



Fiscal Year 2012 Competition Highlight for the Training for Realtime Writers Program

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Training for Realtime Writers Program

Background and Focus

The Training for Realtime Writers (TRTW) promotes the training and placement of individuals, including individuals who have completed a court reporting training program, as realtime writers in order to meet the requirements for closed captioning of video programming set forth in section 713 of the Communications Act of 1934 (47 U.S.C. 613) and the regulations prescribed thereunder. In order to fulfill this goal, the program provides grants to institutions of higher education that have preexisting curricula in place to train and place students in jobs as realtime writers upon completion of their academic programs.

Funding History

The TRTW program began in fiscal year (FY) 2010 with the awarding of four discretionary grants. The pool of awardees included one community college, one community college system, one proprietary four-year college, and one proprietary two-year college. The grants extended for up to five years and averaged slightly more than \$250,000 each. In FY 2011, three additional applicants from the preceding year's competition whose applications had been highly rated were selected for funding. This added one two-year public, one two-year private, and one proprietary college to the list of TRTW recipients. In FY 2012, a second open grant competition was conducted and this resulted in the awarding of four additional grants. As was the case in the first funding cycle for these awards, the new grants can be up to five years' duration. The grants can provide up to \$300,000 in federal funding for each award. One private and two public community colleges, and the proprietary two-year college that had previously been funded in the first year of the TRTW program and which had applied this year for a second, independent project, received support in the new grant cycle.

Competition Specifics

Throughout its short history, the TRTW program has consistently offered support for the training of realtime writers at institutions of higher education where curricula already exist for the specialized training that realtime writers require.

An eligible entity receiving a grant must use the grant funds for purposes relating to the recruitment, training and assistance, and job placement of individuals, including individuals

who have completed a court reporting training program, as realtime writers, including: (1) recruitment; (2) the provision of scholarships (subject to the requirements in section 872(c)(2) of the HEA); (3) distance learning; (4) further developing and implementing both English and Spanish curricula to more effectively train individuals in realtime writing skills, and education in the knowledge necessary for the delivery of high quality closed captioning services; (5) mentoring students to ensure successful completion of the realtime training and providing assistance in job placement; (6) encouraging individuals with disabilities to pursue a career in realtime writing; and (7) the employment and payment of personnel for the purposes described.

For FY 2012, the grant competition included three competitive preference priorities. Through this process, applicants were encouraged to seek support for projects that were designed to:

- a) significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource);
- b) collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes in one or more of the following areas:
 - a. Improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success; and
 - b. providing reliable and comprehensive information on the implementation of Department of Education programs, and participant outcomes in these programs, by using data from State longitudinal data systems or by obtaining data from reliable third-party sources; and
- c) improving student achievement or teacher effectiveness through the use of high-quality digital tools or materials.

All of the successful applicants in the current grant cycle addressed each of these three priorities in their grant proposals.

Competition Issues

No issues arose in the FY 2012 competition process.

