services or innovative partnerships. Therefore, any funding partnerships would come from demonstrated need.
- **State Discretion**: States get to decide how to allocate CTE funding across secondary and post-secondary education institutions. This split can be found in state education agency's plans and budgets. Depending on the state, flexibility could be advantageous for community-based organizations delivering innovative services, or inflexibility could hinder new initiatives getting off the ground.

Workforce Investment Opportunity Act (WIOA): Titles II, IV

Basic information



U.S. Department of Education (DOE)



- DOE's Office of Career, Technical, and Adult Education administers adult education and literacy programs funded by WIOA Title II. The Office of Special Education and Rehabilitative Services administers services funded by WIOA Title IV.
- The 2019 annual budget for Title II funding was \$655.7 million.¹⁶ The 2019 budget for Title IV was \$3.52 billion.¹⁶



- *Title II: Adult Education and Family Literacy Act*
 - Population Served: Adults and families including English language learners, low-income individuals, and immigrants.
 - Services: Support for parents to support their children's learning, support to help adults complete a high school education, workplace literacy, family literacy programs, and English language services.
 - Local Providers: School districts, community colleges, libraries, and CBOs.
- *Title IV: Vocational Rehabilitation Services*
 - Population Served: Individuals with disabilities.
 - Services: Career coaching, job search, job retention, interpreter services, education and training, and occupational license fees, tools, and equipment.
 - Local Providers: State vocational rehabilitation agencies deliver services or contract out to local CBOs.



POLICY

- *Title II*: DOE provides formula grants, and states must distribute 82.5% to local providers. States are required to provide a match with non-federal funds amounting to at least 25% of the total funds spent on adult education in the state.¹⁷
- *Title IV*: DOE makes formula grants to states based on population, average per capita income, and original allotment at the time of the 1974 legislation. States must include a match of at least 21.3%.¹⁸



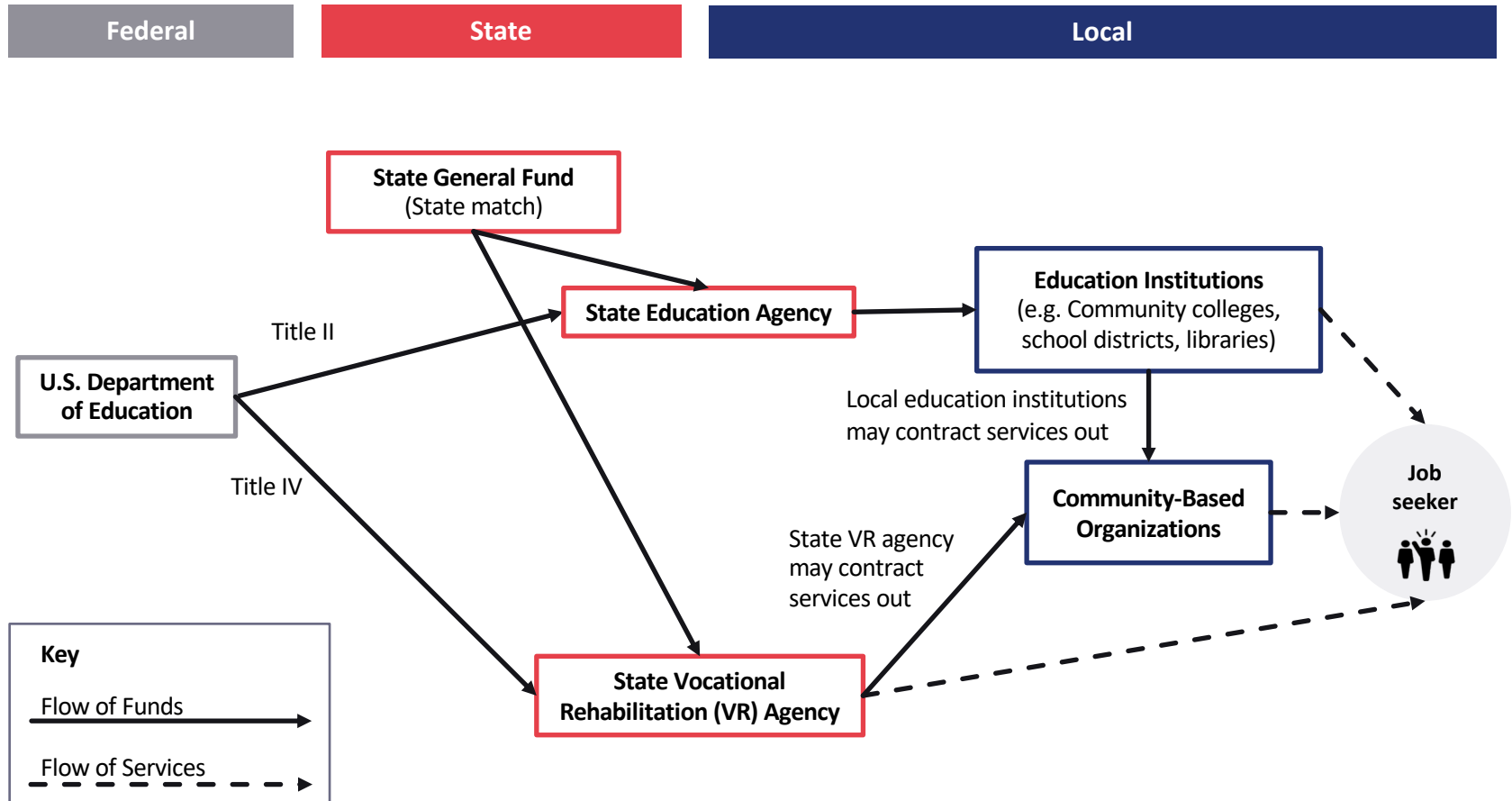
DATA

- *Titles II and IV* measure indicators of performance: placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment, or career advancement.
- *Title IV*: collects data for the Measurable Skill Gains indicator.

See Bibliography in the Appendix for sources of information.

Workforce Investment Opportunity Act (WIOA): Titles II, IV

Flow of funds and services



Note: This flow of funds and services is for illustrative purposes only and may vary across state and local contexts. Further research must be done to determine exact agency names, partnerships, and funding relationships.

Workforce Investment Opportunity Act (WIOA): Titles II, IV

Opportunities & considerations for obtaining & using funding

Opportunities

- **Funding Flexibility**: States have a large degree of flexibility over Title II funds and must use competitive process for awarding local funds that can support career pathways. Given the funding flexibility and wide allowable use of funds, adult education funds provide a meaningful opportunity for supporting cross-agency partnerships and testing innovative models. More information can be found on state education agency websites.
- **Collaboration**: WIOA requires collaboration across key workforce partners at the state-level, and local-level collaboration is highly encouraged. Partnership could look like co-location, data-sharing, contracts for services, or developing joint plans.
- **Data**: Title II and Title IV share some common performance measures with those of Title I. Local agencies can choose to share data with contractors and community partners, which can be used for regional collaboration when shared. Long-term outcomes data can be difficult to obtain and requires data sharing agreements with the state employment agency.
- **Potential for CBO Funding**: Education institutions may choose to contract with CBOs to provide adult basic education, and state vocational rehabilitation agencies may choose to contract with CBOs to provide employment and training services for adults with disabilities. Interested CBOs should determine their organization/program's eligibility using available information online and then seek to understand the current contracting relationships, which may require conversations (see resources in Section 2).

