

# TRACKING AND ACCESSING FEDERAL FUNDS FOR MENTORING

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# Foreword

Dear Reader,

This resource, compiled by MENTOR's Government Relations Team, is intended to help practitioners in the mentoring movement access federal funding to expand and enhance quality programming. The intention of the guide is to be both descriptive and practical for programs of all types to explore current federal funding opportunities, as the movement advocates for additional new sources of mentoring-specific funds in different federal agencies.

For each federal funding opportunity, this guide discusses what types of programs can apply; a brief description; information on the types of projects that can be funded; and resources for additional reading and understanding. In addition, a clear theme is that successful grantees for many federal programs require partnerships with community stakeholders. That's why, for each program, specific actions are outlined for practitioners to engage community leaders in pursuit of these opportunities, with additional steps and tips that could lead to a successful application. It should be noted that federal grant writing is a skill in itself, and applicants will need to dedicate significant time and effort to build a strong case, often within a short timeframe.

We hope you find this guide useful! Best of luck in your efforts, and feel free to reach out to MENTOR National staff to share your own tips, best practices, and successes to incorporate into future versions of this resources.

Yours in advocacy,

MENTOR's Government Relations Team



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# Department of Justice Programs

## Youth Mentoring Program

**Who can Apply?** Public and private nonprofit direct service organizations fitting the specific grant category definitions (example: “national” category programs have mentoring programs present in a minimum of 45 states, etc.). Some grant categories, updated every 1-3 years by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), allow for cohorts of applicants that include intermediaries and/or subject matter experts (for example, community mental health providers, juvenile justice experts, etc.).

**Program Description:** The OJJDP Youth Mentoring Program grant continues to serve as the only mentoring-specific line item in the federal budget. The funding provides competitive grants to direct service programs and resources to fund research board activities and subsidized evidence-based training and technical assistance provided via the National Mentoring Resource Center (NMRC).

The program focuses on serving youth under the age of 18 who are currently or facing risk of becoming involved with the juvenile justice system. Persistent systemic injustice and growing inequity manifests as gaps in opportunity, networks, and access to adult relationships outside of families. Mentoring programs, including those funded by the youth mentoring program, connects vulnerable youth with caring, supportive adults, who in turn connect the mentee (and their family) with the larger community and support their expanded social capital. Mentoring has repeatedly been shown to improve young people’s self-esteem, academic achievement, and peer relationships and reduce drug use, aggression, depressive symptoms, and delinquent acts. These successful preventative outcomes are a priority for OJJDP in their mentoring grant offerings.

**Types of Projects:** OJJDP sets the kinds of parameters for grant applications annually in their funding solicitations. Consistent requirements of the competitive grant categories include:

- Direct service mentoring services including one-on-one, group, peer, or a combination of these models.
- Program services for youth under the age of 18 and mentors paired with mentees who are 18 or older (excepting peer mentoring which would require adult supervision).
- Emphasis on grant applications that:
  - Encourage new mentor-mentee matches;
  - Focus on youth facing risk of victimization, delinquency and/or involvement in the juvenile justice system;
  - Focus on youth typically underserved, including youth facing shortages of trained and screened mentors; youth with mental and/or physical challenges; youth with an incarcerated parent; youth with a parent in the military; youth residing in detention or correctional facilities; youth who are members of a tribe, youth who are LGBTQIA+; and youth facing other barriers to accessing quality mentors.
- In recent years, OJJDP grant solicitations have included requirements or priorities for applicants to develop and implement plans to serve American Indian and Alaska Native youth on and off reservations and serving youth residing in rural communities.

### **Actions to Take:**

- Mentoring programs interested in applying for this grant should sign up to receive OJJDP’s newsletter, where they post new and active funding opportunities ([sign up here](#)).



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- Review open solicitations carefully and determine eligibility. In recent solicitations, OJJDP has opened up applicant eligibility for some unaffiliated mentoring programs (those without a national or regional parent organization) in some categories, but not all.
- Be sure to review the requirements and priorities within solicitations to increase odds of a successful application. If your program cannot meet those requirements alone, consider whether the solicitation will allow for a joint-application with another community-based entity who will strengthen the services your program will provide via grant funds.

#### **Resources:**

- OJJDP’s 2022 solicitation for [national category](#) (doj.gov)
- OJJDP’s 2022 solicitation for [multistate category](#) (doj.gov)
- OJJDP’s 2022 solicitation for [youth affected by opioid and other drug misuse](#) (doj.gov)
- [OJJDP’s mentoring resource page](#) (doj.gov)
- [National Mentoring Resource Center](#) (nationalmentoringresourcecenter.org)

### **Juvenile Justice and Delinquency Prevention Act (JJDP)**

**Program Description:** The JJDP established the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in the 1970s to address the unique needs of youth in, connected to or at risk of becoming involved with the juvenile justice system. The JJDP authorizes OJJDP to make grants to states and requires core mandates to which states must adhere to for certain grant funding. Title II and Title V fall within the jurisdiction of the JJDP.

#### **Resources**

- [Congressional Research Service report](#) on Juvenile Justice Funding Trends (congress.gov)

### **JJDP Title II State Formula Grants Program**

**Who Can Apply?:** Units of local government that partner with private nonprofit agencies, organizations, and institutions; private nonprofit agencies, organizations, or institutions; and a federally recognized Indian tribe.

**Program Description:** Title II State Formula Grants support innovative state efforts to reduce the risk of justice-involved youth, ensure fair treatment of minority youth, improve the way systems address delinquent behavior, and ensure citizen involvement and expertise through [State Advisory Groups \(SAGs\)](#). SAGs are required to have representatives from a number of different stakeholders in the juvenile justice system, including advocacy organizations with a focus on delinquency prevention and volunteers who work with youth charged with delinquent offenses.

Title II grants also support state and local efforts to plan, establish, operate, coordinate, and evaluate policies and projects, directly or through grants with other agencies for the development of effective education, training, prevention, diversion, treatment, and rehabilitation programs in the area of juvenile delinquency. States are required to submit a plan for carrying out this program for a 3-year period, and must comply with the core requirements of the JJDP in order to maintain funding.



**Types of Projects:** Within their 3-year plan, states are required to show that at least 75 percent of funds from this program are used to support a number of different areas, including aftercare/reentry, alternatives to detention, community-based programs & services, diversion, mentoring, counseling, and training programs, and job training.

