FEDERAL AGENCY AND OFFICE: U.S Environmental Protection Agency, Office of Environmental Education

FUNDING OPPORTUNITY TITLE: Environmental Education Local Grants Program for Region 9

ANNOUNCEMENT TYPE: Notice of Funding Opportunity (NOFO)

FUNDING OPPORTUNITY NUMBER: EPA-EE-23-09

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Key Dates:

September 14, 2023	**Announcement Date**
November 8, 2023	**Closing Date**
March 2024	**Anticipated Notification of Funding Selection**
June 2024	**Anticipated Award**

Deadline: Application packages must be submitted on or before November 8, 2023, at 11:59 PM (Eastern Time) through Grants.gov. Applications received after the closing date and time will not be considered for funding.

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Section I. Funding Opportunity Description

A. Background

Threats to human health and environmental quality are increasingly complex, involving a wide range of conventional and toxic contaminants in the air, water, and on land. Environmental problems represent as significant a threat to the quality of life and the economic vitality of urban areas as they do the natural balance of rural areas. Effective responses to complex environmental problems require an understanding of the natural and built environment, awareness of environmental problems and their origins, and the skills to solve these problems.[1]

The Environmental Education Grant Program is seeking applications from eligible applicants to support locally-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.

This solicitation is one of 10 being issued nationally, one in each of EPA's 10 Regions, for a total of approximately $3,600,000 in available funding nationwide. EPA expects to award approximately 30 to 40 grants nationwide under the Fiscal Year 2023 Environmental Education Local Grants Program. This specific solicitation expects to award **three to five grants** for projects taking place within **Region 9**, **which covers Arizona (AZ), California (CA), Hawaii (HI), Nevada (NV), American Samoa (AS), Commonwealth of the Northern Mariana Islands (CNMI), Federated States of Micronesia (FSM), Guam (GU), Marshall Islands (MH), and Republic of Palau (PW).** The award amount for each individual grant must be between **$50,000 and $100,000** in federal funds. Award amounts and the number of awards are subject to the availability of funds, the quality and quantity of applications received, and other applicable considerations.

Grantees under this solicitation 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**. This grant program also requires a **non-federal match (cost share) requirement for a minimum of 25% of the total project amount**. See Section III (B) for additional information about this grant program's subaward and match requirements.

EPA seeks to fund a variety of projects in each competition cycle in order to support a range of educational and environmental priorities, geographic areas, and audiences, especially as compared to the pool of previously funded projects. The Environmental Education Grants webpage contains descriptions of all projects previously funded by this program.

This grant program is a covered program under the Justice40 Initiative, which aims to deliver 40% of the overall benefits of climate, clean energy, affordable and sustainable housing, clean water, and other investments to underserved communities. More information on Justice40 at the EPA can be found at: www.epa.gov/environmentaljustice/justice40-epa.

[1] National Environmental Education Act Section 2. Findings and Policy: https://www.epa.gov/education/national-environmental-education-act-0

B. Statutory Authority and Assistance Listing

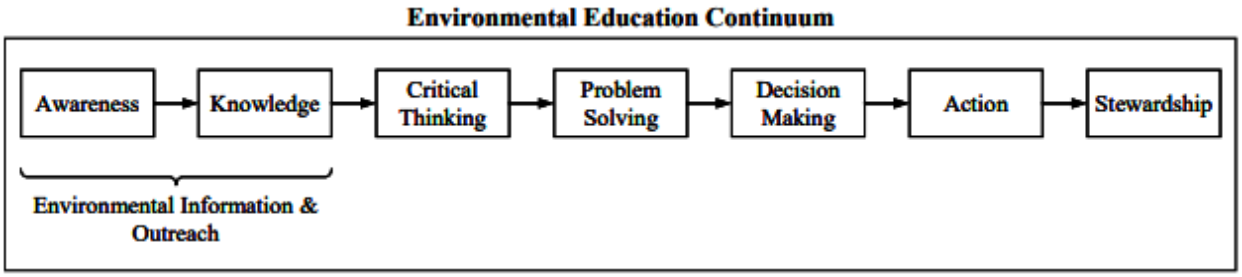
Section 6 of the National Environmental Education Act of 1990 (Public Law 101-619) authorizes the award of these Environmental Education Grants. These awards will be issued under Assistance Listing 66.951.

