

Notice of Funding Opportunity

Applications Due: **Tuesday, March 3, 2026**



Environmental Education and Stewardship Division

Environmental Education Grant Program

Funding Opportunity Number: **EPA-EE-25-01**



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1. Basic Information

U.S. Environmental Protection Agency

Environmental Education and Stewardship Division

Environmental Education Grant Program

[Environmental Education Grants Homepage](#)

[Helpful Resources for Applying](#)

A. Executive Summary

The Environmental Education Grant Program supports locally and regionally focused environmental education projects that promote environmental stewardship and help develop knowledgeable and responsible students, teachers, and community members. This grant program provides financial support for projects that design, demonstrate, and/or disseminate environmental education practices, methods, or techniques that increase public awareness and knowledge about local environmental issues and provides participants in its programs the skills necessary to make informed decisions and to take responsible actions toward the environment.

Applications must address both the educational and environmental priorities described in [Section 3.A](#). Eligibility for funding is open to the entities described in [Section 2](#).

C. Key Dates:

February 2026

[Informational Webinar](#)

March 3, 2026 11:59 pm ET

Application Submission Deadline

June 2026

Anticipated Notification of Selection

October 2026

Anticipated Award Notification

B. Key Information:

Opportunity Number:

EPA-EE-25-01

Assistance Listing:

66.951

Announcement Type:

Initial

Funding Available:

\$3.2 Million

Number of Awards:

13-16

D. Funding Details:

It is anticipated that up to **16 awards** will be made under this announcement. The amount of funding is expected to be **\$3.2 Million**, depending on Agency funding levels, the quality of applications received, agency priorities, and other applicable considerations. Awards funded under this opportunity are expected to have project periods between **1 – 2 years**.

E. Agency Contact Information:

Further information, if needed, may be obtained from the EPA contact(s) indicated below.

Technical Contact:

Michael Band; EEGrants@epa.gov

Eligibility Contact: **Michael Band;** EEGrants@epa.gov

Electronic Submissions Contact: **Michael Band;** EEGrants@epa.gov

2. Eligibility

A. Eligible Applicants

Only these types of organizations may apply:

- Local Education Agencies
- Nonprofit Organizations
- College or University
- State Education or Environmental Agency
- Local or County Environmental Agencies
- Tribal Organizations that qualify as a nonprofit organization described in Section 501(C)(3) of the Internal Revenue Code
- Tribal Education Agencies
- Noncommercial educational broadcasting entity as defined and licensed by Federal Communications Commission (FCC)

Further information and definitions of eligible organization types can be found in Section 3 of [The National Environmental Education Act](#) and on the EE Grant Program [FAQ webpage](#).

The following entities are **INELIGIBLE** to receive an award:

- For-profit organizations
- Individual teachers, educators, faculty members, students, or community members
- Individual schools that are not nonprofit organizations
- Tribal education agencies that are administered by the Bureau of Indian Education
- Nonprofit organizations described in Section 501(c)(4) of the Internal Revenue Code that engage in lobbying activities as defined in Section 3 of the Lobbying Disclosure Act of 1995

(1) Other Eligibility Requirements

Applications must meet the following threshold criteria to be considered eligible:

1. **Applicant Organization Location:** Applicant organizations must be located in the United States or in a U.S. territory.
2. **Project Location:** Applications must include project activities taking place within the United States or U.S. territories.
3. **Funding:** Applicants must request between \$200,000 - \$250,000 in federal funds. Applications requesting amounts outside of this range will be rejected.
4. **Priorities:** Applications must address the education and environmental priorities listed in [Section 3.A\(2\)](#).
5. **Environmental Education:** The application must be for a project that satisfies the definition of “environmental education” as defined in [Section 9.B](#).

6. **Cost Share:** Applicants must demonstrate how the cost share (non-federal match) requirement will be met, as required in [Section 2.B\(1\)](#). Applicants are encouraged to use the [EE Grant Calculator](#) as a tool to help determine the project's minimum cost share amount.
7. **Subawards:** Applications must demonstrate how the subaward requirement will be met, as required in [Section 2.B\(2\)](#). Applicants are encouraged to use the [EE Grant Calculator](#) as a tool to help determine the subaward calculation.
8. **Project:** Applicants must demonstrate that their application is for a project for which they (the applicant) have not been previously awarded a grant by EPA's EE grant program by including a statement to this effect in the Project Summary; or the applicant must demonstrate that they are expanding, building on, enhancing, or otherwise modifying a project previously funded by EPA's EE Grant Program.
9. **Duplication:** Applicants may submit more than one (1) application under this announcement so long as each one is for a different project and is separately submitted.

Additional Eligibility Considerations: Eligibility requirements apply to both "prime" recipients and all subrecipients. Further information on this grant program's eligibility requirements can be found on our [FAQ webpage](#), which will be updated throughout the open application period. Applicants can also email EEGrants@epa.gov with eligibility (prime and subrecipient) related questions prior to the application deadline.

Applications that do not meet all the applicable threshold criteria will be deemed ineligible for funding consideration. EPA may contact applicants to clarify issues relating to threshold criteria compliance prior to making an eligibility determination.

Applicants whose applications are deemed ineligible for funding consideration because of the threshold eligibility review will be notified within 15 calendar days of the ineligibility determination.

Please see [Section 6](#) for additional threshold criteria.

(2) Ineligible Costs and Activities

If an application is submitted that includes any ineligible tasks or activities, that portion of the application will be ineligible for funding and may, depending on the extent to which it affects the application, render the entire application ineligible for funding. Eligible tasks and activities should be consistent with the [EPA General Terms and Conditions](#). Examples of ineligible tasks or activities include:

- Technical training of environmental management professionals;
- Environmental "information" and/or "outreach" projects that have no additional educational component, as described in [Section 9.B](#);
- Advocacy promoting a particular point of view or course of action;
- Lobbying or political activities as defined in [2 CFR Part 200.450](#);
- Non-educational research and development;
- Construction projects – EPA will not fund construction activities such as the acquisition of real property (e.g., buildings) or the construction or modification of any building; or
- Union organizing

If necessary, the EPA may clarify threshold eligibility issues with applicants prior to making an eligibility determination.

B. Cost Sharing and Subawards

Applicants must demonstrate in their proposal how it will meet both the cost share and subaward requirements to be considered eligible. Formulas for calculating the minimum cost share requirement and subaward requirement are described below.

(1) Cost Share Requirement

There is a **cost share (non-federal match) requirement that all applicants must meet**, for a **minimum of 25% of the total project amount** (Total project amount = EPA Funding Request + Non-Federal Match). To be eligible for funding consideration, applications must demonstrate how the cost share requirement will be met if selected for an award. Under appropriate circumstances, applicants may use partnerships to assist with the cost share requirement. Applicants must be aware that regardless of whether it is a partner(s) or their own organization that is providing the cost share, the applicant itself is responsible for ensuring that the cost share requirement is met. An application **will be deemed ineligible** if funds for less than 25% of the total project amount are proposed as the cost share. Additionally, an applicant will not be awarded additional points solely on the basis of exceeding the minimum cost share requirement (see [Section 6.B](#) for more information on this competition's evaluation criteria). Selected recipients must comply with [2 CFR 200.306](#) when meeting this program's cost share requirement.

Minimum Cost Share Requirement Formula

$$\text{Minimum Cost Share} = (1/3) \times \text{EPA Funding Request}$$

Note: Applicants are encouraged to use the [EE Grant Calculator](#) to calculate their project's minimum cost share requirement.

For funding announcements that (1) the Insular Areas (the U.S. Virgin Islands, American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands) are eligible entities and (2) include a mandatory cost sharing requirement, cost sharing and matching requirements under \$200,000 for Insular Area) are waived as a matter of law (Omnibus Territories Act, 48 U.S.C. Section 1469a).

Insular Area applicants with applications that will require a cost share of \$200,000 or more are advised to contact the point of contact in this funding announcement to determine if cost share requirements will be waived in whole or in part.