**Actions to Take:**

- Identify your [State Advisory Group](#), who is responsible for monitoring and supporting their state’s progress in addressing the core requirements of the JJDP. Consider meeting with relevant members of the State Advisory Group to explore a potential partnership and discover more information about how the state is using JJDP Title II funding to support mentoring.
- Identify your state Juvenile Justice Specialist – the leading agency to implement this program. Contact the office and inquire about the availability of grants funded from Title II of JJDP.

**Resources:**

- [Title II State Formula Grants Program](#) (ojjdp.gov)
- [FY22 Title II Program and Budget Areas](#) (ojjdp.gov)
- [Distribution of Juvenile Justice Formula Grants by State](#) (ojjdp.gov)
- [List of State Advisory Groups \(SAGs\)](#) (juvjustice.org)
- [California’s Title II Grant Program Page](#) (cal.gov)

### JJDP Title V Youth Promise Grants for Local Delinquency Prevention

**Who Can Apply?:** Grants are made to states, which are then subgranted to local government entities (or nonprofits in partnership with local government) for delinquency prevention programs for juveniles.

**Program Description:** Title V is the original, and still one of the only, federal programs specifically designed to prevent delinquency at the local level. Through this law, the program prioritizes the use of evidence-based approaches, requires the creation of a local policy board (“Promise Councils”) to engage in the development of prevention programming and leverage the commitment and resources of state and local jurisdictions by requiring funding matches.

**Types of Projects:** In addition to state grants funded through this program – which you can find more information about through your state’s juvenile justice agency – Congress also dictates specific amounts from the total appropriation for the Title V program to specific purpose areas and initiatives. As a result, in recent years, JJDP Title V grants have been spread across a number of different priorities at Congress’ direction.

Interested applicants should read OJJDP’s grant solicitations closely to determine both their eligibility to apply and the desired grant deliverables:

- The [Children Exposed to Violence Initiative](#) grant provides funding for communities to develop coordinated and comprehensive community-based approaches to support young people and their families who are exposed to violence build resilience. As with all OJJDP grant programs, this grant also seeks to prevent future juvenile violence and delinquency. Funding can be used to develop and/or enhance support services for children exposed to violence and to help family-serving organizations better recognize and help families at risk for violence. [See FY22 grantees here.](#)

- *The Tribal Youth Program* has offered competitive grants to federally recognized tribes with various focuses over the years, including a recent grant category establishing peer-led training and mentoring efforts for tribal youth who are at risk of involvement in the juvenile justice system. Check out [this fact sheet](#) for more information.
- [Reducing Risk for Girls in the Juvenile Justice System](#) grants have been offered in recent years, aiming to support the unique needs and challenges girls and young women face when at risk of or already involved in the juvenile justice system. Projects have sought to develop, enhance, or expand early intervention programs and/or treatment services for girls involved in the juvenile justice system. Grant categories have also funded training and technical assistances opportunities to support project sites.
- [Opioid Affected Youth Initiative](#) grants have been offered consistently over the past half-decade. The program supports the efforts of communities to implement programs and strategies that identify, respond to, treat, and support children, youth, and families impacted by the opioid epidemic, and other substance use disorders, to ensure public safety. Through this program, states and communities are supported to develop coordinated responses to opioid use-related challenges that impact youth and community safety.

### Actions to Take

- [Sign up to received email updates](#) from OJJDP, which will include funding opportunities and information when released.
- Identify your state Juvenile Justice Specialist – the leading agency to implement this program. Contact the office and inquire about the availability of grants funded from Title V of JJDPA.
- Read through the grant initiatives and consider which (if any) most align with your work. Identify partners to collaborate with on a potential grant application.
- When the call for proposals is released, read the grant application and take special consideration of the absolute and competitive preference priorities.

## Department of Education Programs

### Full Service Community Schools Program

**Who can Apply?:** Applicants must be a consortium of 1 or more local education agencies (LEAs), or the Bureau of Indian Education; and 1 or more community-based organizations, nonprofits, or other public or private entities.

**Program Description:** The Full-Service Community Schools program (FSCS) provides 5-year grants to (1) local educational agencies (LEAs) or (2) the Bureau of Indian Education, in partnership with community-based organizations, nonprofit organizations, or other public or private entities. Grantees make available comprehensive academic, social, and health services for students, students' family members, and community members in school settings by integrating existing school and community programs and implementing coordinated strategies that can support and positively impact communities experiencing the effects of concentrated poverty on students and families. The program targets public elementary or secondary schools that provide such supports to children and families in high-poverty schools. By statute, at least 15 percent of funds awarded must support projects in rural areas, assuming that these programs receive applications of sufficient number and quality from applicants in rural areas.

To ensure meaningful partnership with community-based organizations, nonprofit organizations, and other public or private entities, grantees must secure matching funds from non-Federal sources to amplify and sustain project activities. The Department may not require that an applicant secure matching funds in an amount that exceeds the amount of the



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grant award, and the Department is not permitted to consider an applicant's ability to secure matching funds when making funding decisions. To increase the probability of positive impacts on target populations, grantees must implement evidence-based activities, evaluate the effectiveness of their projects, and comply with any evaluations of FSCS program conducted by the Institute of Education Sciences.

**Types of Projects:** Provided services may include:

- high-quality early learning programs and service;
- accelerated learning aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program;
- family engagement, including parental involvement, parent leadership, family literacy, and parent education programs;
- mentoring and other youth development programs;
- community service and service learning opportunities;
- programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled;
- job training and career counseling services;
- nutrition services and physical activities;
- primary health and dental care;
- activities that improve access to and use of social service programs and programs that promote family financial stability; mental health services; and
- adult education, including instruction of adults in English as a second language.

**Actions to Take**

- Identify partners to collaborate with on a potential grant application. Keep the following considerations in mind:
  - This program is about integrating services for students living in poverty at schools with significant need. Successful grantees must include multiple partners, usually from the private, public, and nonprofit sector, that provide comprehensive services for students, families, and community members in a school setting.
  - One of the applicants must be a local education agency (LEA).
  - Many previous successful applications have been led by affiliates of large health and education service nonprofits, like United Way.
- Meet with potential partners to discuss the opportunity, brainstorm ideas, and pitch the services you could offer, including:
  - Assistant Superintendents and/or Directors of Teaching and Learning or Innovation at LEAs
  - Executive Directors of community-based organizations/nonprofits
- Collect data and evidence of program outcomes would make a future application stronger.
- [Sign up to received email updates](#) from the Department of Education, which will include funding opportunities and information when the call for proposals is released.
- When the call for proposals is released, read the grant application and take special consideration of the absolute and competitive preference priorities.
- Complete a needs assessment and hold planning sessions with partners to discuss and write the application.