Considerations

- **Eligible Population**: Title II and Title IV funding streams have more specific eligibility requirements as compared with WIOA Title I. This may be advantageous for local organizations set up to deliver quality services to a specific population eligible for Title II (adults without a high school diploma, English language learners) or Title IV (adults who have a physical or mental impairment).
- **Funding Restrictions**: Title IV participants must fully utilize other sources of federal funding (e.g. Pell Grants for financial aid) before Vocational Rehabilitation funds can be applied, which introduces complexities to organizations that are braiding funding streams to serve individuals.

Pell Grants

Basic information



U.S. Department of Education (DOE)



DOLLARS

- Authorized by the Higher Education Act, DOE's Office of Federal Student Aid administers the Pell Grant Program.
- The 2019 federal budget was \$29.6 billion¹⁹ with a maximum grant amount per student of \$6,095.²⁰
- 80% of Pell Grants are funded through annual federal appropriations that could change year-to-year based on budgetary discretion; the large remainder is funded through "mandatory" funds that are legislatively authorized and more stable.²¹



SERVICES

- Population Served: Undergraduate, and some post baccalaureate, students with financial need.
- Services: Need-based financial aid grants to promote access to college and remove barriers to postsecondary education.
- Local Providers: Approximately 5,400 postsecondary education institutions, including public and private universities.²²



POLICY

- Recently there has been a greater push for Pell Grants to be used for broader purposes, such as training and employment activities, and applicable certificate programs.
- Pell Grants operate like an entitlement program; enrollment is the largest factor driving program costs.
- Students must initiate the application by filling out a **Free Application for Federal Student Aid (FASFA)** form. Financial need is determined by a formula to calculate a student's Expected Family Contribution, which includes the student's income (if student is independent), the parents' income and assets (if the student is dependent), the family's household size, and the number of family members attending postsecondary institutions.



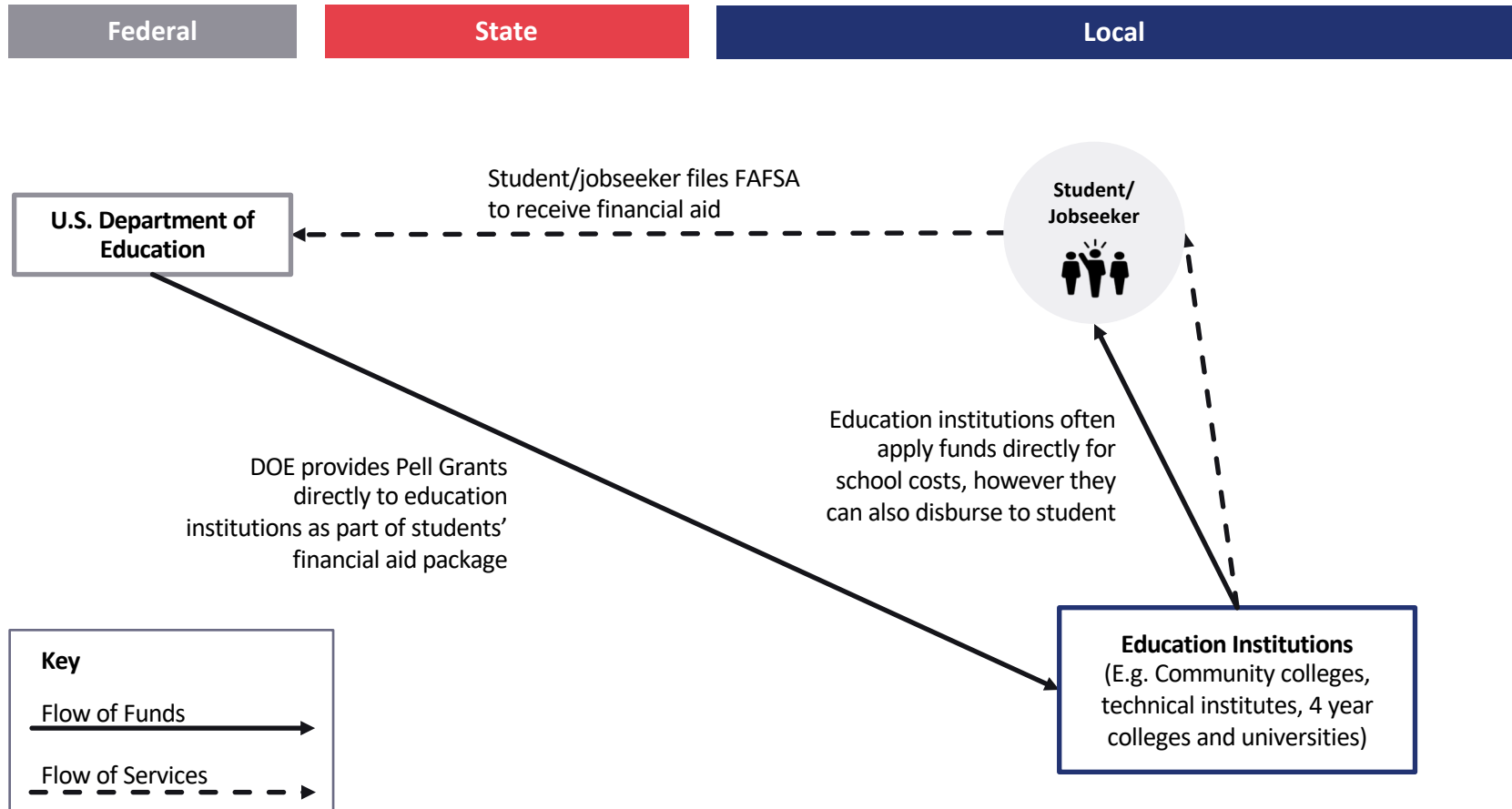
DATA

- Only recently in 2017 did DOL begin collecting data from colleges and universities on recipient graduation rates.

See Bibliography in the Appendix for sources of information.

Pell Grants

Flow of funds and services



Note: This flow of funds and services is for illustrative purposes only and may vary across state and local contexts. Further research must be done to determine exact agency names, partnerships, and funding relationships.

Pell Grants

Opportunities & considerations for obtaining & using funding

Opportunities

- **Political Priorities:** Outside of providing financial aid for students, DOE has historically also provided capacity-building grants to state education agencies. However, states are increasingly seeking more flexible dollars to scale innovative career programs. The passing of the [Fund for Innovation and Success in Higher Education Act \(FINISH Act\)](#), a bill that would amend the Higher Education Act and is being debated now, could authorize flexible funding and provide more opportunities for local organizations to directly access federal dollars.
- **Advancing Equity:** Compared with national demographics, a higher proportion of Pell recipients are students of color. Moreover, there is increasing focus on supporting minority students in not just enrolling in but also graduating from college. While higher education institutions have not traditionally contracted with local providers, new partnerships are being explored across the country to support student success.