(2) Subaward Requirement

A grantee under this funding opportunity will be required to **award exactly 25% (no more and no less) of the funds received from EPA to eligible subrecipients in the form of subawards of \$5,000 or less**. For example, if a grantee is awarded \$200,000, exactly \$50,000 must be awarded to subrecipients. The grantee may choose to provide 10 subawards of \$5,000 each, 20 subawards of \$2,500 each or some other combination where the total subaward amount is equal to exactly 25% of the EPA funding request and individual subawards are given to eligible subrecipients, as described in [Section 2.A](#), in amounts of \$5,000 or less. This means that if the total dollar amount proposed to be awarded to subawards in an application is either below or above exactly 25% of EPA funds requested, the application may be deemed ineligible. Awarding a contract will not fulfill this requirement. All subawards must be in the form of a grant. [EPA Subaward Policy](#) has detailed information available for differentiating between contractors and subrecipients.

Subaward Requirement Formula

$$\text{Required Subaward Amount} = \text{EPA Funding Request} \div 4$$

Note: Applicants are encouraged to use the [EE Grant Calculator](#) as a tool to help calculate the project's subaward requirement.

Subaward recipients are subject to the same eligibility requirements as "prime" recipients. Applicants that name specific subrecipients in their application must describe how the named subrecipients meet the eligibility requirements in their Work Plan's Project Summary Cover Letter. Examples of eligible subrecipients include, but are not limited to nonprofit organizations with 501(C)(3) status, individual schools with 501(C)(3) status, and colleges. See [Section 2.A](#) for detailed subrecipient eligibility requirements.

Alternatively, if subrecipients are NOT named within the application, you must outline the process and criteria that will be used for selecting eligible subrecipients within the Work Plan's Project Summary Cover Letter. Failure to demonstrate compliance with these requirements in the application will result in rejection of the application under the Threshold Eligibility Criteria in [Section 2.A\(1\)](#). EPA staff may contact the applicant to clarify issues or obtain additional information before making a final determination of compliance and rejection of the application.

3. Program Description

A. Purpose, Priorities, and Activities

(1) Purpose

The Environmental Education Grant Program seeks to address the growing complexity of threats to human health and environmental quality. Today's environmental challenges involve a wide range of contaminants in the air, water, and land, posing significant risks to quality of life and economic vitality. Effectively addressing these issues requires a strong foundation of knowledge about both the natural and built environments, an understanding of the sources of environmental problems, and the skills necessary to develop and implement solutions.

Through this program, eligible applicants are invited to propose locally and regionally focused projects that promote environmental stewardship and foster knowledgeable, responsible students, educators, and community members. The program provides financial support for the design, demonstration, and dissemination of environmental education practices, methods, and techniques that:

- Increase public awareness and understanding of local and/or regional environmental issues; and
- Equip participants with the skills needed to make informed decisions and take responsible actions to protect and improve the environment.

Applications submitted under this funding opportunity will receive more favorable consideration under the evaluation criteria described in [Section 6.B\(ii\)](#) if the proposed project clearly describes how it meets the definition of Environmental Education and addresses the full scope of the environmental education continuum defined in [Section 9.B](#).

(2) Priorities

All applications should:

- i. Address the EPA educational priority described below,
- ii. Address the EPA environmental priority listed below; and,
- iii. Be for a project that specifies how the topic, which incorporates both priorities, satisfies the definition of "environmental education" as defined in [Section 9.B](#).

EPA's Educational Priority: Applications must address the educational priority described below to be considered eligible.

- Artificial Intelligence (AI): Educating students, educators, and community members on the responsible use and application of artificial intelligence (AI) to address local and/or regional environmental issues. Projects should explore how AI tools can be used or developed to collect, analyze, and visualize environmental data; predict environmental trends; or support environmental stewardship efforts.

EPA's Environmental Priority: Applications must address the environmental priority described below to be considered eligible.

- Ensuring Clean and Safe Water: These efforts help ensure clean and safe drinking water and/or contribute to the restoration and maintenance of oceans, lakes, rivers, watersheds, and their aquatic ecosystems to protect human health, support economic and recreational activities, and provide healthy habitats for wildlife and plants.

Sample Topics: The following sample topics are for illustrative purposes only. You may choose one of the sample topics or propose another topic relevant to your project area and consistent with the competition's educational and environmental priorities.

- Participate in aquatic ecosystem restoration and engage youth, educators and community members in stewardship activities by developing or applying AI models that analyze satellite or drone imagery to identify pollution sources or harmful algal blooms in nearby watersheds or coastal areas for targeted clean-up efforts.
- Introduce project participants to AI tools that forecast rainfall, flooding, or drought risk in their communities and educate them in water conservation techniques and emergency preparedness strategies based on these forecasts.
- Manage stormwater runoff and reduce nutrient pollution by creating or applying AI models that predict high-risk areas for fertilizer and pesticide runoff from nearby agricultural land, while educating farmers and other community members on practices that reduce environmental harm while maintaining crop yield.
- Use AI tools to analyze community water consumption data to identify waste patterns, educate students and community members on water usage trends, and develop school-based interventions and community action plans that result in improved water conservation.
- Develop curriculum modules that teach responsible AI use in environmental monitoring, with hands-on activities where students use AI tools and/or build AI models related to water quality and/or aquatic ecosystem health.

(3) Activities

Applicants must demonstrate in their application how their project activities will directly contribute to the achievement of the program's goals and objectives. Applications should clearly link proposed activities to EPA's educational priority of Artificial Intelligence (AI) and environmental priority of Ensuring Clean and Safe Water, and should identify how the activities will generate measurable outputs and contribute to project outcomes. Applicants are encouraged to consider the following types of activities in their proposed projects:

- Designing and implementing hands-on environmental educational programs that introduce students, educators, and community members to the responsible use of AI for addressing local water quality and/or quantity issues.
- Developing and applying AI models to identify pollution sources, forecast flooding or drought risks, or monitor water usage patterns in local watersheds.
- Conducting training workshops for students, teachers, farmers, and community members on how AI can support aquatic ecosystem restoration, nutrient management, and water conservation.
- Creating and piloting curriculum modules for targeted grades that integrate AI applications into water quality and/or quantity education.
- Organizing community engagement activities such as waterway clean-up events, participatory science projects, and school-based water conservation campaigns informed by AI data analysis.
- Facilitating collaboration among schools, farmers, community groups, and local agencies to apply AI insights in planning for water challenges such as stormwater management, nutrient runoff reduction, or drought preparedness.

Applicants are required to describe how funding will help EPA achieve outputs and outcomes in their responses to the criteria in [Section 6](#). Outputs and outcomes specific to each project will be identified as deliverables in the negotiated workplan if the application is selected for award. Recipients will be expected to report progress toward the attainment of expected project outputs and outcomes during the project performance period. Outputs and outcomes are defined as follows:

Outputs are an environmental activity, effort, and/or associated work product related to an environmental goal or objective that will be produced or provided over time or by a specified date. Outputs may be quantitative or qualitative but must be measurable during the project period. The expected outputs for the grants awarded under these guidelines may include but are not limited to what is described in the Example Outputs and Outcomes Table below.

Outcomes are the result, effect, or consequence that will occur from carrying out the activities under the grant. Outcomes may be environmental, behavioral, health-related, or programmatic; must be qualitative or quantitative; and may not necessarily be achievable during the project period. The Example Outputs and Outcomes Table below provides examples of outcomes EPA anticipates for projects awarded under this announcement.

Example Project Topic	Example Outputs	Example Outcomes
Participate in aquatic ecosystem restoration and engage youth, educators and community members in stewardship activities by developing or applying AI models that analyze satellite or drone imagery to identify pollution sources or harmful algal blooms in nearby watersheds or coastal areas for targeted clean-up efforts.	<ul style="list-style-type: none"> • Development of an AI model to analyze satellite/drone images for pollution sources and algal bloom detection. • Number of training workshops held for middle/high school students, educators, and community members on the use of AI for aquatic ecosystem monitoring. 	<ul style="list-style-type: none"> • Increased student and community member knowledge of local watershed health and pollution impacts. • Adoption of more environmentally responsible practices (e.g., reduced littering, increased reporting of pollution sources). • Reduction of trash and nutrient load in identified