**Resources**

- [Full-Service Community Schools Program Official Website](#) (ed.gov)
- [FY22 grant timeline](#) (ed.gov)
- [FY22 call for proposals](#) (ed.gov)



- [FY22 grant competition stakeholder resource](#) (ed.gov)
- [Past award abstracts and applications](#) (ed.gov)
- [The Full-Service Community Schools Grant Program](#) (communityschools.org)

**Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Program (Title IV-B of the Every Student Succeeds Act)**  
 “21<sup>st</sup> Century Community Learning Centers”

**Who can Apply?** Local education agencies (LEAs) and community-based nonprofit organizations. The law requires State Education Agencies (SEAs) to give priority to applications that are jointly submitted by an LEA and a nonprofit or other public or private entity.

**Program Description:** The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program is the sole federal funding program dedicated exclusively to supporting before- and after-school and summer learning programs. The 21<sup>st</sup> CCLC is a formula-based program, meaning each state receives funds from the U.S. Department of Education based on its share of federal Title I funding for low-income students. State Education Agencies (SEAs) then establish competitive grant parameters to support local schools and nonprofits that provide after-school and summer learning programs to students attending high-poverty, low-performing schools.

**Types of Projects:** The U.S. Department of Education lists the types of activities that can be funded by 21<sup>st</sup> CCLC grants as:

- Remedial education activities and academic enrichment learning programs, including those which provide additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services, including those provided by senior citizen volunteers, and mentoring programs;
- Programs that provide after-school activities for limited English proficient (LEP) students and that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that aid students who have been truant, suspended, or expelled to allow them to improve their academic achievement;
- Drug and violence prevention programs;
- Counseling programs; and
- Character education programs.

**Actions to Take:**

- Mentoring programs interested in applying for 21<sup>st</sup> CCLC should consider their current and estimated reach of students and the impact they can make within a community. Smaller programs may want to coordinate an application with a cohort of youth-serving community-based programs and/or apply in concert with local schools/districts (LEAs).





- Identify potential partners to collaborate with on a potential grant application. Keep the following considerations in mind:
  - If you'd like to partner with an LEA on an application, begin discussing the opportunity early in the school year to ensure enough time is allowed for iteration and approval within schools and districts.
- Meet with potential application partners to discuss the opportunity, brainstorm ideas, and pitch the services you could offer. Key stakeholders could include:
  - Assistant Superintendents and/or Directors of Teaching and Learning at LEAs
  - Executive Directors of other community-based organizations/nonprofits
- [Sign up to receive email updates](#) from the Department of Education, which will include funding opportunities and information when released.
- When the call for proposals is released, read the grant application and take special consideration of the absolute and competitive preference priorities.
- When putting together a joint proposal, consider the district's priorities ("school climate," attendance, career exploration, arts and music enrichment, etc.) and develop a proposal that will align with their focus while supplementing gaps in services for students.
- Lead with your expertise: 21<sup>st</sup> CCLC grants can present an opportunity for schools and/or community-based nonprofits to establish or expand enriching activities for students that serve a broader range of student needs.
  - What are the strengths, program model(s), or services you can contribute to this work?
  - What challenge(s) can you take off a district's plate to make a joint application and mentoring-related services palatable? (Recruitment, training, TA for staff, screening, etc.)

#### **Resources:**

- [U.S. Department of Education's 21<sup>st</sup> Century Community Learning Center page](#) (ed.gov)
- [Grant awards by state](#) (ed.gov)
- [21<sup>st</sup> Century Community Learning Centers Resource](#) (afterschoolalliance.org)

**Special note:** \$50 million was invested into the 21<sup>st</sup> Century Community Learning Centers program through the Bipartisan Safer Communities Act that was signed into law in the summer of 2022 to "support the implementation of evidence-based practices to increase attendance and engagement." This program supports partnerships between community-based organizations (such as mentoring and afterschool programs) and LEA's/other community entities.

### **Student Success and Academic Enrichment Grants (Title IV-A of the Every Student Succeeds Act)** "Title IV-A"

**Who can Apply?:** LEA's receive Title IV-A funding through a formula grant program, which they then allocate to projects at schools based on its identified priorities through planning. A 501(c)3 nonprofit could access this funding to help provide and broaden access to mentoring if it partners with the LEA to provide services for students.

**Program Description:** Student Success and Academic Enrichment Grants (SSAE), or Title IV-A of the Every Student Succeeds Act (ESSA), is a flexible block grant that each state receives from the federal government and distributes to LEA's based on the previous year's Title I funding formula. LEA's then spend the funding on projects within three categories: providing a well-rounded education, supporting safe and healthy students, and supporting the effective use of technology.

Any school district that receives an allocation above \$30,000 must conduct a needs assessment and engage stakeholders for input. This process includes assessment, planning, implementing, monitoring, and evaluating, and is required at least once every three years. A district's needs assessment is meant to reveal deficiencies, which will then translate into priorities for the funding. These districts must also expend 20% of its grant on safe and healthy school activities and 20% on activities to provide a well-rounded curriculum. The remaining 60 percent of the allocation may be spent on all three categories, including technology, although there is a 15 percent cap on devices, equipment, software, and digital content.

If a district receives an allocation below \$30,000, the law does not require a needs assessment or setting aside percentages for well-rounded and safe and healthy student programs. However, it must still direct the funds it receives toward activities in at least one of the three categories. The 15 percent technology purchase cap also continues to apply.

The Grant Award Notice (GAN) is available to states on July 1<sup>st</sup> of each year, however, most states post a projected amount earlier to assist LEAs in planning the upcoming school year. The application deadline for the Title IV, Part A grant may vary from state to state.

Districts have 24 months in which to spend their Title IV-A dollars. The dollars must be obligated by the end of the first year of the grant. If the grant has been obligated, the funds can then be rolled over, hence allowing the funds to be accessible for use for an additional 12 months.