C. 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 non-educational 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 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.

Indigenous Knowledge: Also referred to as Traditional Ecological Knowledge (TEK), is a body of observations, oral and written knowledge, innovations, practices, and beliefs developed by Tribes and Indigenous Peoples through interaction and experience with the environment. It is applied to phenomena across biological, physical, social, cultural, and spiritual systems. Indigenous Knowledge can be developed over millennia, continues to develop, and includes understanding based on evidence acquired through direct contact with the environment and long-term experiences, as well as extensive observations, lessons, and skills passed from generation to generation. Indigenous Knowledge is developed by Indigenous Peoples including, but not limited to, Tribal Nations, Native Americans, Alaska Natives, and Native Hawaiians. Each Tribe or Indigenous community has its own place-based body of knowledge that may overlap with that of other Tribes.

Indigenous Knowledge is based in ethical foundations often grounded in social, spiritual, cultural, and natural systems that are frequently intertwined and inseparable, offering a holistic perspective. Indigenous Knowledge is inherently heterogeneous due to the cultural, geographic, and socioeconomic differences from which it is derived, and is shaped by the Indigenous Peoples' understanding of their history and the surrounding environment. Indigenous Knowledge is unique to each group of Indigenous Peoples and each may elect to utilize different terminology or express it in different ways. Indigenous Knowledge is deeply connected to the Indigenous Peoples holding that knowledge.[2]

Underserved Communities: For purposes of this competition and the evaluation of applications, "Underserved Communities" refers to one or more of the following:

1. Identified as a disadvantaged community in the Climate and Economic Justice Screening Tool (CEJST) developed by the Council on Environmental Quality
2. High-Poverty Areas[3]
3. Persistent Poverty Counties[4]
4. Title I Schools

[2] White House, Office of Science and Technology, "Guidance for Federal Departments and Agencies on Indigenous Knowledge", November 2022

[3] High-poverty areas are defined as any census tract or county with a poverty rate of at least 20 percent as measured by the 2017–2021 5-year data series available from the American Community Survey (ACS).

[4] Persistent poverty counties are defined as counties that have had 20 percent or more of its population living in poverty for at least the past 30 years. The county poverty rates for 1999 and previous years have traditionally been measured using decennial census data. For more recent years, either the Small Area Income and Poverty Estimates (SAIPE) or the American Community Survey (ACS) are used.

See Appendix E: Identifying Underserved Communities for information on different tools available to help determine whether a community meets this definition.

D. Program Goals and Objectives

The goal of this solicitation is to fund locally-focused EE projects that design, demonstrate, and/or disseminate environmental education practices, methods, or techniques, as described in this solicitation. 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.

E. Educational and Environmental Priorities

In order to be eligible, all applications must:

1. Address at least one of the EPA Educational Priorities listed below,
2. Address at least one of the EPA Administrator's Environmental Priorities listed below; and,
3. Satisfy the definition of "environmental education" as defined under Section I (C) as discussed above.

The educational and environmental priorities listed below are not in order of importance or preference. Applications may address more than one priority in each category of priorities (educational and environmental), but **if more than one priority is addressed, then it is important that the application is clear which priority in each category is the focus of the project and why that focus was chosen for the proposed project**. EPA seeks to fund a balance of projects in this competition cycle in order to support as even a distribution of educational priorities as possible, as well as a variety of geographic areas and audiences in both educational and environmental priority categories.

In addition, these priorities focus on environmental challenges that require a population that is diverse, informed, environmentally literate, as well as willing and able to translate their knowledge and skills into decisions and actions that protect the environment and conserve natural resources in every community, including but not limited to underserved communities. We encourage applicants to reach out to a variety of communities, especially those that are or more likely to have been affected adversely (e.g., higher rates of medical problems due to environmental factors) by environmental risks or issues than other communities.

EPA's Educational Priorities: Applications must address at least one of these Educational Priorities to be considered eligible.