Example Project Topic	Example Outputs	Example Outcomes
	<ul style="list-style-type: none"> • Number of community clean-up events targeting identified “hot spots” of pollution in a local watershed. 	<p>aquatic ecosystem; improved community stewardship of aquatic ecosystems.</p>
Introduce project participants to AI tools that forecast rainfall, flooding, or drought risk in their communities and educate them in water conservation techniques and emergency preparedness strategies based on these forecasts.	<ul style="list-style-type: none"> • Development or use of AI tool customized to provide local flood and drought risk forecasts shared with (#) schools and community centers. • Development of a water conservation/emergency preparedness curriculum used by (#) students and (#) community members. • Number of simulation exercises (mock emergency drills) on drought or flood preparedness. 	<ul style="list-style-type: none"> • Improved community preparedness for major rainfall events, flooding, or drought risks (students and residents know what actions to take). • Decrease in water spending by adopting water conservation practices at household and school levels (e.g., rain barrels, low-flow fixtures, reduced water use). • Increased collaboration between schools, community members, and local government agencies in planning for water challenges (e.g., flooding/droughts), fostering a culture of proactive environmental responsibility.
Manage stormwater runoff and reduce nutrient pollution by creating or applying AI models that predict high-risk areas for fertilizer and pesticide runoff from nearby agricultural land, while educating farmers and other community members on practices that reduce environmental harm while maintaining crop yield.	<ul style="list-style-type: none"> • Number of high-risk runoff areas from nearby agricultural lands identified by AI. • Number of farmer field workshops reaching (#) farmers on nutrient management and runoff reduction techniques. • Number of educational guides produced on how AI can be used to improve stormwater runoff and water quality distributed to (#) stakeholders. 	<ul style="list-style-type: none"> • Increase in the number of farmers that adopt improved fertilizer/pesticide practices that reduce runoff while maintaining crop yield. • Stronger collaboration between agricultural stakeholders and local water conservation groups. • Reduction of nutrient pollution in local rivers/lakes, improving water quality and ecosystem health.
Use AI tools to analyze community water consumption	<ul style="list-style-type: none"> • Number of communities where AI model is used to 	<ul style="list-style-type: none"> • Increase in public awareness of water waste

Example Project Topic	Example Outputs	Example Outcomes
data to identify waste patterns, educate students and community members on water usage trends, and develop school-based interventions and community action plans that result in improved water conservation.	analyze household and school water usage. <ul style="list-style-type: none"> • Number of student-led school-based water conservation campaigns. • Number of community-wide water conservation action plans developed with input from (#) residents. 	patterns and the value of conservation. <ul style="list-style-type: none"> • Reduction in water consumption (in gallons or reduction in utility bill) in participating schools and households. • Increase in the number of schools and/or households that adopt water-saving practices.
Develop curriculum modules that teach responsible AI use in environmental monitoring, with hands-on activities where students build/use AI tools and/or build AI models related to water quality and/or aquatic ecosystem health.	<ul style="list-style-type: none"> • Number of curriculum modules created that integrate AI and environmental science, piloted in (#) classrooms (grades 8–12). • Number of students that complete hands-on water quality projects. • Number of teacher training workshop focused on integrating AI and environmental stewardship in the classroom. 	<ul style="list-style-type: none"> • Increased AI and environmental literacy of project participants • Increase in teachers using AI to explore and environmental issues and solutions in their classrooms. • Increase in students/project participants showing interest in careers at the intersection of technology and environmental stewardship.

B. Program Goals and Objectives

The goal of this funding opportunity is to fund locally- and regionally- focused EE projects that design, demonstrate, and/or disseminate environmental education practices, methods, or techniques, as described in this funding opportunity. EPA will provide financial support for projects that promote environmental stewardship and help develop informed, knowledgeable, and responsible individuals in the community(ies) in which the project is located. The activities to be funded under this funding announcement are consistent with Pillar 3 of [Administrator Zeldin's Five Pillars](#).

C. Statutory Authority

Section 6 of the National Environmental Education Act of 1990 (Public Law 101-619) authorizes the award of these Environmental Education Grants. These awards will be issued under Assistance Listing 66.951.

D. Funding Type

It is anticipated that grants will be funded under this funding opportunity.

4. Application Contents and Format

A. Application Forms

The following forms and documents are required under this announcement:

Mandatory Documents:

1. Application for Federal Assistance (SF-424)
2. Budget Information for Non-Construction Programs (SF-424A)
3. EPA Key Contacts Form 5700-54
4. EPA Form 4700-4 Preaward Compliance Review Report
5. Project Narrative Attachment Form: use this to submit your Project Narrative, which consists of:
 - a. **Work Plan**: Use “Project Narrative Attachment Form” in your Workspace on Grants.gov to submit your Work Plan, prepared as described in [Section 4.B](#). The Work Plan, which consist of the *Project Summary Cover Letter* and *Detailed Project Description*, has a limit of 10 pages. Please submit your Work Plan as one file using the file name corresponding to the bullet below, replacing “Applicant Name” with the name of your organization.
 - Work Plan – *Applicant Name*
 - b. **Attachments**: Use the “Project Narrative Attachment Form” in your Workspace on Grants.gov to submit the attachments listed below, which are mandatory and do not count toward the Work Plan’s 10-page limit. **Please submit separate files for each attachment below (5 total files) using file names corresponding to the bullets below, replacing “Applicant Name” with the name of your organization. Please submit the files in the order presented below.**
 - Attachment A: Detailed Budget Table and Narrative – *Applicant Name*
 - Attachment B: Timeline and Milestones – *Applicant Name*
 - Attachment C: Logic Model – *Applicant Name*
 - Attachment D: Programmatic Capability and Past Performance – *Applicant Name*
 - Attachment E: Partnership Letters of Commitment - *Applicant Name* (or explanation and demonstration of how the project will be completed without collaboration. Please NO letters of endorsement or recommendation – they will not be evaluated or considered.)

Optional Documents:

6. Other Attachments Form: Use this to submit other attachments, if applicable. These optional documents are encouraged, but not required, and will not count toward the Work Plan’s 10-page limit. Please limit the number of files in the “Other Attachments Form” by consolidating all files into one document.
 - Negotiated Indirect Cost Rate Agreement, if applicable
 - References/Works Cited

Applicants are advised that readability is of paramount importance and should take precedence in application format, including selecting a legible font type and size for use in the application.

B. Project Narrative Description

All applications must include a Work Plan and Attachments A-E as part of the Project Narrative, following the mandatory documents listed in [Section 4.A](#). The Project Narrative should cover the requirements from [Section 3](#) of this funding opportunity, meet any threshold eligibility requirements in [Section 2](#), and address each evaluation criterion in [Section 6.B](#). Reviewers go through many applications, so it's best to follow the order and format outlined below. Use simple terms to explain the purpose and expected outcomes of your project, ensuring that someone unfamiliar with it can understand it without extra research. The Project Narrative will be scored based on the ranking factors in [Section 6.B](#).

Applicants are strongly encouraged to organize their applications in the order given below, use the Optional Work Plan Template found on the [Helpful Resources for Applying website](#), and limit the number of attachments for the Project Narrative (Work Plan and Attachments) to no more than six when submitting through grants.gov.

a. **Work Plan:** The work plan must **not exceed 10 single-spaced pages total**; excess pages will not be reviewed. One page refers to one side of a single-spaced typed page. The pages must be letter-sized (8 ½ X 11 inches), 12-point Times New Roman, Arial, or Calibri font, with one column per page with 1-inch margins on all sides. **The work plan must include items i and ii below** (i.e., *Project Summary Cover Letter* and the *Detailed Project Description*). Applicants must ensure that the Work Plan addresses the evaluation criteria in [Section 6.B](#).

Each Work Plan should be organized in the order and with the headings and information requested below. Applicants are encouraged, but not required to, use the Optional Work Plan Template included on the [Helpful Resources for Applying website](#). Applicants that do not use the template will not be penalized.

- i. **Project Summary Cover Letter** (Maximum of two-page in length): Provide a concise overview of your application in the following format. The purpose of this part of the Work Plan is to provide a high-level overview of the project and to help determine the eligibility of the applicant/application. Detailed explanations should be provided in the Detailed Project Description, not in the Project Summary Cover Letter.
 1. **Applicant Name** – Identify the name of the organization submitting the application.
 2. **Project Title**
 3. **Eligible Entity Type** - Identify your organization's eligibility type from [Section 2.A](#).
 4. **Contact Information** – Include name, title, email address, and phone number. You can list both a primary project contact and an administrative contact.
 5. **Project Location** - Include the location/s where the project will be taking place (city and state). If project activities will occur in more than one location, please indicate the city and state associated with the primary location of the project as well as listing the secondary cities and states, if applicable.
 6. **Project Period** – Provide the anticipated beginning and end dates for the proposed project. Periods of performance must be between 1-2 years and applicants should plan for projects to start no earlier than October 15, 2026.
 7. **Educational and Environmental Priorities**
 - a. Briefly describe how your project goals and objectives address the educational priority of AI, see [Section 3.A\(2\)](#).
 - b. Briefly describe how your project addresses the environmental priority of Ensuring Clean and Safe Water, see [Section 3.A\(2\)](#).