**Types of Projects:** Funding can be used on activities in three broad areas:

- Providing students with a well-rounded education (e.g. college and career counseling, STEM, music and arts, civics, IB/AP, computer science);
- Supporting safe and healthy students (e.g. comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education. This bucket explicitly includes mentoring; and
- Supporting the effective use of technology (e.g. professional development, blended and personalized learning, and devices).

### **Examples**

- **Huntsville City Schools, Alabama:** Title IV Part A has afforded opportunities to support all students within our LEA by providing the following: Middle Schools Pathways, IB Professional Development, mentoring services, PBIS Training for Coaches, close captioning and support for College Readiness Programs.
- **Tuscumbia, Alabama:** "If it wasn't for Title IV Part A funding, we would not have been able to implement a mentoring program for at risk students."

### **Actions to Take**

- Get involved with your LEA/district during the process of creating a needs assessment and evaluating programs. This process presents an opportunity for you to make certain that students are receiving the mentoring and relationship supports that they need, and are incorporated into the LEA's Title IV, Part A plan and funding application.
  - Volunteer to be part of your district's planning committee for Title IV-A.
  - Invite other key stakeholders who support the mentoring movement.
- Find out the deadline for school district's applications to the state by contacting the district's Title IV-A director or federal programs director. These positions within districts are typically focused on grant management.



- Request a meeting with the Assistant Superintendent, Director of Teaching and Learning, or Director of Student Services to discuss potential partnerships. These positions typically form partnerships and make decisions on budgets from funding sources like Title IV-A.

### **Resources**

- [T4PA Center \(Title IV-A Technical Assistance Center\)](#) (ed.gov)
- [Student Support and Academic Enrichment Grants: A First Look at Activities Supported Under Title IV, Part A](#) (ed.gov)

**Special note:** The Bipartisan Safe Communities Act, which was approved by Congress and enacted into law in the summer of 2022, included a \$1 billion investment specifically into the “Supporting safe and healthy students” area of this program. Notably, rather than doling the funding out by formula like usual, states will be competing the funding they receive through flexible grant programs. *As of late Fall of 2022, these programs are still being designed. Check with your LEA’s Assistant Superintendents, Title IV-A Directors, and/or Federal Programs Director.*

## **Supporting Effective Instruction State Grants (Title II-A of the Every Student Succeeds Act) “Title II”**

**Who can Apply?:** Local Education Agencies (LEAs)/school districts and for-profit or nonprofit entities through a grant or contract from an LEA/school district.

**Program Description:** The purpose of Title II is to improve the quality and effectiveness of teachers, principals, and other school leaders. Part A establishes a program of federal grants that are distributed via formula to State Education Agencies (SEAs) based on student population and poverty counts. States may use the funding for a variety of purposes related to preparation, training, recruitment, retention, and professional development of elementary and secondary education teachers and school leaders. SEAs are then required to suballocate at least 95% of grant funding to LEAs, which are made based on student population and poverty counts. LEAs can then use the funding to deliver services directly or contract them to community providers.

Title II, Part A also requires LEAs to consult with teachers, principals, and other stakeholders in determining the best uses of Title II, Part A funds. States may require LEAs to confirm in their funding applications that they have involved these stakeholders to determine how to use the funds that will lead to improved student achievement.

### **Types of Projects:**

SEAs may first reserve a share of funds for administration and statewide services, such as:

- Teacher or principal support programs
- Preparation academies
- Licensing or certification reform
- Improving equitable access to effective teachers
- Reforming or improving teacher and principal preparation programs
- Training teachers in the use of student data
- Technical assistance to LEAs

Funds received by LEAs may be used for a variety of purposes, including:



- Recruiting, hiring, and retaining effective teachers
- Teacher and school leader evaluation and support systems
- Professional development activities for teachers and principals
- Class-size reduction.

Overall, SEAs and LEAs have flexibility to carry out a wide variety of activities for their specific needs. Some examples could include:

- In-service training for school personnel on creating relationship-centered schools to address chronic absenteeism and improve school climate
- Programs or activities that increase the ability of teachers to teach children with disabilities and English learners, including the use of multi-tiered systems of support and positive behavioral intervention and supports
- Training on working with young people affected by trauma

#### **Actions to Take:**

- Locate your state’s Title II website and its list of allowable uses of funds.
  - Many state Departments of Education may have a list of recommended providers that schools can reach out to for support. Inquire if this list exists and, if so, how a provider could get on it.
- Request a meeting with an Assistant Superintendent or Director of Teaching and Learning to discuss potential proposals and partnerships. Keep in mind that this grant can only be used for to support adults and school staff; whatever you are proposing should reflect this.

#### **Resources:**

- [Supporting Effective Instruction State Grants – Title II, Part A](#) (ed.gov)
- [Title II Funding by State](#) (ed.gov)
- [Powered by Title II](#) (poweredbytitleii.com)

## **Department of Labor Programs**

### **Workforce Innovation and Opportunity Act (WIOA)**

**Who can Apply?:** Generally, local Workforce Development Boards competitively award funds to community-based organizations and other entities to provide the required employment and job training services.

**Program Description:** The Workforce Innovation and Opportunity Act (WIOA) is the primary federal legislation that supports workforce development. It establishes a number of programs that support youth and allow for collaboration with community-based organizations in order to meet the requirements outlined in law.

*State and Local Workforce Development Boards.* WIOA establishes state and local Workforce Development Boards, made up of members from private business, workforce development programs, elected officials, and representatives from labor, education, economic development, and other relevant interests. The primary functions of State WDB’s include developing a Unified Statewide Plan, streamlining their workforce development system, distributing funds, and designating new workforce investment areas and regions. Local WDB’s develop local planning and partnerships and oversee and administer funding to service providers for their youth programs.



*State and Local Workforce Planning.* A key responsibility of state and local WDB's is the development of plans, which describe multi-year approaches that communicate state and local goals and strategies to achieve them to the federal government. States are required to submit Unified State Plans at least every four years (with modifications submitted half way through), outlining their strategy for workforce activities under youth programs (Title I of WIOA). Local WDB's are also required to submit a comprehensive four-year plan to the Governor, with modifications due before the end of two years. Local plans will generally support the state strategy, and includes strategic planning elements and descriptions of how they'll coordinate the required workforce activities that serve the needs of local employers.