1. **Community Projects**: Increasing public understanding of the benefits of and participation in environmental stewardship through community collaboration on issues including, but not limited to climate change, water and soil quality, food waste management, management of ecosystem health and/or local fire or flood prevention. Projects can take place in rural, suburban, and urban settings, in a formal or non-formal educational context, and use outdoor, place-based, experiential, service learning and/or community-focused stewardship activities as the primary teaching tool(s).

2. **Career Development**: Educating students of any age group and/or training their educators or community leaders on how to teach, in formal and non-formal settings, about environmental issues, solutions and stewardship for the purpose of encouraging interest in gratifying careers in one of the environmental fields. These fields include, but are not limited to natural resource conservation and/or managment, climate change, water infrastructure, and water and air quality management.

3. **Environmental Education Capacity Building**: Building the capacity of agencies and organizations to develop, deliver, and sustain comprehensive environmental education programs. Capacity building proposals may focus on one state, multiple states, or a region of the country.[5]

4. **Environmental Justice**: For purposes of this solicitation, Environmental Justice (EJ) refers to activities increasing public awareness and knowledge that disproportionate and adverse environmental, human health, climate-related and other cumulative impacts are more likely to affect or have affected underserved communities. By learning about environmental justice and local environmental issues, program participants will enhance their ability to be meaningfully involved in future EJ discussions that affect their local environments.

5. **Indigenous Knowledge**: Educating project participants on the importance of recognizing, understanding, supporting, and incorporating Indigenous Knowledge into strategies aimed at solving local environmental issues. By enriching environmental education with diverse perspectives and cultivating deep respect for the environment and Indigenous Knowledge holders' relationship to it, program participants will value both cultural diversity and environmental stewardship.

EPA's Environmental Priorities: Consistent with Section 6 of the National Environmental Education Act, applications must address at least one of the Administrator's Environmental Priorities to be considered eligible. From the list below, select at least one numbered priority. Then specify a topic under the priority that the application will address. Note that for illustrative purposes only, sample topics are listed under each priority. You may choose one of the sample topics or propose another topic relevant to your local area and consistent with the Administrator's priorities and the Agency's Strategic Plan.

1. **Addressing Climate Change and Improving Air Quality**: These efforts help protect the health of all Americans and the ecosystems we depend on by preventing pollution, increasing energy efficiency, improving indoor and outdoor air quality, reducing industrial air pollution and pollution from vehicles and engines, protecting the stratospheric ozone layer, reducing acid rain, and addressing climate change.
   Sample Topics
   a. Educate students and community members about the impacts of climate change and explore local adaptation strategies that reduce vulnerability to the harmful impacts of climate change in schools, homes, and underserved communities.
   b. Educate students and community members about the impacts of climate change and explore local mitigation strategies and/or strategies that incorporate indigenous knowledge to reduce the flow of heat-trapping greenhouse gases into the atmosphere, especially in underserved communities where the adverse impacts of climate change are often disproportionately felt.
   c. Address gaps between scientific and popular understanding of climate change and climate risk at the local level by exploring local environmental impacts of climate change, such as shifts in weather patterns, the spread of invasive species, changes in water quality or quantity, and sea-level rise.
   d. Increase climate literacy through interactive lessons or action plans designed to engage adults and children of all ages.

[5] Applicants may refer to the EE Guidelines for Excellence Series linked in Section VIII if they plan to train educators as part of their project. The *Professional Development of Environmental Educators Guidelines* provides a set of recommendations for the preparation and continuing education of teachers and other environmental educators.

2. **Ensuring Clean and Safe Water**: These efforts help ensure that drinking water is clean and safe for all communities. They also contribute to the restoration and maintenance of oceans, watersheds, and their aquatic ecosystems to protect human health, support economic and recreational activities, and provide healthy habitats for wildlife and plants.
   Sample Topics
   a. Prevent future water quality and human health issues through appropriate communications about the risks of poor water quality in local area(s), especially in communities with existing water quality issues.
   b. Participate in the conservation of quality water resources; e.g., educating school-age children, their parents, and the community about water conservation through the establishment and maintenance of school or community gardens or the removal of invasive plant species and/or planting of native gardens.
   c. Manage nutrients in water systems by reducing the use of non-biodegradable products, pesticides and/or nutrient runoff from soil, while maintaining both quality agricultural yields and minimal environmental harm.
   d. Prevent future water quality and human health issues through appropriate management for flood and hurricane preparedness.