8. **Environmental Education** - Briefly describe (no more than one paragraph) how your project will meet this funding opportunity's definition of EE by covering all elements of the EE Continuum. The definition of EE and the EE Continuum are located in [Section 9.B](#).
9. **Costs** - List the following information in dollar amounts only (round up to the nearest dollar, do not use cents).
 - a. The dollar amount of funding you are requesting from EPA (\$200,000 - \$250,000).
 - b. The dollar amount of **cost share** funds you will be providing. This amount must be at least 25% of the total budget for the project.
 - c. The dollar amount you will be awarding to **subrecipients**. This amount must be exactly 25% of the dollar amount you are requesting from EPA.
 - d. The total dollar amount of your budget (EPA Funding Request + Cost Share).

Note: The minimum cost share and subaward formulas are listed in [Section 2.B](#) and the [EE Grant Calculator](#) can be used as a tool to help determine your minimum cost share and subaward calculations. The SF-424A and the Detailed Budget Table and Narrative are where you will include your full allocation of costs.

10. **Subawards**

- a. If you name a subrecipient(s), list the names of your subrecipient organizations, how each subrecipient meets the eligibility criteria in [Section 2.A](#), and how much you anticipate awarding to each subrecipient. Subrecipients are subject to the same eligibility requirements as "prime" recipients. Or, if you don't yet know which entities will receive subawards, you must outline the process and criteria that will be used for selecting eligible subrecipients.
- b. Describe your plan to ensure that eligible subrecipients, named in application or recruited after the application deadline, implement EE activities that contribute to the success of the project you are proposing with subawards of \$5,000 or less.

Note: Naming subrecipients in the application is NOT a requirement. Applications that do not name subrecipients in their application will not receive a lower score in this portion of the evaluation.

11. **History of Receiving EE Grants** - Provide a concise statement that your organization is not currently receiving and has not previously received funding for this project from EPA's EE Grant Program or explain clearly how a project previously funded by EPA's EE Grant Program is being expanded, built on, enhanced, or otherwise modified by these additional funds.
12. **Brief Project Description** - Describe in 300 words or less, the location of the project, the need for the project/rational for the work proposed, major project activities tied to the environmental and educational priorities, the expected outcomes and anticipated deliverables, the target audience and anticipated number reached (identify audiences by specific types – students, teachers, community members, etc.) and any other unique, interesting, or relevant information.
 - Brief Project Descriptions of applications that receive funding may be posted on program-related websites and/or included in notices that EPA may send to members of Congress. Applicants can review brief project descriptions of previously funded EE grant projects on the [EE Grant Descriptions webpage](#).
13. **Quality Assurance Project Plans (QAPP)** - Provide a concise statement on whether and why you anticipate needing an approved QAPP prior to beginning work on your project. Refer to [Section 9.D](#) for information on EPA's quality assurance requirements.

- ii. **Detailed Project Description:** Under the headings *Community Description, Project Strategy and Approach, Environmental and Educational Results (Outputs, Outcomes, and Project Evaluation Plan)*, describe precisely what your project will achieve, especially how it will serve to increase environmental literacy and encourage behavior that will benefit the environment in the community(ies) in which it is located; how the educational and environmental priorities of the project tie into the project goals; how it will achieve its goals, who it will reach. **It is highly recommended that you explain each aspect of your application clearly and address each topic by following the format below, include the headings as given, and do not reorder the paragraphs. The Optional Work Plan Template located on the [Helpful Resources for Applying website](#) follows the format below.**

Note: Citations and lists of sources should be submitted by using the “Other Attachments Form” on grants.gov and will not be counted in the Work Plan’s 10-page limit.

Section 1 - Community Description - The description should include:

- a. **Project Location and Significance:** Provide a detailed description of the specific target area(s) where project activities will take place (e.g., neighborhood/s, town/s, district/s, city(ies), state/s, and/or region/s), include the names of all communities involved. Explain the water quality and water challenges these areas currently face and describe how your proposed environmental education project will address community needs, strengthen the environmental literacy of your target audience in alignment with the competition’s educational and environmental priorities, and generate meaningful benefits for both community members and the local environment.
- b. **Target Audience:** Describe in detail your target audience, such as educators and students (with specific grade levels) and/or community members, the specific number of individuals within each target audience group your project anticipates reaching.
- c. **Recruitment Plan:** Explain your recruitment plan to attract your target audience and identify incentives that will be used to facilitate recruitment. Examples include, but are not limited to teacher stipends, continuing education credits, or partnerships.

Note: When appropriate, cite sources or studies that verify the need for your project.

Section 2 - Project Strategy and Approach - Do not reference your Logic Model in your response. This description should include:

- a. **Project Goals and Objectives:** Describe your project’s specific, measurable, achievable, relevant, time-based (i.e., within project period) goals and objectives. Your project goals and objectives must address both the educational priority of AI and the environmental priority of Ensuring Clean and Safe Water. Applicants also ensure their project goals and objectives address all elements of the EE Continuum, ultimately aiming to achieve environmental stewardship.
- b. **Project Activities:** Describe the activities, methods, materials, and other specific actions you will undertake to achieve your project’s goals and objectives, linking them to the elements of the Environmental Education Continuum located in [Section 9.B](#) when possible. For all activities described in this subsection, specify whether the activity will be led by the prime recipient or a subrecipient. **Note:** The [EE Grant FAQs](#) provide information about developing, evaluating, and selecting educational materials to be used as part of your application. Additionally, the EE Guidelines for Excellence Series, linked in [Section 9.C](#), includes publications for developing and evaluating educational materials; the initial preparation of environmental educators; and using environmental education to support local elementary, middle and high school education.

Section 3 – Environmental and Educational Results (Outputs, Outcomes, and Project Evaluation Plan) –

This description should include:

- a. Anticipated Outputs and Outcomes: A narrative explanation of how your project’s anticipated outputs and outcomes (short-, intermediate, and long-term), which can include the examples provided in [Section 3.A\(3\)](#), will help you meet your stated educational and environmental goals and objectives. **Note**: See [Section 3.A\(3\)](#) for additional information on outputs and outcomes. The information provided in this subsection should directly feed into the Logic Model you create.
- b. Project Evaluation Plan: Plans for incorporating program evaluation activities from project initiation through completion to meaningfully document and measure progress, both for your organization and subrecipients, toward achieving expected project outputs and outcomes. Evaluation should utilize appropriate tools, methods, and qualified personnel or organizations with experience in assessing project progress and success. Examples of evaluation methods include, but are not limited to, pre- and post-tests, participant interviews, questionnaires, and focus groups. The EE Guidelines for Excellence Series, linked in [Section 9.C](#), includes publications with information on developing and implementing project evaluation plans.

b. **Attachments**: The attachments listed below must be included as part of the Project Narrative and do **NOT** count toward the Work Plan’s 10-page limit. While there is no page limit for the attachments, typically the range is 10-15 total pages for all attachments. However, all attachment pages of an application will be reviewed regardless of whether they fall into the typical page range. Please submit separate files for each attachment below (5 total) using file names corresponding to the bullets below, replacing “Applicant Name” with the name of your organization. Please submit the files in the order presented below.

- Attachment A: Detailed Budget Table and Narrative – *Applicant Name*
- Attachment B: Timeline and Milestones – *Applicant Name*
- Attachment C: Logic Model – *Applicant Name*
- Attachment D: Programmatic Capability and Past Performance – *Applicant Name*
- Attachment E: Partnership Letters of Commitment - *Applicant Name*

Attachment A: Detailed Budget Table and Narrative (the *Detailed Budget Table* link on the [Helpful Resources for Applying website](#) contains additional information on developing your detailed budget table and narrative along with an optional budget table template) – Make sure you:

1. Create a detailed budget table and narrative, using the same order and headings listed on the Budget Form 424A, that clearly explains how the funds will be used.
 - Across the top, create three columns titled “EPA Funds”, “Cost Share/Matching Funds” and “Total Project Cost” to show how EPA funds and non-federal cost share funds will be used.
 - The line items or cost categories that should be listed along the left side of the table are (as appropriate, since not all applicants will use every cost category): personnel; fringe benefits; travel; equipment (over \$10,000); supplies; contractual; other costs (which include subawards); indirect costs; and program income.
2. Demonstrate how you will meet the cost share requirement (a minimum of 25% of the total project amount) described in [Section 2.B](#) of this funding opportunity.
3. Describe how you will ensure that exactly 25% of the federal funds received from EPA are awarded to eligible subrecipients in the form of subawards of \$5,000 or less. **Note**: Subaward

budget and narrative information should be included in the “Other” cost category of your budget table and narrative.