*One-Stop Delivery model.* WIOA created a "One-Stop delivery system" of career and training services, access to programs and activities, and workforce and labor market information, which are called "American Job Centers". Each local workforce investment area in a state is required to have at least one physical comprehensive American Job Center, which Local WDB's select to operate (providers can be one or more of the following: an institute of higher education, a nonprofit organization, a for-profit organization, government agency.) With the purpose of creating one central point of service for those seeking employment, training, etc., the One-Stop Delivery model requires partnership and information on activities available through federal WIOA programs like Youth Workforce Investment Activities, YouthBuild, and reentry programs.

*WIOA Youth Formula Program (Title I).* The WIOA reauthorization of 2014 enacted a comprehensive youth employment program for serving eligible youth, age 14-24, who face barriers to education, training, and employment. Funds for youth services are allocated to state Workforce Development Boards based on a formula, which then provide local WDB's resources to deliver comprehensive youth services. This program in particular is focused on assisting out-of-school youth (local areas must spend a minimum of 75% of funding on this population) – and in-school youth with one or more barriers to employment – in preparing for employment and postsecondary education opportunities; attaining skills training credentials; and securing employment with career/promotional opportunities. Local programs provide youth services in partnership with American Job Centers and under the direction of local Workforce Development Boards.

**Types of Projects:** The WIOA Youth Program requires local WDB's to provide 14 program elements that must be made available to youth participants, **including "adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months."** This has been further defined through regulations at the Department of Labor:

#### § 681.490 What is adult mentoring?

(a) Adult mentoring for youth must:

- (1) Last at least 12 months and may take place both during the program and following exit from the program;
- (2) Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee; and
- (3) While group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis.

(b) Mentoring may include workplace mentoring where the local program matches a youth [participant](#) with an [employer](#) or employee of a company.

#### **Actions to Take**



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- Identify the local Workforce Development Board(s) in your area
  - Investigate how the WDB is offering mentoring services as required by the law (online searches, reaching out to members/staff, etc.) Identify potential areas for collaboration.
  - Locate and read the youth programming elements of your local WDB's comprehensive four-year plan. Search for how mentoring is integrated into youth programming plans.
  - Contact and schedule a meeting with WDB representatives of interest.
    - Pitch your services and ask about funding opportunities.
- Locate the American Job Center(s) in your local area.
  - Identify what mentoring services they offer (if any). Inquire on a potential partnership for information/resource sharing, or more.
- Locate and read the youth programming elements of your United State Plan. Search for how mentoring is integrated into youth programming plans.

**Resources:**

- [Workforce Development Board Finder](http://careeronestop.org) (careeronestop.org)
- [Find an American Job Center in your local area](http://careeronestop.org) (careeronestop.org)
- [WIOA State Plan Portal](http://dol.gov) (dol.gov)
- [Training and Employment Guidance Letter to States No. 21-16: WIOA Title I Youth Formula Program Guidance \(March 2, 2017\)](http://dol.gov) (dol.gov)

**Reentry Employment Opportunities Program**

**Who can Apply?:** Eligible grant applicants include nonprofit organizations, local and regional government entities, and independent school districts.

**Program Description:** The Reentry Employment Opportunities (REO) program tests the effectiveness of workforce reentry service delivery models found in community organizations and government systems for formerly incarcerated adults and youth involved in the justice system. It does so through innovative, unique, competitively-awarded pilot programs. Naturally, REO projects promote collaboration and coordination between community-based organizations, foundations, state and local justice agencies, community colleges, and the workforce system.

Funded projects provide youth involved in the justice system with occupational skills training for industry-recognized credentials and apprenticeships that lead to employment in industries and occupations with competitive wages and opportunities for advancement. The REO program provides pre-release and comprehensive post-release services targeted in communities where high rates of poverty and crime exist and significant numbers of people are returning from incarceration. REO grantees also connect participants with additional supportive services such as housing, childcare, family unification services, and legal assistance from non-profit legal service centers. Finally, successful applicants also include employer partners in planning and development of these programs, so participants are prepared with the skills that local industry needs.

*Growth Opportunities in Workforce Development.* This pilot program, part of the Reentry Employment Opportunities initiative, supports the placement of youth and young adults with school expulsion or justice system contact who exhibit risk factors associated with delinquent or criminal activity into paid work experiences aligned with their career and educational goals. It also provides funding for services such as **mentorship**, legal assistance, and transportation that support their participation and success. It also supports education and training, paid work experiences, and leadership

development through workforce development organizations and partnerships with violence prevention organizations and justice system partners. The model of this program is based, in part, on **growth-focused** youth case management principles developed for youth who growth stalled due to traumatic experiences. Here are [FAQ's on the program](#) and [the full announcement from FY2022](#).

**Types of Projects:** Core services provided for young adults include post-release services such as: apprenticeships; case management; credit retrieval; diversion from adjudication; expungement of juvenile records; follow-up; high school diploma equivalency preparation; job placement; **mentoring**; occupational skills training; staff and leadership development activities; restorative justice opportunities; tutoring; work experience (paid and unpaid); community violence intervention among youth and young adults; conflict resolution and other supportive services.

**Actions to Take:**

- Mentoring programs interested in applying for this funding will likely want to coordinate an application with a cohort of youth-serving community-based organizations and/or private entities:
  - Identify partners to collaborate with on a potential grant application and meet with them to discuss the opportunity, brainstorm ideas, and pitch the services you could offer.
  - Justice-involved programs are generally administered locally by community agencies. Reach out to your local American Job Center to learn who is leading some of this work already in your community.
  - Begin to collect any data that you think might help make a future application stronger.
- [Sign up to receive email updates](#) from the REO Community, which will include funding opportunities and information when released.
- When the call for proposals is released, read the grant application and take special consideration of the absolute and competitive preference priorities.

**Resources:**

- [Reentry Employment Opportunities](#) (dol.gov)
- [Reentry Employment Opportunities Fact Sheet](#) (dol.gov)
- [Reentry Employment Opportunities FAQ's](#) (dol.gov)
- [FY22 grant award notice](#) (dol.gov)
- [Reentry Employment Opportunities Community](#) (reo.workforcegps.org)
- [Find an American Job Center in your local area](#) (careeronestop.org)

**Workforce Pathways for Youth Program**

**Who can Apply?:** National out-of-school time (OST) nonprofit entities with a local affiliate organization and employer, education, and workforce development partners.