Considerations

- **Funding Restrictions:** Given that money that higher education institutions receive through Pell is based upon student enrollment and changes year-to-year, it is difficult to budget funds to contract out to community-based organizations. Many higher education institutions do not have flexibility to appropriate money ahead of time for supportive services.
- **Potential for CBO Funding:** Funding for Pell Grants goes directly to the student or to the education institution and does not present a direct funding opportunity for CBOs. However, Pell Grants are included in this section given they are a large source of financial support related to workforce development, and because CBOs can still provide value in advising their clients on how to apply. Additionally, political priorities like the ones stated above could result in more flexible use of related federal funds that may provide more direct opportunities for CBOs.

Federal grant opportunities to consider

In addition to ongoing federal funding streams that are typically renewed annually, federal agencies also release one-time, or occasional, grant opportunities. **Although it is more common to receive public funding through state or local agencies, nonprofits can still be eligible for direct federal grants.** More information is on [Grants.gov](https://www.grants.gov), which hosts a Grants Learning Center and a [grants search engine](#). A screenshot of search results is below:

Tip: Apply filters for org type and services category.

SEARCH GRANTS

BASIC SEARCH CRITERIA:

Keyword(s):

Opportunity Number:

CFDA:

OPPORTUNITY STATUS:

Forecasted (0)

Posted (19)

Closed (66)

Archived (491)

FUNDING INSTRUMENT TYPE:

All Funding Instruments

Cooperative Agreement (9)

Grant (13)

Other (3)

ELIGIBILITY:

Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education (19)

Nonprofits that do not have a 501(c)(3) status with the IRS, other than institutions of higher education (6)

Others (see text field entitled 'Additional')

CATEGORY:

Employment, Labor and Training (19)

Energy (1)

Environment (3)

Food and Nutrition (2)

Health (5)

AGENCY:

All Agencies

All Corporation for National and Community Service [CNCS] (1)

All Department of Agriculture [USDA] (1)

All Department of Justice [USDOJ] (9)

All Department of State [DOS] (5)

All Department of the Interior [DOI] (3)

- CATEGORY: [X] Employment, Labor and Training
- ELIGIBILITY: [X] Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education

[Search Tips](#) | [Export Detailed Data](#) |

SORT BY: Posted Date (Descending) **DATE RANGE:** All Available

1 - 19 OF 19 MATCHING RESULTS:

Opportunity Number	Opportunity Title	Agency	Opportunity Status	Posted Date ↓	Close Date
P20AS00043	Archives Cataloging and Preservation for Alaska Park Units	DOI-NPS	Posted	03/24/2020	03/30/2020
NPS-NOIP20AC00364	GLNF CESU: Diatoms and Water Quality in Great Lakes National Parks- GLKN	DOI-NPS	Posted	03/23/2020	04/02/2020
K-NOFO-20-101	Support for women journalists in countering mis/disinformation in the Indo-Pacific region	DOS-IND	Posted	03/16/2020	05/15/2020
BJA-2020-17118	BJA FY 20 Innovations in Community-Based Crime Reduction (CBCR) Program	USDOJ-OJP-BJA	Posted	03/13/2020	06/11/2020
BJA-2020-17312	BJA FY 20 Preventing School Violence: BJA's STOP School Violence Program	USDOJ-OJP-BJA	Posted	03/11/2020	06/09/2020
CNCS-03-06-20	FY 2020 AmeriCorps Tribes Grants	CNCS	Posted	03/06/2020	05/06/2020
BJA-2020-17011	BJA FY 20 Supporting Small and Rural Law Enforcement Agency Body-Worn Camera Policy and Implementation Program	USDOJ-OJP-BJA	Posted	03/06/2020	05/05/2020
BJA-2020-17110	BJA FY 20 Second Chance Act Community-Based Reentry Program	USDOJ-OJP-BJA	Posted	03/04/2020	05/04/2020
BJA-2020-17249	BJA FY 20 National Community Courts Site-based and Training and Technical Assistance Initiative	USDOJ-OJP-BJA	Posted	03/02/2020	05/01/2020
BJA-2020-17104	BJA FY 20 Correctional Adult Reentry Education, Employment, and Recidivism Reduction Strategies (CAREERRS) Program	USDOJ-OJP-BJA	Posted	02/27/2020	04/27/2020
BJA-2020-17106	BJA FY 20 Improving Reentry for Adults with Substance Use Disorders Program	USDOJ-OJP-BJA	Posted	02/26/2020	04/27/2020
BJA-2020-17240	BJA FY 20 Second Chance Act Training and Technical Assistance Program	USDOJ-OJP-BJA	Posted	02/26/2020	04/28/2020
BJA-2020-17373	BJA FY 20 Northern and Middle States Regional Law Enforcement Training and Technical Assistance Program	USDOJ-OJP-BJA	Posted	02/12/2020	04/13/2020
RUS-20-01-DLT	Distance Learning and Telemedicine Grants	USDA-RUS	Posted	02/10/2020	04/10/2020
AZE-PAS-FY20-01	U.S. Mission to Azerbaijan in Baku: Annual Program Statement of Public Diplomacy Programs	DOS-AZE	Posted	02/06/2020	12/31/2020
TOKYO-PAS-FY20-02-02	FY2020 U.S. Embassy Tokyo: Security in the Indo-Pacific	DOS-JPN	Posted	02/01/2020	03/31/2020
TOKYO-PAS-FY20-02-01	Promoting Social Inclusion for Persons with Disabilities	DOS-JPN	Posted	02/01/2020	03/31/2020
SNU700-FY20-PAS-01	U.S. Embassy Managua - Annual Program Statement	DOS-NIC	Posted	10/24/2019	06/30/2020
P17AS00001	Enhancing Interpretation at Ford's Theatre	DOI-NPS	Posted	09/28/2016	

Tip: See page 44 for more ideas on staying updated on new funding!

Source of Image: [Grants.gov](https://www.grants.gov)

www.thirdsectorcap.org
www.skillingamerica.org

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April 2020

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State and local public funding opportunities to consider

- **State General Fund:** States' general funds are largely funded by personal income tax, sales tax, and corporate income tax. Varying state-to-state, federal funding for workforce development could be far less, even with, or far more than state funding. State budgets and plans can be found online in order to learn about what initiatives and types of partnerships are being prioritized.
- **Governor's Office:** State Governor's Offices typically have an office overseeing workforce, business, and economic development that may offer grant funding. This type of funding may not be as sustainable as others given subjectivity to the priorities of elected officials and because opportunities are not always recurring. Live grant opportunities can be found on states' online grant portals. Additionally, a Governor may use up to 15% of the state's WIOA Title I allotment at their discretion. See [Maryland's Governor's Grants Office](#) website as an example.
- **Public Higher Education Institutions:** Publicly funded higher education institutions fall into the major categories of universities, state colleges, and community colleges. Depending on the state, some will receive more federal funding than others. The remaining costs are funded through state or local appropriations as well as student tuition and fees. Although higher education institutions typically have stretched budgets, some may have more discretionary funds to pay for supportive services and innovative partnership models.
- **Local Public Funding:** While county governments administer most federal and state funding streams, cities may also have an office overseeing workforce, business, and economic development that funds local community-based organizations.

Tip: Nonprofit CBOs can find further guidance in this article on [finding government grants](#).