4. Factor in the costs for all proposed activities; clarify which will be paid by EPA and which will be paid with cost share funds.
5. In a narrative within or below the table, provide details for each expense, such as personnel (number of staff, title or role in project, hourly wage, and percentage of time spent on project), travel (reasons for travel, costs and locations of trips, and costs per mile for travel and per diem per person), supplies (provide categories and detailed listings according to the project tasks in which they will be used), and “other” expenses. “Other” expenses may include costs such as stipends for teachers, expenses for field trips, entrance fees to parks and science centers, printing, postage, conference fees for booths, and other costs that do not fall under the categories listed above. As mentioned above, all subaward funds must be listed in the “Other” cost category.
6. Describe your approach, procedures, and controls for ensuring that grant funds will be expended in a timely and effective manner.

Note: The *Detailed Budget Table* link on the [Helpful Resources for Applying website](#) includes detailed instructions for creating your Detailed Budget Table and Narrative, an example of a Detailed Budget Table and Narrative, as well as an optional template applicants can download and use to create their own Detailed Budget Table and Narrative.

Prior to developing your Detailed Budget Table and Narrative please review [EPA’s Interim General Budget Development Guidance for Applicants and Recipients of EPA Financial Assistance](#) and EPA’s [How to Develop a Budget](#) online training course designed to introduce EPA grant applicants and recipients to key aspects of grant budget development.

Please note the following funding restrictions:

Indirect Costs: Indirect costs (IDCs) may be budgeted and charged by recipients of Federal assistance agreements in accordance with [2 CFR Part 200](#). [EPA’s Indirect Cost Policy for Recipients of EPA Assistance Agreements](#) (IDC Policy) implements the Federal regulations, and the following applies to all EPA assistance agreements, unless there are [statutory or regulatory limits on IDCs](#).

In order for an assistance agreement recipient to use EPA funding for indirect costs, the IDC category of the recipient’s assistance agreement award budget must include an amount for IDCs and at least one of the following must apply:

- With the exception of “exempt” agencies and Institutions of Higher Education as noted below, all recipients must have one of the following current (not expired) IDC rates, including IDC rates that have been extended by the cognizant agency
 - Provisional;
 - Final;
 - Fixed rate with carry-forward;
 - Predetermined;
 - 15% de minimis rate authorized by 2 CFR 200.414(f)
 - EPA-approved use of one of the following:
 - 15% de minimis as detailed in section 6.3 of the IDC Policy; or
 - Expired fixed rate with carry-forward as detailed in section 6.4.a. of the IDC Policy.
- “Exempt” state or local governmental departments or agencies are agencies that receive up to and including \$35,000,000 in Federal funding per the department or agency’s fiscal year, and

must have an IDC rate proposal developed in accordance with [2 CFR 200 Appendix VII](#), with documentation maintained and available for audit.

- Institutions of Higher Education must use the approved rate(s) on the IDC rate agreement in place at the time of award for the life of the assistance agreement (unless the rate was provisional at time of award, in which case the rate will change once it becomes final). As provided by [2 CFR Part 200, Appendix III\(C\)\(7\)](#), the term “life of the assistance agreement”, means each competitive segment of the project. Additional information is available in the regulation.”

IDCs incurred during any period of the assistance agreement that are not covered by the provisions above are not allowable costs and must not be drawn down by the recipient.

Recipients may budget for IDCs pending approval of their IDC rate by the cognizant Federal agency or an exception granted by EPA under section 6.3 or 6.4 of the IDC Policy. **However, recipients may not draw down IDCs until their rate is approved or EPA grants an exception.**

The IDC Policy does not govern indirect rates for subrecipients or recipient procurement contractors under EPA assistance agreements. Pass-through entities are required to comply with [2 CFR 200.331\(a\)\(4\)](#) when establishing indirect cost rates for subawards.

See the [Indirect Cost Rate Policy and Guidance for Recipients of EPA Assistance Agreement](#) for additional information on Indirect Costs.

Construction and Acquisition of Property: EPA’s EE Grant Program will not fund the acquisition of real property (including buildings) or the construction or modification of any building. EPA may, however, fund activities such as creating a nature trail with educational signs or building a bird watching station, or installing small-scale water-related educational features (e.g., a demonstration rain garden or permeable pavement test plot) as long as these items are an integral part of the environmental education project, and the cost is a relatively small percentage of the total amount of federal funds requested.

Salaries and Fringe Benefits: Funds for salaries and fringe benefits may be requested only for those personnel who are directly involved in implementing the proposed project and whose salaries and fringe benefits are directly related to specific products or outcomes of the proposed project. EPA strongly encourages each applicant to request reasonable amounts of funding for salaries and fringe benefits to ensure that the proposal is competitive.

Cost Share (Non-Federal Match) Explanation: The cost share (non-federal match) must be at least 25% of the total cost of the project. The match must be for allowable costs and may be provided by the applicant or a partner organization or institution. The match may be provided in cash or by in-kind contributions and other non-monetary support. In-kind contributions often include salaries and/or other verifiable costs such as volunteer time and/or supplies/materials, and this value must be carefully documented in the Detailed Budget Table and Narrative. In the case of salaries or volunteer time, applicants may use fair market value for the locale. If the match is provided by a partner organization, the applicant is still responsible for proper accountability and documentation. All grants are subject to federal audit.

IMPORTANT: The required cost share is at least 25% of the ENTIRE cost of the project. The Minimum Cost Share Requirement Formula in [Section 2.B](#) and the [EE Grant Calculator](#) can be used as tools to confirm your minimum cost share calculations. The following table provides examples of minimum cost shares for different federal funding requests:

Examples	Federal Funding Request	Minimum Cost Share	Total Project Cost
Example 1	\$200,000	\$66,667	\$266,667
Example 2	\$225,000	\$75,000	\$300,000
Example 3	\$250,000	\$83,333	\$333,333

Other Federal Funds: You may not use any federal funds to meet any part of the required 25% cost share described above, unless it is specifically authorized by statute. If you have already been awarded federal funds for a project for which you are seeking additional support from this grant program, you must indicate those funds in the budget section of the work plan and ensure that none of those funds are used as cost share funds for this project. You must also identify the project officer, agency, office, address, phone number, and the amount of the federal funds.

Attachment B: Timeline and Milestones – Provide a detailed timeline for the project that links your project activities to a clear project schedule. Your timeline must indicate at what point over the months of your project period each action, event, milestone, and product development (if applicable) will occur, including evaluation activities, the awarding of subawards, and major activities that are to be carried out by subrecipients. The *Timeline* link on the [Helpful Resources for Applying website](#) contains a Timeline Example and Template. **Note:** Applicants should plan for projects to start no earlier than October 15, 2026.

Attachment C: Logic Model – Provide a graphic display identifying all key activities, outputs, and outcomes associated with the project goals and objectives. Include outputs and outcomes that directly relate to the educational and environmental priorities, increasing environmental literacy and encouraging behavior that benefits the environment in the local community(ies) in which the project is located, and that account for the anticipated accomplishments of the subawards to be awarded as part of the project. Applicants can include the example outputs and outcomes described in [Section 3.A\(3\)](#), which are tied to the competition’s educational and environmental priorities. Refer to the *Logic Model* link on the [Helpful Resources for Applying website](#) for additional instructions and information on creating a Logic Model.

Attachment D: Programmatic Capability and Past Performance – Submit a list of federally and/or non-federally funded assistance agreements, including mutually terminated assistance agreements (assistance agreements include Federal grants and cooperative agreements but not Federal contracts) that your organization performed within the last three years (no more than 5 agreements, and preferably EPA agreements). For each assistance agreement describe: 1) whether, and how, you were able to successfully complete and manage those agreements; and 2) your history of meeting the reporting requirements under those agreements including whether you adequately and timely reported on your progress towards achieving the expected outputs and outcomes of those agreements (and if not, explain why not) and whether you submitted acceptable final technical reports under the agreements; and 3) your organizational experience and plan for timely and successfully achieving the objectives of the proposed project, and your staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them, to successfully achieve the goals of the proposed project.