Award Facts

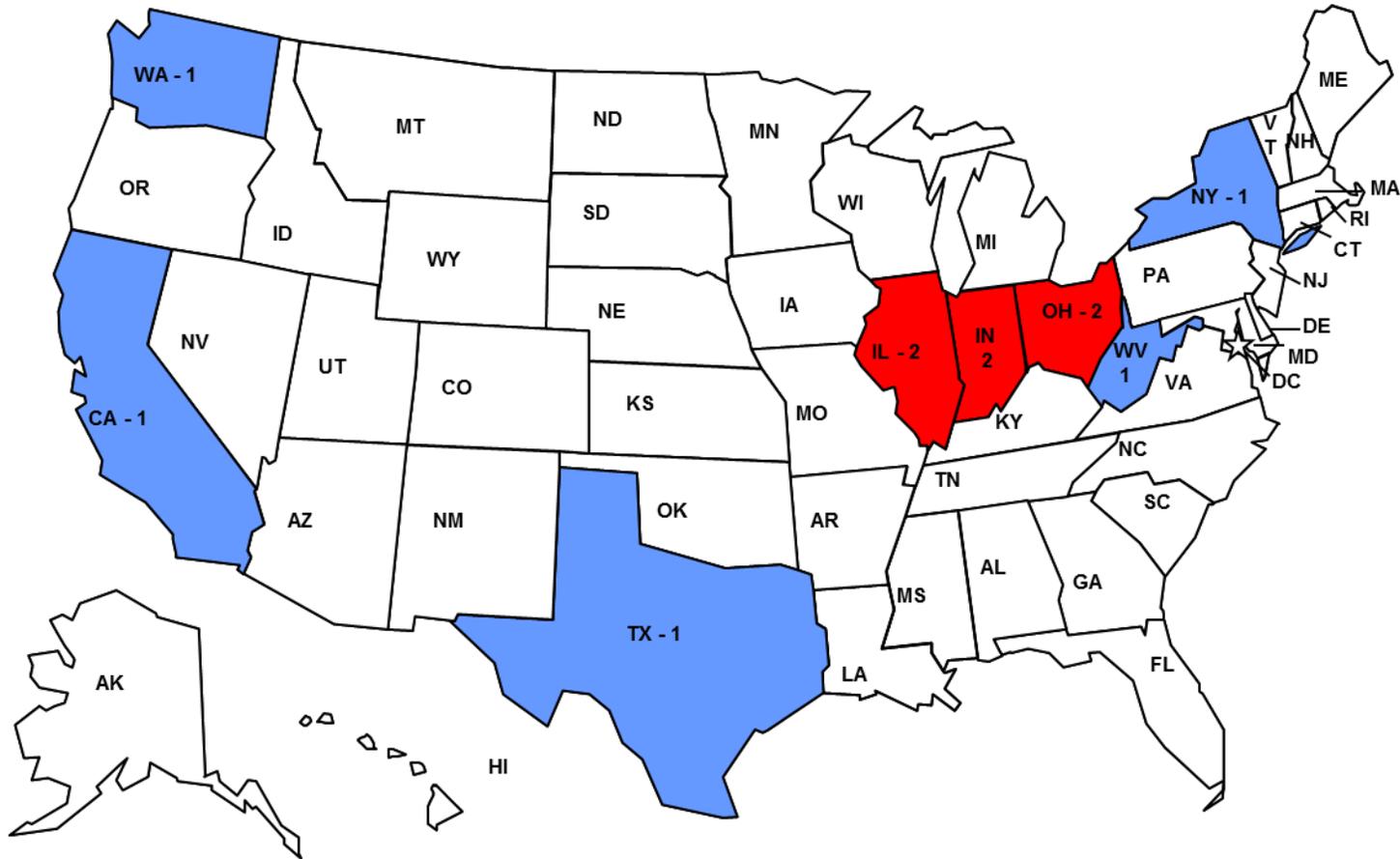
The Department received eight TRTW applications of which six were deemed eligible and were reviewed. From this pool, the Department made four new awards for a total of \$1,108,869. Three of these awards went to institutions that had not previously received support through

this program. The fourth grant was awarded for a new project at an institution that had previously received a TRTW grant for a different TRTW initiative.

Appendices

Grant Recipient by State

Training for Realtime Writers Program
FY 2012 Awards
Chart Date: 10/19/2012



Others Not on the Map
Puerto Rico- 0 Guam - 0 PW - 0
Federated States of Micronesia- 0



Training for Realtime Writers Program Competition Application Breakdown

Of the 11 TRTW successful applicants in the history of this grant competition, the first table below shows the type and control of the applicant. The second table shows the number of grants awarded to minority serving institutions.

Type and Control	
Public Two-Year Institutions	5
Private Two-Year Institutions	2
Other (Proprietary institutions)	3*
Total	10*
Minority Serving Institutions	
Historically Black Colleges and Universities	0
Hispanic Serving Institutions	1**
Tribal Colleges and Universities	0
Hispanic Agencies	0
Asian American and Native American Pacific Islanders	0
Multiple	0
Total	1**

* = This number includes one proprietary institution that received awards in FY 2010 and FY 2012 for two distinct projects.

** = An awardee from the FY 2012 competition.