Non-public funding opportunities to consider

- **Employers & Employer Associations:** Employers may offer support for training in a programmatic way (e.g. offering two-week training before employment start date) or through discretionary giving through a corporate charitable fund or other means. Additionally, employers may belong to employer associations, such as Chambers of Commerce, Business and Industry Councils, Industry Associations, Membership Organizations, etc., that may fund employment training programs for the community. Check out [California's CIC Chamber of Commerce](#) website as an example.
- **Philanthropy:** Philanthropic funding sources range from national family foundations to local community-based foundations. Philanthropic organizations will often have areas of focus for giving. For example, [Walmart Foundation](#), [Annie E. Casey Foundation](#), [Kellogg Foundation](#), and [Hilton Foundation](#) all prioritize workforce development and economic mobility. Potential grantees should research a philanthropy's priority areas and grant process to assess likelihood of support. If you're a nonprofit, see [this article](#) for more guidance on preparing for foundation grants.
- **Private Higher Education Institutions:** As compared with public higher education institutions, private colleges and universities funded by student tuition and fees as well as donations may have larger budgets available for employment and training activities. As budgets may not be publicly available, connection and conversations with higher ed staff will help uncover potential partnership priorities.
- **Other Non-Governmental Workforce Organizations (NGOs):** Varying from community to community, there may be other NGOs focused on workforce organizations that may be interested in developing local partnerships. For example, this may include quasi-governmental or private economic development agencies, nonprofit capacity builders, and faith-based organizations. It could also include CBOs already delivering employment training (e.g. under WIOA Title I) that need partner orgs to deliver additional required service components (e.g. leadership training)

Tip: See pages 37-39 for resources on mapping various local stakeholders in your community.

Section 2: Applying information to local jurisdictions

Section 2 Overview

After learning about major workforce funding streams, you may be asking yourself some of the follow-up questions below (lettered A-F). This section provides resources to help address each of these questions. The resources are meant to be used in the order provided to help advance your organization’s funding strategy and strengthen partnerships in your community.

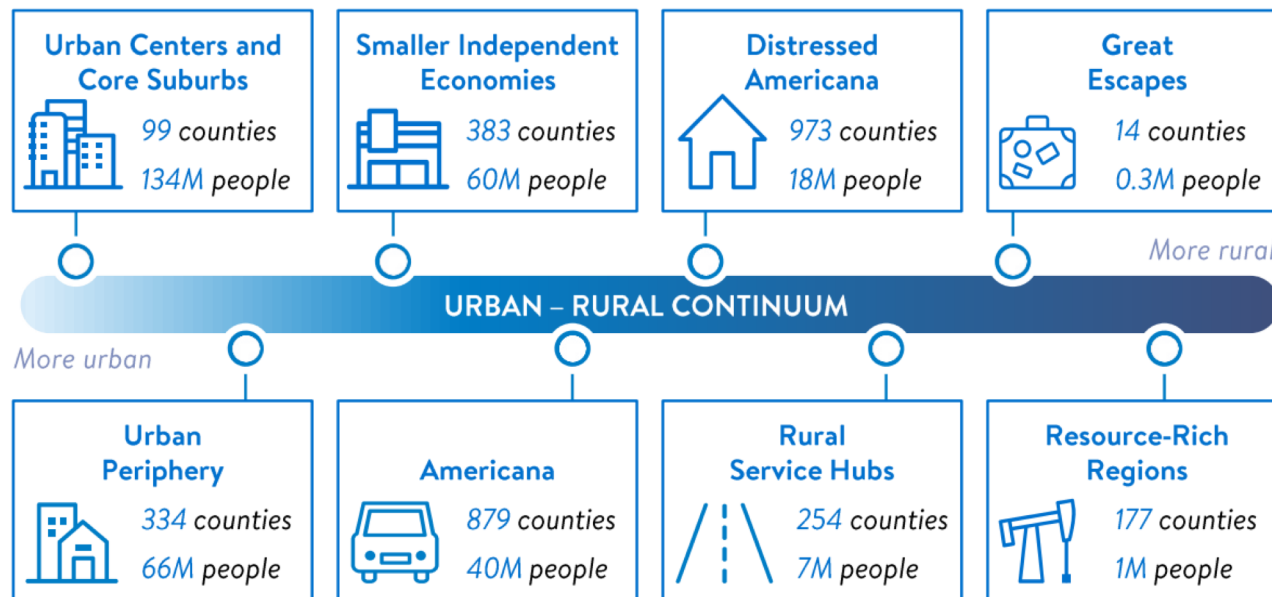
	Follow-up questions you may have:	Resources provided:
A	Who are the key players for workforce development in my community?	<ul style="list-style-type: none"> • Resource: Identifying 8 Community Archetypes • Example: Cross-Sector Stakeholder Map • Worksheet: Cross-Sector Stakeholder Map • Worksheet: Evaluating Potential Partners
B	What are the main funding opportunities locally for workforce development?	<ul style="list-style-type: none"> • Example: Workforce Development Funding Map: Fresno County • Example: More on Workforce Development Funding Map • Worksheet: Workforce Development Funding Map
C	How do I learn about new funding opportunities?	<ul style="list-style-type: none"> • Example: Staying Updated on Funding Opportunities – Case Study • Worksheet: Staying Updated on Funding Opportunities – Checklist
D	How do I know whether my organization/program/initiative meets the basic eligibility criteria?	<ul style="list-style-type: none"> • Example: Funding Eligibility Criteria • Worksheet: Funding Eligibility Criteria
E	After determining eligibility, how do I evaluate whether a funding opportunity is worth pursuing?	<ul style="list-style-type: none"> • Example: Funding Prioritization Framework - Criteria • Example: Funding Prioritization Framework - Rubric • Worksheet: Funding Prioritization Framework - Template
F	What are my next steps?	<ul style="list-style-type: none"> • Worksheet: Plan for Next Steps

[Resource] Identifying 8 Community Archetypes

Resource Callout: Steps to Understanding your Community Archetype

1. **Read the report** by Walmart, Inc. and McKinsey & Company called [America at Work: A National Mosaic and Roadmap for Tomorrow](#), which examines the resiliency of more than 3,000 counties in the United States to respond to automation.
2. **Identify which of the 8 community archetypes** your community fits into (see image below).
3. **Keep your community archetype in mind as you complete the activities in this section.** Consider the recommendations for how your community may need to adapt for the future of work and what funding and partnerships you could leverage to align with those recommendations.