In evaluating applicants under these factors in [Section 6.B](#), EPA will consider the information provided by the applicant and may also consider relevant information from other sources, including information from EPA files and from current/prior grantors (e.g., to verify and/or supplement the information provided by

the applicant). If you do not have any relevant or available past performance or past reporting information, please indicate this in the application and you will receive a neutral score for these factors (a neutral score is half of the total points available in a subset of possible points). If you do not provide any response for these items, you may receive a score of 0 for these factors.

Note: If you have received or are receiving grant funds from EPA’s EE Grant program in the past three (3) years, you must clearly label those as “EPA EE Grants” in this section of the application. You must list all previously EPA funded EE grants from the last three (3) years, even if you are proposing to expand, build on, enhance, or otherwise modify a project previously funded by EPA’s EE Grant Program and for which you are seeking funding under this NOFO.

Attachment E: Partnership Letters of Commitment - Partnerships are not mandatory, and therefore partnership letters of commitment are not mandatory either. However, if the applicant organization has partners, such as commercial (for-profit) enterprises, nonprofit organizations, schools or school districts, federal, state or local agencies, or other entities, letters of commitment should be included from partners. Letters of Commitment must explain the partners role in and/or funding of the proposed project. If no letters are included, it will be assumed the applicant has no partners. Applicants must be aware, however, that regardless of whether it is their partners or their own organization that proposes providing cost share funds, the applicant itself is responsible for ensuring that the cost share requirement described in [Section 2.B](#) is met. See the [FAQ webpage](#) for further information about partnerships. If an applicant does not have partners for this project, the applicant should demonstrate in this attachment how the project will be completed effectively without partners. Applications will be evaluated on their use of partnerships to develop, design, and implement their project, as described in [Section 6.B](#), or their explanation of how they will develop, design, and implement the project without partners.

Note: All partnership letters of commitment must be included in the application package and received by the close of the grants.gov application period along with the full application package. Do NOT include letters of endorsement or recommendation. Regardless of the source, letters of endorsement or recommendation will not be considered in evaluating applications.

C. Applicants Using Contractors

Applicants must compete contracts for services and products, including consultant contracts, and conduct cost and price analyses, to the extent required by the [procurement provisions](#) of the regulations at 2 CFR Part 200.

Do not name a procurement contractor (including a consultant) as a “partner” or otherwise in your application unless the contractor has been selected in compliance with competitive procurement requirements. If an applicant selected for award has named a specific subrecipient, contractor, or consultant in the application, it does not relieve the applicant of its obligations to comply with subaward and/or competitive procurement requirements.

The EPA will not consider the qualifications, experience, and expertise of named subrecipients and/or named contractor(s) during the application evaluation process unless the applicant provides documentation that it has complied with these requirements.

For additional guidance, applicants should review [EPA’s Best Practice Guide for Procuring Services, Supplies, and Equipment Under EPA Assistance Agreements](#), [EPA’s Subaward Policy](#), and [EPA’s Subaward Policy Frequent Questions](#). The EPA expects recipients of funding to comply with competitive

procurement contracting requirements in 2 CFR Parts 200 and 1500, as well as the requirements in 2 CFR Part 200.321 and 40 CFR Part 33 Subpart C.

5. Submission Requirements and Deadlines

A. Submission Dates and Times

March 3, 2026 11:59 pm ET Application Submission Deadline

Grants.gov creates a date and time record when it receives the application. If you submit the same application more than once, we will accept the last on-time submission.

B. Unique Entity Identifier (UEI) and System for Award Management (SAM.gov)

SAM.gov

You must have an active account with SAM.gov. SAM.gov will provide a UEI for your organization, which is required to apply for grants using Grants.gov. To register, go to [SAM.gov Entity Registration](#) and click Get Started. From the same page, you can also click on the [Entity Registration Checklist](#) for the information you will need to register. Make sure you are current with SAM.gov and UEI requirements before applying for the award.

SAM.gov registration can take several weeks. [Begin that process today.](#)

Grants.gov

You must also have an active account with [Grants.gov](#). You can see step-by-step instructions at the Grants.gov [Quick Start Guide for Applicants](#).

Please visit [How to Register to Apply for Grants](#) for additional information.

C. Submission Instructions

You must submit your application through Grants.gov. See Section 5.B. above for information on getting registered.

Important tips:

- To begin the application process under this grant announcement, go to Grants.gov and click the red “Apply” button at the top of the view grant opportunity page associated with this opportunity.
- See the Quick Start Guide for Applicants for instructions on how to submit.
- Make sure your application passes the Grants.gov validation checks.
- Do not encrypt, zip, or password protect any files.
- Your application must be submitted by an official representative of your organization who is registered with Grants.gov and is authorized to sign applications for Federal financial assistance.
- If you receive an error or the button is grayed out, it may be because you do not have the appropriate role to submit in your organization. Contact your organization’s EBiz point of contact or contact Grants.gov for assistance at 1-800-518-4726 or support@grants.gov.
- See Grants.gov Errors for information on other Grants.gov errors.

- The UEI listed on the application must be registered to the applicant organization's SAM.gov account. If not, the application may be deemed ineligible.

D. Technical Issues with Submission

If applicants experience technical issues during the submission of an application that they are unable to resolve, follow these procedures **before** the application deadline date:

- Contact Grants.gov Support Center before the application deadline date.
- Document the Grants.gov ticket/case number.
- Send an email with Funding Opportunity Number (FON): EPA-EE-25-01 in the subject line to EEGrants@epa.gov before the application deadline time and date and must include the following:
 - Grants.gov ticket/case number(s)
 - Description of the issue
 - The entire application package in PDF format.

Without this information, the EPA may not be able to consider applications submitted outside of Grants.gov. Any application submitted after the application deadline time and date deadline will be deemed ineligible and **not** be considered.

Please note that successful submission through Grants.gov or email does not necessarily mean your application is eligible for award.

Applicants with limited or no access to the internet may request an exception by following the procedures outlined [here](#). The request must be received at least 15 calendar days before the application due date to allow enough time to negotiate alternative submission methods.

E. Intergovernmental Review

The application is not subject to Intergovernmental Review.

6. Application Review Information

A. Responsiveness Review

Applications must meet the eligibility requirements described in [Section 2](#) to be evaluated. Applicants not meeting these requirements will be deemed ineligible and will be notified within 15 calendar days of the determination.

- Applications must adhere to the page limit requirements. Any pages over the limit(s) in [Section 4](#) will not be reviewed.
- Initial applications must be submitted *on or before* the application deadline through Grants.gov or through limited circumstances as expressed in [Section 5](#). The EPA will not evaluate applications that are not submitted on time.
- *Technical difficulties applying:* Applicants having technical difficulties applying must contact the Grants.gov hotline at 1-800-518-4726 *and* then must email a PDF of the full application to the EPA contact listed in [Section 1](#). The submission must be received prior to the application deadline for consideration.

B. Review Criteria

Evaluation Criteria and Description	Maximum Points Per Criterion
a. Work Plan (Project Summary Cover Letter & Detailed Project Description)	60
i. Project Summary Cover Letter - Under this criterion, EPA will evaluate the extent and quality to which the application clearly and completely addresses the content described in Section 4.B(a)(i) .	3
ii. Detailed Project Description	
<p>Section 1 – Community Description - Under this criterion, EPA will evaluate the extent and quality to which the application:</p> <p><u>Project Location and Significance</u></p> <ul style="list-style-type: none"> Describes the geographic location where project activities will take place (e.g., neighborhood/s, town/s, district/s, city(ies), state/s, and/or region/s), the water quality and water challenges those areas face, and the degree to which the project will address these challenges using AI and other actions. Also detail the extent to which the project responds to community needs, strengthens the environmental literacy of the identified target audience, and generates meaningful and lasting benefits for both community members and the local environment. (15 points) <p><u>Target Audience and Recruitment Plan</u></p> <ul style="list-style-type: none"> Describes in detail your target audience, such as educators, students (with specific grade levels) and/or community members, the total number of individuals your project expects to reach, the specific number of individuals within each target audience group your project anticipates reaching. Also describe your recruitment plan to attract your target audience, any incentives (e.g., teacher stipends, continuing education credits, and partnerships) that will be used to recruit program participants, and why these recruitment efforts will attract and engage the intended target audience. (6 points) 	21
<p>Section 2 – Project Strategy and Approach - Under this criterion, EPA will evaluate the extent and quality to which the application:</p> <p><u>Project Goals and Objectives</u></p> <ul style="list-style-type: none"> Includes specific, measurable, achievable, relevant, time-based (i.e., within project period) goals and objectives that are tied to the educational priority of AI and the environmental priority of ensuring clean and safe water. Also describe how the project goals and objectives align with the environmental 	18