**Program Description:** The Workforce Pathways for Youth program expands job training and workforce activities for youth. The program allows out-of-school time organizations to partner with local Workforce Development Boards (WDBs) and youth-serving organizations, bridging the gap between their existing activities and the need to expose youth to career-related services to better prepare them to enter the workforce.

Goals of the program include:



- Expanding and scaling up age-appropriate workforce readiness programming through national OST organization and their state or locally-operated affiliate organizations.
- Promoting increased alignment between OST organizations, workforce development programs, and school systems, including dropout reengagement and recovery programs.
- Providing work experience, occupational skills training, and unsubsidized employment placements to increase opportunities for youth, particularly those at risk of dropping out, to gain the skills needed to be successful in their employment and/or higher education pursuits.

**Types of Projects:** Funded projects include:

- Soft-skill development
- Career exploration
- Job readiness and certification
- Summer jobs
- Year-round job opportunities and apprenticeships

**Actions to take:**

- Identify partners in your community to collaborate with on a potential grant application. Keep the following considerations in mind:
  - Unless you are an affiliate of a national organization, local mentoring programs will likely need to partner with an OST program with a national organization in order to access funding under this grant.
  - Your local Workforce Development Board (WDB) would likely be very helpful in pulling together community stakeholders for a grant proposal.
- Meet with potential partners to discuss the opportunity, brainstorm ideas, and pitch the services you could offer, including:
  - Executive Directors of local Out-of-School Time organizations that are an affiliate to a national organization
  - Staff or members of the local Workforce Development Board
- [Sign up to receive email updates](#) from the Department of Labor, which will include funding opportunities and information when released.

**Resources:**

- [Workforce Pathways for Youth Program Fact Sheet](#) (ed.gov)
- [Round 1 Grantee Abstracts](#) (ed.gov)
- [Round 2 Grantee Abstracts](#) (ed.gov)

## Department of Health and Human Services Programs

**Project AWARE (Advancing Wellness and Resilience in Education)**

**Who can Apply?** Eligible entities are States; political subdivisions of States (e.g., counties, LEAs); Indian tribes or tribal organizations, health facilities, or programs operated by or in accordance with a contract or grant with the Indian Health Service, or other domestic public or private nonprofit entities.



**MENTOR**  
GOVERNMENT RELATIONS

**TRACKING AND ACCESSING  
FEDERAL FUNDS FOR MENTORING**



**Program Description:** The purpose of Project AWARE is to develop a sustainable infrastructure for school-based mental health programs and services. This program funds school-based activities designed to increase awareness of mental health issues among school-aged youth, provide training for school professionals to help them identify and respond to mental health issues, and to connect school-aged youth to necessary services.

The Substance Abuse and Mental Health Services Administration (SAMHSA) expects grant recipients will build a collaborative partnership that includes the State Education Agency (SEA), the Local Education Agency (LEA), the State Mental Health Agency (SMHA), community-based providers of behavioral health care services, school personnel, nonprofit community organizations, families, and school-aged youth.

**Types of Projects:** SAMHSA anticipates grant proposals based on a public health model:

- Partnerships will implement
  - mental health related promotion,
  - awareness,
  - prevention,
  - intervention and resilience activities.
- Proposals will ensure that students have access and are connected to appropriate and effective behavioral health services.

### **Actions to Take**

- Identify partners in your community to collaborate with on a potential grant application. Keep the following considerations in mind:
  - Successful grantees built a collaborative partnership among state and local education and mental health agencies and community-based providers.
- Meet with potential partners to discuss the opportunity, brainstorm ideas, and pitch the services you could offer, including:
  - Assistant Superintendents and/or Directors of Student Services at LEAs
  - State or local professional associations for school staff such as school counselors, school psychologists, school social workers, and school principals
  - Appropriate staff of state mental health and education agencies
  - Leaders of other potential community partners (nonprofit leaders, etc.)
- [Track grant opportunities at SAMHSA's website and/or sign up to receive their grant award announcements](#) (scroll to the bottom of the page).
- When the call for proposals is released, read the grant application and take special consideration of the absolute and competitive preference priorities.

### **Resources**

- [SAMHSA's Project AWARE page \(samhsa.gov\)](https://www.samhsa.gov/project-aware)
- [Examples of 2021 grant awardees \(samhsa.gov\)](https://www.samhsa.gov/grants/2021-grant-awardees)
- [Project AWARE Technical Assistance page \(nttacmentalhealth.org\)](https://www.nttacmentalhealth.org/project-aware-technical-assistance)



# Other Federal Initiatives and Opportunities

## American Rescue Plan Funding

**Who can Apply?:** State Education Agencies (SEA's) and Local Education Agencies (LEA's)/school districts received funding from the federal government to implement the American Rescue Plan. Community-based organizations/nonprofits can access the funding by applying directly to new grant programs in states where SEA's/LEA's created new discretionary grant programs, or through partnerships with schools and/or districts.

### Program Description:

The American Rescue Plan (ARP) is the pandemic relief package passed by Congress and signed into law in March of 2021. It invested billions of dollars to address a series of critical needs in states and communities across the country, including funding for schools and students. The ARP provided \$122 billion for schools (Pre-K-12), with 90% of funds provided to states disseminated at the local school district level. Within this appropriated funding, there are clear allowances and specific set-aside funding for before/afterschool, summer learning, expanded school time, full-service community schools, and student enrichment activities.

States were also required to submit their plan (and school district plans) for responding to students' academic, social, emotional, and mental health needs, including out-of-school time programs. In creating the plans, states and school districts were required to engage families, educators, and a broad range of other stakeholders. These plans are available for public viewing, [here](#). School districts are expected to adjust their plans based on student needs.

### Types of Projects:

#### State Education Agencies (SEA's) are –

- Required to reserve 5 percent of the SEA allotment *to address learning loss (\$6 billion nationally)*
- Required to reserve 1 percent of the SEA allotment for *evidence-based afterschool programs (\$1 billion nationally)*
- Required to reserve 1 percent of the SEA allotment for *evidence-based summer enrichment (\$1 billion nationally)*

#### Local Education Agencies (LEA's) are –

- Required to reserve 20 percent of the LEA allotment for “learning loss” (\$21.9 billion nationally)
  - This funding must “address learning loss through evidence-based interventions that respond to student academic, social, and emotional needs, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.”