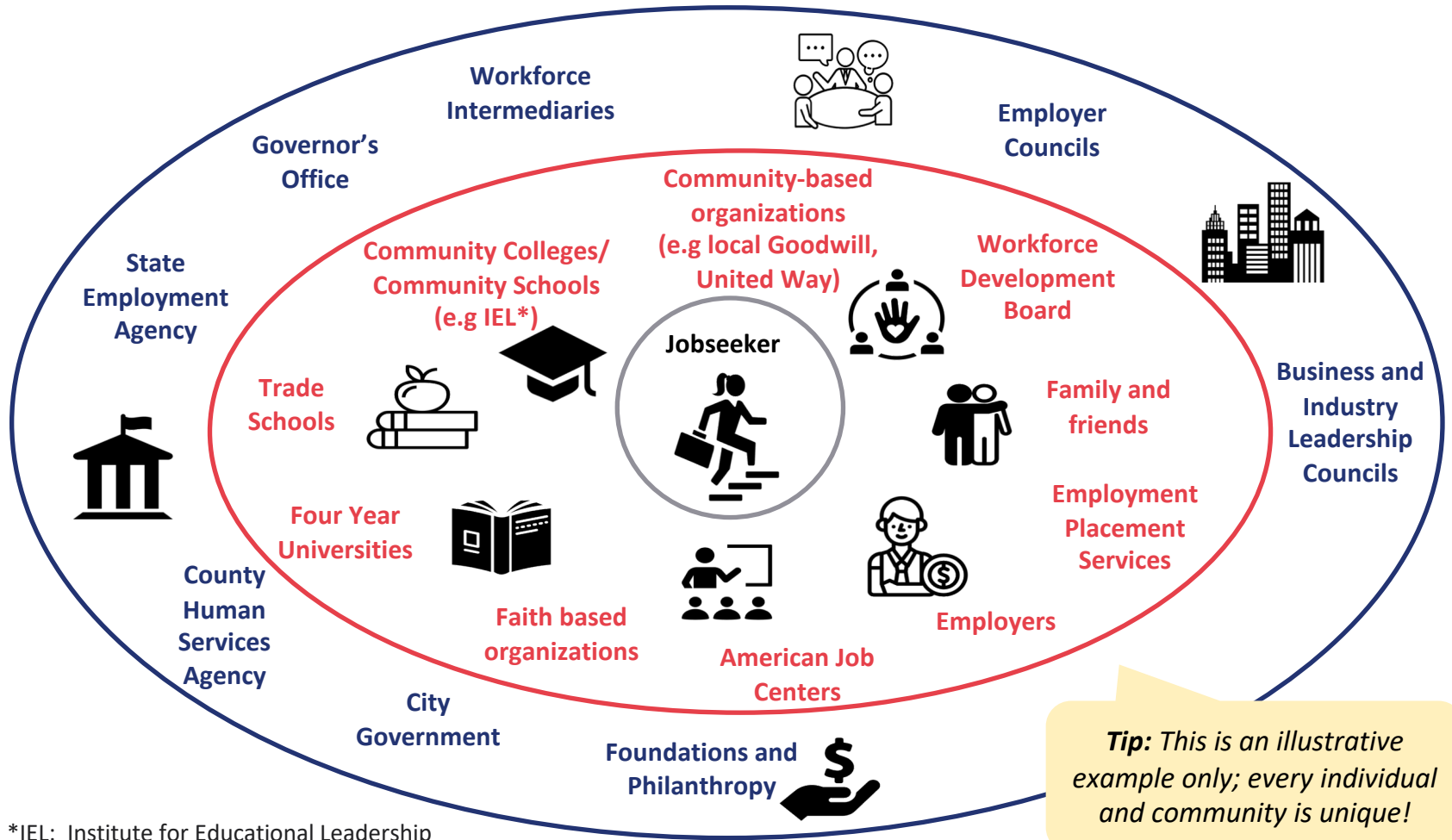
The research identified 8 community archetypes along the urban-rural continuum



Source of Image: [America at Work: A National Mosaic and Roadmap for Tomorrow](#)

[Example] Cross-Sector Stakeholder Map

Explanation: To answer the question **“Who are the key players for workforce development in my community?”**, use the stakeholder map below. Stakeholder maps lay out groups and organizations that could influence a jobseeker’s success, expanding outward from those with most direct influence in the center. Organizations can use these maps to visualize existing or potential opportunities for partnership.

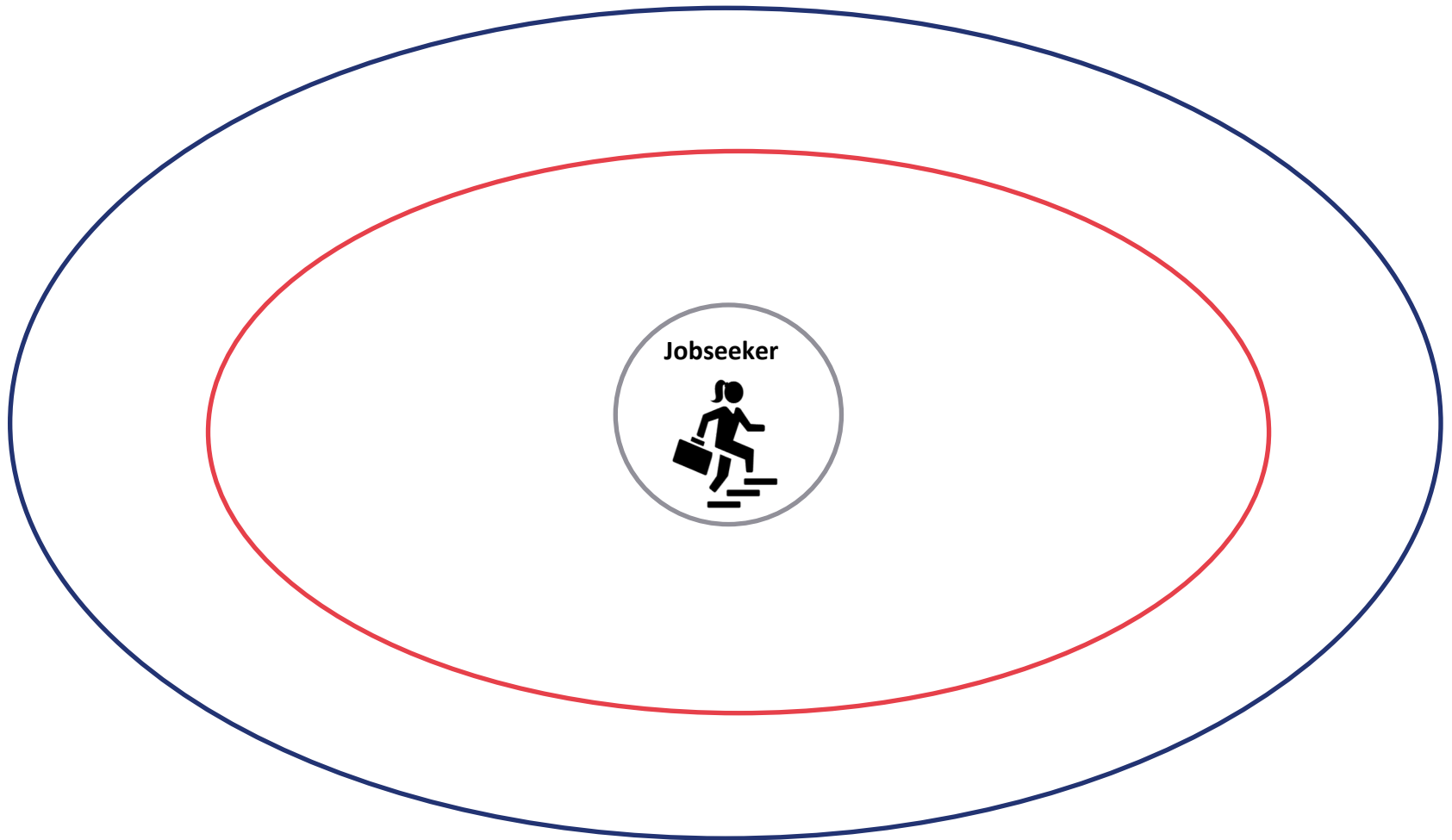


Tip: This is an illustrative example only; every individual and community is unique!