<p>education continuum (see Section 9.B), ultimately aiming to achieve lasting environmental stewardship. (9 points)</p> <p><u>Project Activities</u></p> <ul style="list-style-type: none"> Describes the project activities, methods, and materials proposed to achieve the project’s goals and objectives, specifying who will lead each activity (i.e., prime recipient, subrecipient, partner organization). Also describe the extent to which the project activities cover all elements of the environmental education continuum, as described in Section 9.B. (9 points) 	
<p>Section 3 – Environmental and Educational Results (Outputs, Outcomes, and Project Evaluation Plan) – Under this criterion, EPA will evaluate the extent and quality to which the application:</p> <p><u>Anticipated Outputs and Outcomes</u></p> <ul style="list-style-type: none"> Describes the anticipated project outputs and outcomes, including quantitative targets as appropriate, how they align with specific proposed project activities, and how the proposed outputs and outcomes will lead to the project meeting the stated goals and objectives. See Section 3.A(3) for additional information on outputs and outcomes. Applicants that include outputs and outcomes describes in Applicants that include outputs and outcomes described in Section 3.A(3) may be evaluated more favorably than others. (10 points) <p><u>Project Evaluation Plan</u></p> <ul style="list-style-type: none"> Demonstrates a clear and systematic approach for documenting and measuring your progress, and that of your subrecipients, toward achieving project outputs, outcomes, goals and objectives. (8 points) 	18
b. Attachments	40
<p>Attachment A: Attachment A: Detailed Budget Table and Narrative - Under this criterion, EPA will evaluate the extent and quality to which the application:</p> <ul style="list-style-type: none"> Includes a budget narrative (either within the budget table or below the table) that clearly, consistently, and accurately demonstrates how funds will be used, that costs are categorized in the proper budget line item for each activity for which the application is requesting funding, and the applicant’s plan to meet the cost share and subaward requirements. Evaluation will also consider whether the overall budget is reasonable, cost-effective, and adequate to successfully achieve the stated project goals and objectives. See the <i>Detailed Budget Table</i> link on the Helpful Resources for Applying website for additional information on creating a Detailed Budget Table and Narrative. (10 points) Under this criterion, applicants will be evaluated based on their approach, procedures, and controls for ensuring that awarded grant funds will be expended in a timely and efficient manner. This information can be 	14

included within or below the Detailed Budget Table and Narrative. (4 points)	
<p>Attachment B: Timeline and Milestones – Under this criterion, EPA will evaluate the extent and quality to which the application links the proposed project activities (carried out by the grantee and subrecipients) to a clear project schedule and clearly indicates realistic goals, objectives and timing of each activity, event, milestone, product development (if applicable), subaward awards, and evaluation activity. EPA will also evaluate the reasonableness of the proposed timeline including key milestones for specific tasks and the likelihood of completion of the project’s goals and objectives by the end of the proposed project period.</p> <p>See the <i>Timeline</i> link on the Helpful Resources for Applying website for instructions and information on creating a project timeline.</p>	5
<p>Attachment C: Logic Model – Under this criterion, EPA will evaluate the extent and quality to which the application’s Logic Model clearly connects project goals and objectives with key activities, anticipated outputs, and expected outcomes. Evaluation will consider how well the model demonstrates a logical and realistic pathway from activities to results, including outcomes that advance environmental literacy and promote behaviors that benefit the environment in the community(ies) in which the project is located. Outputs and Outcomes should tie to the educational and environmental priorities (see Section 3.A) and include accomplishments of all subrecipients.</p> <p>Applications that address one or more of the example outcomes listed in Section 3.A(3) may be scored higher under this criterion. See the <i>Logic Model</i> link on the Helpful Resources for Applying website for instructions and information on creating a Logic Model.</p>	5
<p>Attachment D: Programmatic Capability and Past Performance – Each applicant will be evaluated based on their ability to successfully complete and manage the proposed program plan considering their past performance and programmatic capability. Applicants should submit a list of federally and/or non-federally funded assistance agreements (assistance agreements include Federal grants and cooperative agreements but not Federal contracts) that your organization performed within the last three years (no more than 5 agreements, and preferably EPA agreements) and describe:</p> <p><u>Past Performance</u></p> <ul style="list-style-type: none"> Whether, and how, you were able to successfully complete and manage those agreements. (4 points) <p><u>History of Meeting the Reporting Requirements</u></p> <ul style="list-style-type: none"> Your history of meeting the reporting requirements under those agreements including whether you adequately and timely reported on your progress towards achieving the expected outputs and outcomes of those agreements (and if not, explain why not) and whether you submitted acceptable final technical reports under the agreements. (2 points) 	11

<p><u>Organizational Experience</u></p> <ul style="list-style-type: none"> Your organizational experience and plan for timely and successfully achieving the objectives of the proposed project, and your staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them, to successfully achieve the goals of the proposed project. (5 points) <p>Note: In evaluating applicants under the first two sub-factors (bullet points) of this criterion, EPA will consider the information provided by the applicant and may also consider relevant information from other sources, including information from EPA files and from current/prior grantors (e.g., to verify and/or supplement the information provided by the applicant). If you do not have any relevant or available past performance or past reporting information, please indicate this in the application and you will receive a neutral score for these factors (a neutral score is half of the total points available in a subset of possible points). If you do not provide any response for these items, you may receive a score of 0 for these factors.</p>	
<p>Attachment E: Partnership Letters of Commitment - Under this criterion, EPA will evaluate the extent and quality to which the applicant plans on using strategic partnerships to effectively develop and implement the proposed project.</p> <p>If the applicant has partners, then letters of commitment from the partners must be provided as part of the application package. A letter of commitment should provide details about each partner's role in the project, including any matching funds they are providing, and how each partner will contribute to the project's goals and objectives.</p> <p>Partnerships are not mandatory, and therefore partnership letters of commitment are not mandatory either. If no letters of commitment are provided, it will be assumed the applicant has no partners for the project. Applicants that do not plan on collaborating with other groups during the project period will be evaluated based on the extent to which they explain and demonstrate how they will be able to effectively perform and complete the project without such collaboration.</p> <p>Note: All partnership letters of commitment must be included in the application package and submitted via grants.gov by the close of the application period. Do not include letters of endorsement or recommendation. Regardless of the source, letters of endorsement or recommendation will not be considered in evaluating applications.</p>	5

Applicants will be evaluated based on the extent and quality to which they demonstrate that they have the capability to successfully perform the project as described in [Section 3](#) of this funding opportunity.

Only eligible entities whose applications meet the threshold criteria in [Section 2](#) of this announcement will be evaluated. **Applicants should explicitly address these criteria as part of their application package submittal in the project narrative.** Each application will be rated using a point system. Applications will be evaluated based on a total of 100 possible points.

C. Review and Selection Process

Applications will be reviewed and scored under the following process:

1. **Threshold Eligibility Review Process** - All applications will be evaluated to determine eligibility based on the threshold eligibility criteria described in [Section 2](#).
2. **Panel Review and Evaluation Process** – Review panel(s) will evaluate and rank all eligible applications using the evaluation criteria in [Section 6.B](#). Review panels will be comprised of EPA staff and/or external reviewers who are free from any actual or apparent conflicts of interest.
3. **Final Selection Process** – Following the evaluation of all eligible applications, the EPA staff will present final rankings and selection recommendations to the Selection Official. Prior to making the final selections, EPA staff will brief the Selection Official on the EPA’s educational and environmental priorities, geographic areas, and audiences that are addressed in the highest ranked applications. Final funding selection decisions will be made by the Selection Official. In making the final selection decision, the Selection Official will consider the review panel rankings and recommendations. The Selection Official may also consider the “Other Evaluation Factors” described below.

(1) Other Evaluation Factors

Final funding decisions will be made by the selection official. In making the final funding decisions, the selection official may also consider the following factors: Geographic distribution of funding, number and size of awards, and types of audiences reached.