Example project from the [U.S. Department of Education's Spending Guidelines](#) under the Summer Learning and Enrichment Program section:

*“For older students, these opportunities can include a work-based learning or community service component. Leaders can look for opportunities to partner with high-quality mentorship or workforce training programs to help reengage disconnected youth. Creating more pathways for underserved youth to participate in high-quality enrichment serves a dual role in many communities in the summer for youth who, in some cases, face additional challenges in their home or community.<sup>29</sup> Purposeful strategies to reengage disconnected youth through youth violence reduction programs, mentorship, and strengthening youth skills through workforce engagement and training also have the potential to*



*reduce community violence. For example, the “Becoming a Man” mentorship program, based out of Chicago with chapters in other cities and supported by the My Brother’s Keeper Alliance, provides small-group youth counseling and teaches young people how to de-escalate and manage violence-prone situations. The program decreased violent crime-arrests by 45% and increased high school graduation rates by 12% to 19%.”*

### **Actions to Take:**

- Determine [how much education funding your state and district is receiving](#) from the American Rescue Plan
- Connect with state or local out-of-school time or youth development advocacy coalitions, who may have current information on availability of funds
- Identify and scan your state (and relevant school district) plans for using the funding. Based on what you read:
  - How does your program align with the goals of the plans?
    - If you feel your program aligns with the goals of the state plan:
      - Reach out to officials in the state Department of Education to inquire if there are any current state grant programs available for this funding. *Note: much, if not all, of this funding might already be obligated.*
    - If you feel your program aligns with the goals of school district/LEA plans:
      - Reach out to officials in district leadership, such as Assistant Superintendents, Chief Instructional Officers/Directors of Teaching and Learning, Chief Innovation Officers, Directors of Student Services, or even Afterschool Directors in districts where they have them to inquire about available funding. *Note: much, if not all, of this funding might already be obligated.*
  - If there is alignment, propose a partnership with the district/LEA.
- In any proposal, be sure to include:
  - How your program targets youth who need additional support.
  - The positive outcomes your programming supports and evidence that proves it works.
  - How your programming supports that state/district’s outlined goals.
  - How you continued, adjusted, and/or expanded your services throughout the pandemic to help students and families in your community.
  - How you currently operate, and how a partnership would allow you to expand your operation.

### **Resources:**

- [State Education Agency and School District Plans](#) (ed.gov)
- [U.S. Department of Education’s Spending Guidelines for States](#) (ed.gov)
- [Examples of Schools, States, and District Investments in Afterschool and Summer Learning](#) (helpkidsrecover.org)
- [Help Kids Recover: Campaign of Out-of-School Time and Youth Development Nonprofits](#) (helpkidsrecover.org)
- [Template Outreach Letter to Education Leaders](#)



## Congressional Project Funding – “Earmarks”

**Who can Apply?:** State or local governments and 501(c)(3) non-profits, through their Member of Congress.

**Program Description:** As a part of the annual federal appropriations projects, members of Congress are able to submit requests (the House of Representatives is limited to 15) for project funding that benefit their community. If they choose to submit requests, members organize their own process for collecting submissions – usually through a form on their official website that is circulated in the Spring. Members then work with their staff to review the applications and select the projects they’d like to be considered.

Members are required to post every earmark request online simultaneously with their submission of chosen requests to the committee of jurisdiction. They must also provide evidence of community support that were compelling factors in their decision to select the requested projects.

### **Types of Projects:**

Selected projects range from infrastructure to youth development projects to everything in between. Members are given generally free reign to choose the projects of their liking, with a few required rules:

- Not all federal programs in annual appropriations bills allow earmarks. Each project must be requested through a program that is eligible – and some of these programs have matching requirements that are not waived. The eligible programs through which projects can be requested through are available through member offices or the subcommittee of jurisdiction.
- Each project must be for that fiscal year’s funds only, and cannot include multiyear funding requests.
- Must be able to demonstrate community support. Examples of this include, but are not limited to:
  - Letters of support from elected community leaders (e.g. mayors or other officials);
  - Press articles highlighting the need for requested Community Project Funding;
  - Support from newspaper editorial boards;
  - Projects listed on State intended use plans, community development plans, or other publicly available planning documents; or
  - Resolutions passed by city councils or boards

### **Requests for funding in support of mentoring were submitted for consideration from the following offices in FY23:**

- **Kelly (D-IL):** DOC NIST—STRS Mentoring Youth Through Technology Harvey, IL Science, Technology, Engineering and Mathematics(STEM) After School Program, 100,000
- **Espallat (D-NY):** DOJ OJP—Byrne Credible Messenger Mentoring Movement New York, NY Credible Messenger Mentoring Initiative 530,000
- **Lee (D-CA):** Department of Labor, Employment and Training Administration, Building and Construction Trades Council of Alameda County, Oakland, CA for the Retention Apprenticeship Mentoring Program, 1,000,000
- **Van Duyne (R-TX):** Department of Health and Human Services, Administration for Children and Families, Big Brothers Big Sisters Lone Star, Irving, TX for a youth mentoring program, 300,000
- **Nehls (R-TX):** Department of Education, Elementary and Secondary Education, Big Brothers Big Sisters Lone Star, Irving, TX for a youth mentoring program, 250,000
- **Watson Coleman (D-NJ):** Department of Education, Elementary and Secondary Education, Big Brothers Big Sisters of Essex, Hudson & Union Counties, Newark, NJ, for mentoring and student support, 1,000,000
- **Pressley (D-MA):** Department of Education, Elementary and Secondary Education, Big Sister Association of Greater Boston, MA for student mentoring and enrichment, 250,000