*IEL: Institute for Educational Leadership

[Worksheet] Cross-Sector Stakeholder Map

Instructions: Thinking about your own community archetype and the specific jobseeker population that you serve, complete the cross-sector stakeholder map below with groups, organizations, and agencies that support the success of jobseekers. The purpose is to paint a comprehensive picture of who the workforce development stakeholders are in your community.



[Worksheet] Evaluating Potential Partners

Instructions: Of the stakeholders identified on the prior map, select up to 4 that could potentially fund or partner with your organization. Do further online research and take notes below on their programs and population served, and funders of the organization. Afterwards, reflect on the questions at the bottom of the page to evaluate potential for partnership. The purpose of this activity is to evaluate **what** stakeholders do, **how** they're funded, and **whether** they may be viable as a funder/partner.

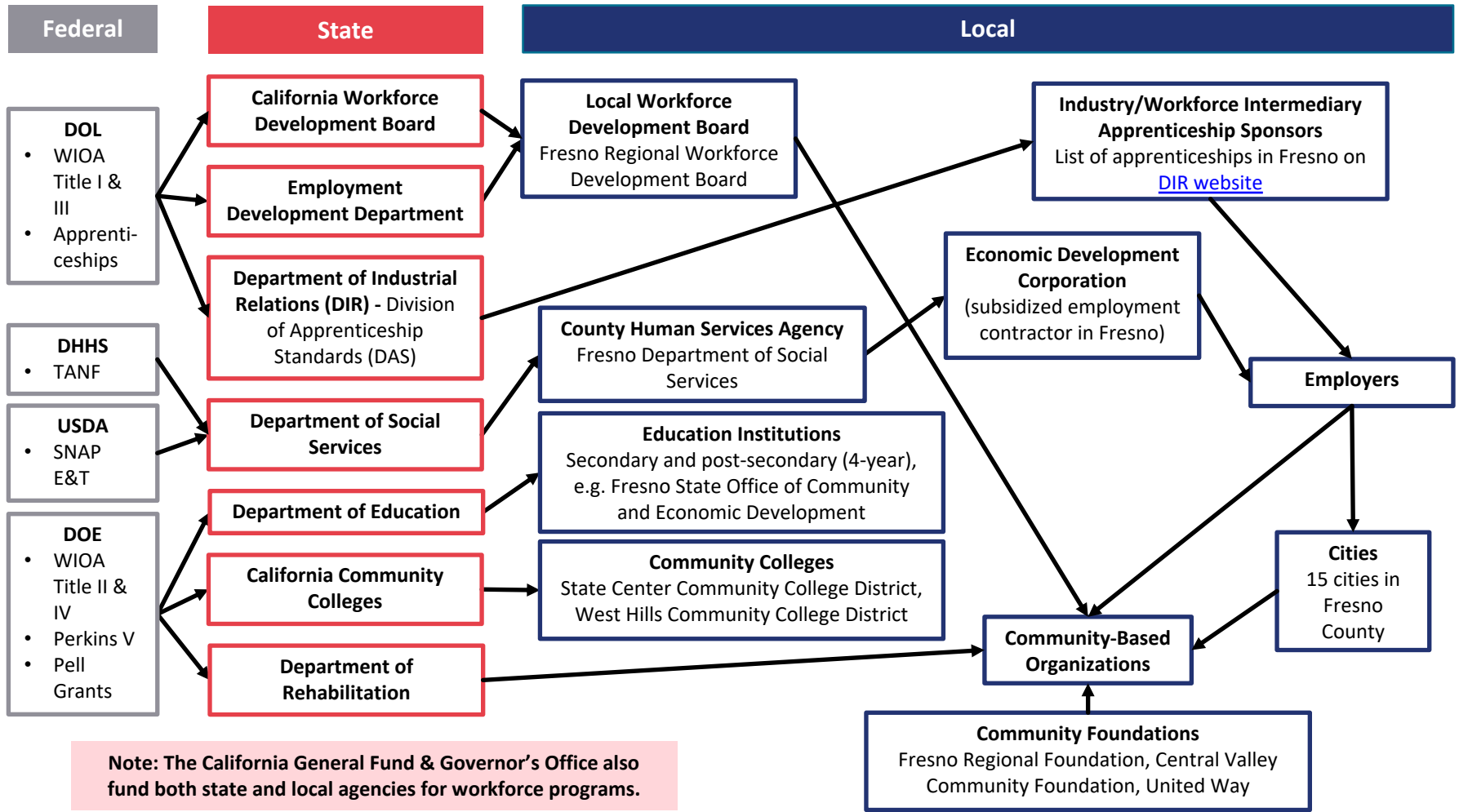
Name of organization	Programs & Population Served (e.g. soft skills training for low-income jobseekers)	Funders of the organization (e.g. state employment agency, local workforce development board)

Reflection Questions:

- How aligned or differentiated are services and populations served of these organizations from those of your own?
- Have these organizations received money from funders that could be subcontracted or granted to a community-based organization providing direct services to jobseekers?
- Based on answers to the questions above (i.e. there is reason to partner based on services and population and there is funding available to do so) are there any organizations that it could make sense to explore a partnership with?

[Example] Workforce Development Funding Map: Fresno County, CA

Explanation: Every state and county has unique ways of funding workforce development, however common types of agencies exist. To answer the question **“What are the main funding opportunities locally for workforce development?”** it can be helpful to complete a workforce funding map. Fresno County, California is completed below as an example (Fresno’s community archetype is “Smaller Independent Economies”).



Note: The California General Fund & Governor’s Office also fund both state and local agencies for workforce programs.

[Example] More on the Workforce Development Funding Map

How the Workforce Development Funding Map was developed...

- Building from information in Section 1, the Funding Map shows federal agencies administering major public funding streams and the state and local organizations that receive those funds.
- Building from the Cross-Sector Stakeholder Map (resource “A” in Section 2), the Funding Map also shows stakeholders (e.g. cities) that are not largely federally funded but still play an important role.

How the Workforce Development Funding Map can be useful...

- Because CBOs most often access public workforce development funding through state and local agencies, rather than directly from federal agencies, it is important to understand what agencies make resource allocation decisions locally and which organizations are currently receiving funds.
- Mapping out these flows in one document can help guide research on the local workforce ecosystem as well as on existing, or capacity for new, partnerships.