D. Risk Review

The EPA will consider any comments by the applicant, along with information available in the responsibility/qualification records in SAM.gov., when doing the risk review as required by [2 CFR 200.206](#).

7. Award Notices

The EPA anticipates notification to successful applicants will be made by Michael Band, OPEEE, Education Grants Specialist. The notification will be sent to the original signer of the application or the project contact listed in the application. This notification is not an authorization to begin work. The official notification of an award will be made by the Grants Management and Business Operations Division. Selection does not guarantee an award will be made. Statutory authorization, funding, or other issues during the award process may affect the ability of the EPA to make an award. The award notice, signed by an EPA grants officer, is the authorizing document and will be provided through electronic or postal mail. The successful applicant may need to prepare and submit additional documents and forms, which must be approved by the EPA, before the grant can officially be awarded. The time between notification of selection and award of a grant can take up to 90 days or longer.

8. Post-Award Requirements and Administration

A. Administrative and National Policy Requirements

The recipient and any sub-recipient must comply with the applicable [General Terms and Conditions](#). These terms and conditions are in addition to the assurances and certifications made as part of the award, terms and conditions, and restrictions reflected on the official assistance award document.

Awards issued as a result of this funding opportunity are subject to the requirements of the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards; Title [2 CFR Part 200](#) and [2 CFR Part 1500](#).

B. Reporting

[EPA's General Terms and Conditions](#) in the Notice of Award will have information on performance and financial reports, including:

- How often you will report.
- Any required form or formatting.
- How to submit them.

C. Subaward and Executive Compensation Reporting

The Federal Financial Accountability and Transparency Act (FFATA) requires:

- Data entry at SAM.gov for all subawards and subcontracts issued for \$30,000 or more.
- Reporting executive compensation for both recipient and subaward organizations.

9. Other Information

A. Additional Provisions for Applicants

Additional provisions that apply this funding opportunity and/or awards made under this funding opportunity, can be found at [EPA NOFO Clauses](#). If you are unable to access these provisions electronically at the website above, please contact the EPA point of contact to obtain the provisions.

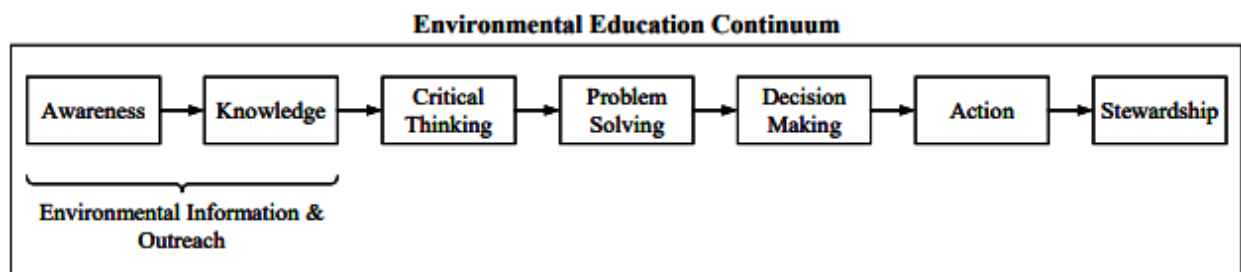
B. Key Definitions

Environmental Education (EE): EE is defined in the Act as: “educational activities and training activities involving elementary, secondary, and postsecondary students, as such terms are defined in the State in which they reside, and environmental education personnel, but does not include technical training activities directed toward environmental management professionals or activities primarily directed toward the support of noneducational research and development.” The Act also states that “The Office of Environmental Education shall...support development and the widest possible dissemination of model curricula, educational materials, and training programs for elementary and secondary students and other interested groups, including senior Americans.”

EPA further clarifies that environmental information and outreach may be important elements of EE projects, but these activities by themselves are not EE. By itself, environmental information only addresses awareness and knowledge, usually about a particular environmental issue. Outreach involves

information dissemination and requests or suggestions for action on a particular issue (often without the critical thinking, problem solving and decision-making steps in between). EE teaches individuals how to weigh various sides of an issue through critical thinking, problem solving and decision-making skills on environmental topics. EE is a continuum (see photo below) that covers a range of steps and activities from awareness to action, with an ultimate goal of environmental stewardship.

EE increases public awareness and knowledge about environmental issues and provides the participants in its programs the skills necessary to make informed decisions and to take responsible actions. EE is based on objective and scientifically-sound information and does not advocate a particular viewpoint or a particular course of action. EE involves lifelong learning; its audiences are of all age groups, from very young children through senior citizens. EE can include both outdoor and in-classroom education, in both formal and non-formal settings.



Environmental Information: Provides facts or opinions about environmental issues or problems. Information is essential to any educational effort. However, environmental information is not by itself EE. Information provides facts or opinions, whereas education teaches people how to think, analyze, and solve problems.

Environmental Outreach: Disseminates information and sometimes asks audiences to take specific action but doesn't necessarily teach people how to analyze an issue. Outreach often presents a particular point of view, and often in pursuit of a particular goal. Examples may include a community meeting to inform residents about a toxic site in their area and where they can go for help, or a campaign to get volunteer participants for restoration of soil health or of a stream's riparian zone.

Environmental Stewardship: A voluntary commitment, behavior, and action that results in environmental protection or improvement. Stewardship refers to an acceptance of personal responsibility for actions to improve environmental quality and to achieve sustainable outcomes. Stewardship involves lifestyles and business practices, initiatives and actions that enhance the state of the environment and natural resources. Some examples include reducing nutrient or chemical runoff; living or conducting business in such a way as to minimize or eliminate pollution at its source; using natural resources efficiently; planting native trees and removing invasive plant species; recycling wastes effectively; and conserving or restoring soil, forests, prairies, wetlands, rivers, and parks. Stewardship can be practiced by individuals, groups, schools, organizations, companies, communities, and state and local governments.

C. Additional Resources

The following resources may help you develop your application package:

- Applicants are encouraged, but not required to use the following templates, models, and checklists on the [Helpful Resources for Applying website](#):
 - Application Checklist of Required Elements of an Application

- Work Plan Template
- Logic Model
- Detailed Budget Table and Narrative – Instructions, Example, and Template
- Timeline
- EPA’s Environmental Education and Stewardship Division will hold one webinar for potential applicants during the open funding opportunity period. The announcement of the date, time and call-in number for the webinar will be posted on the [Webinar Information](#) section of the website.
- The [EPA Grants website](#) provides information on the application process, grant policy, trainings/webinars on key aspects of the grant application process, and more.
- The questions and answers on the [EE Grant FAQ website](#) are for informal and explanatory purposes only. They are not meant to amend or change the NOFO.
- [The Environmental Education \(EE\) Guidelines for Excellence](#) were produced by the North American Association for Environmental Education (NAAEE) with support from EPA. All EE Guidelines for Excellence can be downloaded free of charge. It is not necessary to purchase any of the individual guidelines unless you require a hard copy.

D. Quality Assurance Project Plan (QAPP)

Quality assurance is sometimes applicable to assistance projects (see [2 CFR 1500.12](#)). Quality assurance requirements apply to the collection, production, evaluation, or use of environmental information. Environmental information includes data and information that describe environmental processes or conditions which support EPA’s mission of protecting human health and the environment. Examples include but are not limited to: direct measurements of environmental parameters or processes; analytical testing results of environmental conditions (e.g., geophysical or hydrological conditions); information on physical parameters or processes collected using environmental technologies; calculations or analyses of environmental information; information provided by models; information compiled or obtained from databases, software applications, decision support tools, websites, existing literature, and other sources; development of environmental software, tools, models, methods and applications; and design, construction, and operation or application of environmental technology.¹

If a Quality Assurance Project Plan is required for the project, the applicant is required to have an approved Quality Assurance Project Plan and Quality Management Plan prior to data collection. In certain cases, the Quality Management Plan can be substituted. It is an option to request approval for the QAPP and QMP prior to grant award, or you may reserve time and financial resources in the beginning of your project period to prepare your QAPP and/or QMP and include the cost for developing your QAPP and/or QMP in your Detailed Budget. See EPA’s [Guidance for Quality Assurance Project Plans](#) for more information about QAPPs.

¹ U.S. Environmental Protection Agency, Directive No: CIO 2105.3, [Environmental Information Quality Policy](#)