- **Upton (R-MI):** Department of Education, Elementary and Secondary Education, Boys and Girls Clubs of Benton Harbor, Benton Harbor, MI for educational, mentoring, and tutoring program, 1,500,000
- **McGovern (D-NY):** Department of Education, Elementary and Secondary Education, Long Beach Latino Civic Association, Long Beach, NY for student support, mentoring, and enrichment, 50,000
- **Schneider (D-IL):** Department of Education, Elementary and Secondary Education, Waukegan to College, Waukegan, IL for mentoring, tutoring, and academic advising programs, 315,000
- **Durbin (D-IL):** Department of Justice—Office of Justice Programs, Big Brothers Big Sisters of Metropolitan Chicago. Chicago, IL, Youth Mentoring Program, \$500,000
- **Manchin (D-WV):** Department of Justice—Office of Justice Programs, City of Charleston, Charleston, WV, Charleston West Side Mentorship Program, \$200,000
- **Murkowski (R-AK):** Department of Health and Human Services. Substance Use and Mental Health Services Administration. Rural Alaska Community Action Program, AK, for youth mental health training and peer mentor support. 230,000.
- **Casey (D-PA):** Department of Health and Human Services. Administration for Children and Families. Big Brothers Big Sisters of Greater Pittsburgh, PA, for a mentoring program for LGBTQ youth. \$105,000.
- **Van Hollen (D-MD):** Department of Health and Human Services. Administration for Children and Families. Community Kinship Coalition, Inc., MD, for mentoring, mediation, and recreational programming for youth. \$150,000.
- **Rosen (D-NV) and Cortez Masto (D-NV):** Department of Health and Human Services. Administration for Children and Families. Lyon County, NV, for mentoring and other community services for at-risk youth. \$119,000.
- **Shaheen (D-NH):** Department of Health and Human Services. Administration for Children and Families. Victory Women of Vision, NH, to provide assistance to refugees through a youth mentoring program, including equipment and technology. \$125,000.
- **Schatz (D-HI).** Department of Education, Innovation and Improvement. Big Brothers Big Sisters Hawaii, HI, for youth mentoring. \$800,000.
- **King (I-ME).** Department of Education. Innovation and Improvement. Helping Hands with Heart/Maine Highlands, ME, for a youth mentoring initiative, including the purchase of equipment. \$426,000.
- **Graham (R-SC).** Department of Education. Innovation and Improvement. Restoration Project Foundation, SC, for expansion of a mentoring program, including curriculum development. \$650,000.

#### Actions to Take:

- Mentoring programs interested in applying for community project funding should sign up to receive their member of Congress' newsletter, where the elected official will share the opportunity for submissions.
- It will be much easier to write an application for an initiative that is already well-thought out and considers all stakeholders. As such, plan ahead and pick a proposal that has already been in the works, or take the time to plan and engage stakeholders for your idea for a future application.
- Collect letters of support from community leaders and other key stakeholders.
- Consider media outreach to bring attention to the issue (including op-eds from local newspapers) and include it in your application.
- Request a meeting with the office of your Member of Congress to gauge their interest in a congressional spending project request on your issue.
  - Ask to stay in the loop of when applications are distributed, etc. Member offices will often have an internal distribution list for opportunities like this.



- Submit the application by the Member of Congress' stated deadline.
- ...And then you wait! Even if a Member of Congress selects your project, it may be months (up to a year, even!) before you find out if the committee included your project in the funding bill and Congress approves it.

**Resources:**

- [FY23 Community Project Spending Guidance – House of Representatives](#) (house.gov)
- [FY23 Congressionally Directed Spending Guidance](#) (senate.gov)
- [FY23 Senate Project Requests](#) (senate.gov)

**Volunteer Generation Fund**

**Who can Apply?:** Funding is available to State Service Commissions, nonprofits, schools, government agencies, and tribal, faith-based or community organizations.

**Program Description:**

The Volunteer Generation Fund (VGF), a program of AmeriCorps, focuses on investments in volunteer management practices that increase both volunteer recruitment and retention.

**Types of Projects:**

AmeriCorps' priorities for this funding opportunity are:

- Programs that expand, launch or improve high-impact tutoring, mentoring and other school-based or out of school time programs -- including the placement and training of student success coaches, integrated student support coordinators, and post-secondary transition coaches -- which will help students succeed academically and support their mental health and overall wellbeing, in line with the National Partnership for Student Success
- Programs that actively engage in removing structural racial inequities, advancing racial equality, and increasing opportunity in order to achieve sustainable change in communities. VGF encourages grant applications to include work plans that advance justice and equality in areas such as education, access to food and healthcare, workforce development, elder justice, and living independently.
- Efforts to help local communities respond to and recover from the COVID-19 pandemic. Applicants may propose programming in any AmeriCorps focus area to aid communities as they recover from the COVID-19 pandemic.
- Programs that are likely to generate significant, measurable improvements in the number of volunteers generated and retained from specific demographic groups such as youth service, generational/family volunteering, skill-based volunteering, or senior volunteering.
- Initiatives that specifically recruit, train and deploy volunteers as a strategy to address a clearly identified pressing community need or to address education.

*Examples of Volunteer Generation Fund Programs*

- Create or expand web-based volunteerism platforms to connect community-based organizations with more volunteers.
- Provide capacity building mini-grants to community-based organizations interested in leveraging evidence-based volunteer management practices.
- Lead trainings focused on implementing volunteer management best practices.

### Actions to Take:

- Identify partners in your community to collaborate with on a potential grant application.
- [Track grant opportunities](#) at AmeriCorps and/or [sign up to receive their grant award announcements](#)
- When the call for proposals is released, read the grant application and take special consideration of the absolute and competitive preference priorities.

### Resources

- [AmeriCorps Volunteer Generation Fund Page](#) (americorps.gov)
- [AmeriCorps Funding Opportunities Page](#) (americorps.gov)



# Glossary of Terms

Agency: A government agency is a permanent or semi-permanent organization within government. These agencies are responsible for oversight or administration of a specific sector, field, or area of study. Most government agencies are meant to be non-political but the direction and intention of their work may change depending on which political party makes up the majority of elected officials. The work of government agencies is mandated and directed by law. Agencies may work individually or in cooperation with other agencies or non-government entities on their assigned work.

Community-Based Organization (CBO): a public or private nonprofit organization of demonstrated effectiveness that— (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.

Government Program: a scheme or benefit administered by a government agency with a specific purpose.

Grant Award Notice (GAN)/Notice of Award (NoA): the official legal document issued to the grantee that indicates a federal grant award has been made and funds may be requested to be used, and reported on, in the approved manner.

Local Education Agency (LEA): A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, etc. School districts, county offices of education, and some charter schools are LEAs.

Multi-tiered systems of support (MTSS): a framework that helps educators provide academic and behavioral strategies for students with various needs.

Out-of-School Time (OST): a supervised program that young people regularly attend when school is not in session.

Positive Behavioral Interventions and Supports (PBIS): an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.

Request for Proposals (RFP): A government grant funding solicitation.

State Education Agency (SEA): the State board of education or other agency or officer primarily responsible for the State supervision of public elementary schools and secondary schools.

Technical assistance (TA): the process of providing targeted support to an organization with a development need or problem. It is an effective method for building the capacity of an organization.