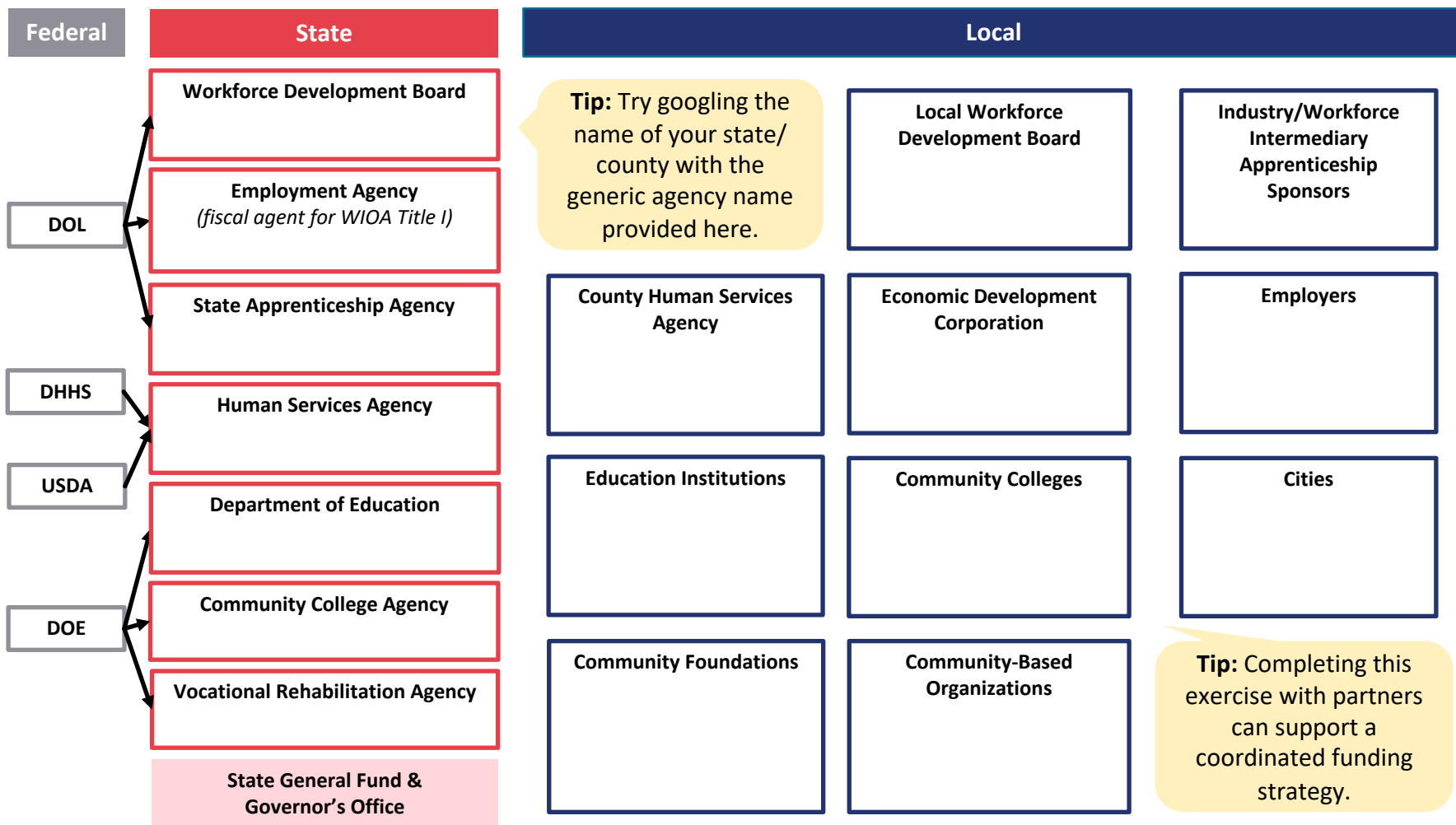
How the Workforce Development Funding Map can be tailored...

- The next page presents a template Funding Map with generic names of agencies that typically exist at the state and local level as a starting point for tailoring the Funding Map for your community.
- In addition to using information in Section 1, further research will be required to populate the Funding Map with specific agency names and to identify the funding flows. Most public agencies will have information on their funding sources readily available online.
- Conversations with local stakeholders (e.g. staff at the workforce development board) may also be required for, or help speed up, identification of the end recipients of funding (e.g. the CBO contractors receiving WIOA funds from the workforce development board). Although these contracts may be publicly available, it can be difficult to know what to look for without guidance.

Tip: Consider reaching out to individuals who may know the history of local contracting relationships for an informational interview or an informal coffee chat.

[Worksheet] Workforce Development Funding Map

Instructions: Complete the funding map by specifying your agencies' names in the red "State" boxes and the blue "Local" boxes. Then conduct research on how state funding flows to the local level and draw arrows between boxes. Think about how your community archetype could impact how/where funding flows. The purpose of this activity is to show how stakeholders are connected to the relevant workforce development streams. You may choose to expand this on a blank sheet of paper.



[Example] Staying Updated on Funding Opportunities

Explanation: As we start to get a better understanding of the stakeholders in our communities and how they have been historically funded, it is relevant to ask “**How do I learn about new funding opportunities?**” There is a plethora of strategies for answering this question, and it often boils down to individual relationships. Below are examples from workforce professionals in the field to spark ideas.

On the mindset towards partnerships...

*“As a non-profit organization seeking to leverage public funding, we’ve found that the **best opportunities often come out of human relationships**. We work hard to maintain strong relationships with our partners and providers, and regular communication has helped build those bonds. People are more likely to work with you if there is a **mutual investment and shared definition of success** within the partnership.”*

On tips for learning about funding opportunities...

*“Register on your **county’s vendor database** to get updates on new opportunities.”*

*“With **cold-calling**, it can be surprising how often people are willing to help you out and **give advice**.”*

*“Attend county RFP meetings and prioritize meetings with partners. **Ask questions, let them know that you’re interested** in new opportunities.”*

[Worksheet] Staying Updated on Funding Opportunities - Checklist



Instructions: Using the below suggestions as a starting point, customize your own checklist for how you will learn about and stay up-to-date on new funding opportunities in your community. As you come up with new ideas, add them to the list!

- Register for relevant RFP distribution lists by signing up online, typically found on county agency websites
- Attend county RFP meetings to learn more and provide input
- Attend local Chamber of Commerce and other Business Association meetings to network with employers
- Maintain regular and responsive communications with existing partners to establish credibility
- Sign up for local community foundation emails and events
- Set up Google alerts of potential partners to receive the latest news updates
- Cold call potential partners and funders (and see what happens!)
- Download the federal [Grants.gov](https://www.grants.gov) mobile app or visit online to stay apprised of new federal grants
- Check relevant federal and state agency websites quarterly for upcoming grant opportunities
-
-
-
-
-

Tip: The work doesn't end at securing funding! The next sets of resources will help determine how much funding opportunities "cost" to obtain and maintain.

[Example] Funding Eligibility Criteria

Explanation: As you are discovering new funding opportunities, it is important to be able to answer the question **“How do I know whether my organization/program/initiative meets the basic eligibility criteria?”** The table below captures the common eligibility criteria of public funding streams. Note that not every criteria may be applicable, and that agencies have varying levels of flexibility. In addition to these criteria, other unique requirements may apply.

Funding Eligibility Criteria	Example Requirement
Population criteria	Out of school or homeless youth
Types of services*	Must provide a pre-determined set of services, e.g. subsidized employment placement with supportive services
Service model	Must be a nationally recognized evidenced-based model
Provider track record	Provider must have a historical track record demonstrating impact
Geography*	Services must be provided in a specific region, county, or community
Funding use restrictions	25% must be spent on wages; 15% administrative expense cap
Match funding*	50% local or non-public match funds to federal or state funding
Provider pre-approval*	Provider must be on Eligible Training Provider List to be a contractor for WIOA funds
Organizational type*	Local government agency must be a lead applicant and CBO may be a co-applicant
Partnerships*	Requires a specific type of partnership, e.g. requires sub-contract with employers that hire participants, requires sub-contracting 20% to small or local business, requires sub-contracting 20% to minority-owned business

Tip: The criteria with asterisks (*) are especially relevant to collective impact initiatives as their related requirements could promote or hinder collaboration.

[Worksheet] Funding Eligibility Criteria

Instructions: Choose one funding stream of interest, write its name in the second column header, and research specific requirements using the criteria. Use right-hand columns to check whether your organization/program/initiative qualifies for each criterion. The purpose of this activity is to help determine eligibility for applying for a funding stream.

Funding Eligibility Criteria	Notes on Requirements for Funding Stream: _____	Do I Qualify?		
		Yes	No	N/A
Population criteria				
Types of services				
Service model				
Provider track record				
Geography				
Funding use restrictions				
Match funding				
Provider pre-approval				
Organizational type				
Partnerships				

[Example] Funding Prioritization Framework - Criteria

Explanation: After determining eligibility, the next step is addressing “*How do I evaluate whether a funding opportunity is worth pursuing?*” This funding prioritization framework has eight criteria for evaluating whether a funding opportunity is worth pursuing. Use the due diligence questions below to guide further research on various funding opportunities.

	<i>Criteria</i>	<i>Questions to Research</i>
Operations	Frequency	How frequently does more money become available to new organizations?
	Application	What are the application/RFP requirements, and does your current staff have capacity to complete?
	Accounting	How onerous is budgeting and invoicing? Are braided or blended funding strategies permitted?
	Evaluation & Compliance	What are the reporting and compliance requirements, and do they require additional staff or investment in data and finance infrastructure?
Strategy	Outcomes	How do the intended outcomes for your program align with those of the funding opportunity?
	Size	Is the funding size large enough to merit investing resources to pursue?
	Partnership	Does the funding opportunity mandate certain partnerships? What is the ‘competitive landscape’ in the region?
	Political Priority	Would obtaining this funding align you more with other political priorities in the region? How might any upcoming changes in legislation or leadership put funding at risk?

[Example] Funding Prioritization Framework - Scoring

Explanation: After completing research (worksheet for notes on the following page), use the scoring rubric below to rate each criterion. Descriptions on the left column are associated with a low score of 1 and descriptions on the right column are associated with a high score of 5. Scores in between of 2 - 4 may be assigned.

		Low Score = 1	2	3	4	High Score = 5
Operations	Frequency	One-time grant/contract; recurring grant/contract that historically has flown to specific entities; open application/renewal is >12 months away			Entitlement/ongoing funding source; recurring grant/contract; variety of entities historically funded; open application/renewal within 12 months	
	Application	Application or RFP has many requirements and/or current staff does not have capacity to complete			Application or RFP has few requirements and/or there is current staff capacity to complete	
	Accounting	Payment process is onerous; budget changes require approval; braiding may be possible			Payments are timely; Funding provided upfront or on milestone-basis; blended funding possible	
	Evaluation & Compliance	Grant/contract has many reporting and compliance requirements that requires hiring or investing in finance/data infrastructure (e.g. could require rigorous evaluation on impact)			Grant/contract has lenient reporting and compliance requirements; finance and data infrastructure are robust enough to meet the requirements	
Strategy	Outcomes	Funding is intended to improve outcomes that are not currently the focus or that there is no data on			Funding aligns with current outcomes that are being measured in current data collection processes	
	Size	Not meaningfully-sized opportunity			Meaningfully-sized opportunity	
	Partnership	Funding does not incentivize systems-level coordination; there is much competition or lack of cohesion in the region related to use of funding			Funding allows partnerships/sub-contracts and incentivizes systems-level coordination; minimal competition/strong cohesion exists related to use of funds	
	Political Priority	Upcoming change in legislation or political leadership may impact availability/use of funds			Funding is aligned with priorities of applicable legislative mandate and political leadership	

[Worksheet] Funding Prioritization Framework - Template

Instructions: Take notes on the due diligence questions and other key information on this page. Then use the scoring rubric to assess each criterion. Add each score to the right column and total at the end. When multiple funding opportunities are being evaluated, the highest scored opportunities should be pursued first.

Funding Opportunity: _____

Score (1-5)

Operations	Frequency	
	Application	
	Accounting	
	Evaluation & Compliance	
Strategy	Outcomes	
	Size	
	Partnership	
	Political Priority	

TOTAL SCORE: _____

[Worksheet] Plan for Next Steps

Instructions: Write down your next steps based on learnings from this guide. Prompting questions are included for reference, but feel free to tailor your plan based on your own timeline and priorities!

<p>What?</p>	<p><i>What are a few new strategies that I want to try this month to learn about new funding and partnership opportunities? What funding source(s) do I want to research further? What information do I still need?</i></p> <ul style="list-style-type: none">•••••
<p>Who?</p>	<p><i>Which organization/initiative has best potential for partnership in order to advance cross-sector collaboration or secure funding? Who will I reach out to first to have a further conversation?</i></p> <ul style="list-style-type: none">•••••
<p>When?</p>	<p><i>What does the timeline look like to implement these strategies, including scheduling internal and external meetings to pursue implementation?</i></p> <ul style="list-style-type: none">•••••

APPENDIX

Eligible Provider Training List (ETPL) Bibliography

Eligible Training Provider List (ETPL)

What is the Eligible Training Provider List (ETPL)?

- An ETPL is a list of pre-approved providers that may receive WIOA funds to deliver high-quality training programs for eligible adults, dislocated workers, and youth (WIOA Title I-B population).
- Each state maintains an ETPL, and states and local workforce development boards have a lot of flexibility for developing and implementing ETPL policies (e.g. eligibility and performance criteria).

What organizations are eligible for inclusion on the ETPL?

- Higher education institutions* and Registered Apprenticeship Programs are automatically eligible.
- Other community-based organizations must follow state and local workforce development board's procedures to determine eligibility.
- Eligibility requirements could include organizational accreditation, provision of trainings for in-demand jobs, financial solvency, and equal opportunity.

What are the benefits of being on the ETPL?

- Joining the ETPL is a prerequisite for community-based organizations to receive WIOA Title I funding.
- Non-WIOA agencies also use the ETPL to select service providers since it is a well-vetted list.

How does an organization get on a state's ETPL?

- Visit the local workforce development board's website for eligibility and application information.
- Initial eligibility lasts no longer than 18 months; afterwards inclusion is reviewed annually based on performance and cost data (e.g. employment and wage retention rates for training participants).

*Only those higher education institutions eligible under Title IV of the [Higher Education Act](#).

Source: Department of Education. June 2015. [https://wdr.doleta.gov/research/FullText_Documents/ETAOP-2017-10%20EPTL%20Report%20\(Accessible%20PDF\).pdf](https://wdr.doleta.gov/research/FullText_Documents/ETAOP-2017-10%20EPTL%20Report%20(Accessible%20PDF).pdf)

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