3. **Cleaning Up our Communities by Revitalizing Land and Preventing Contamination**: These efforts provide guidelines for safe and environmentally friendly practices in waste management to support cleaning up and restoring land for productive uses and healthy communities. These efforts also lead to a reduction in waste, an increase in reuse, and prevention of environmental contamination.
   Sample Topics
   a. Work to manage food waste for environmental benefits (e.g., the benefits of composting, reduction of waste going to landfills, etc.).
   b. Increase plastic recycling and other efforts to reduce plastic disposal in landfills.
   c. Educate individuals about human health and environmental risks associated with improper management of waste and the benefits associated with reducing trash, non-biodegradable products, and contaminants in waterways.
   d. Engage individuals in exploring their local communities to identify previously contaminated sites and develop solutions and actions plans to revitalize the land, making the community safer and greener in the process.

F. Environmental Results and Strategic Plan Information

Pursuant to Section 6.a of EPA Order 5700.7A1, Environmental Results under Assistance Agreements, EPA must link proposed assistance agreements with the Agency's Strategic Plan. EPA must also require applicants and grantees to adequately describe environmental outputs and outcomes to be achieved under assistance agreements.

Awards made under this funding opportunity will support the following goals and objectives of the FY 2022-2026 EPA Strategic Plan.

- **Goal 1: Tackle the Climate Crisis**
  - Objective 1.2: Accelerate Resilience and Adaptation to Climate Change Impacts
- **Goal 2: Take Decisive Action to Advance Environmental Justice and Civil Rights**
  - Objective 2.1: Promote Environmental Justice and Civil Rights at the Federal, Tribal, State, and Local Levels

- **Goal 5: Ensure Clean and Safe Water for All Communities**
    - Objective 5.2: Protect and Restore Waterbodies and Watersheds
- **Cross-Agency Strategy 4: Strengthen Tribal, State, and Local Partnerships and Enhance Engagement**
    - Action: Promoting Environmental Education

G. Measuring and Reporting Environmental Results: Anticipated Outputs and Outcomes

Pursuant to EPA Order 5700.7A1, Environmental Results under Assistance Agreements, EPA must require applicants and grantees to adequately describe environmental outputs and outcomes to be achieved under assistance agreements. Outputs and outcomes differ both in their nature and in how they are measured.

Outputs - The term "output" means an environmental activity, effort, and/or associated work product related to an environmental goal and objective that will be produced or provided over a period or by a specified date. Outputs may be quantitative or qualitative but must be measurable during an assistance agreement funding period.

Examples of possible output measures for awards under this competition include, but are not limited to:

- Number of individuals or communities recruited for projects that educate teachers, students, parents, and the public about the environmental priority(s) selected in Section I (E).
- Number and variety of classroom/outdoor activities, workshops, or field trips conducted.
- Number and variety of educator training sessions conducted on topics such as Indigenous Knowledge.
- Number and kind of educational materials, curriculum, videos, or websites developed.
- Total weight of fruit/vegetables harvested or of food waste diverted from landfills.
- New methods designed to measure knowledge acquired or benefits to the environment.
- Number of teacher ambassadors engaging local communities.
- Number and kind of actions taken to benefit the environment and natural resources.

Outcomes – The term "outcome" means the result, effect or consequence that will occur from carrying out an environmental program or activity that is related to an environmental or programmatic goal or objective. Outcomes may be environmental, behavioral, health-related, or programmatic in nature, must be quantitative, and may not necessarily be achievable within an assistance agreement funding period. Additionally, outcomes should be organized by expected time period (short-term, intermediate, and long-term). Short-term outcomes are expected to occur during the project period and may include changes in knowledge, skills, attitudes, and motivation, as well as immediate benefits to the environment. Intermediate outcomes refer to changes in behavior and actions due to the knowledge acquired and are usually measured within 12-24 months. Long-term outcomes refer to changes in conditions and are typically measured 2+ years after the launch of a project. Short-term, intermediate, and long-term outcomes are related and build on one another. EPA encourages recipients to identify outcomes wherever possible because they lead to environmental and/or public health improvement more clearly than outputs.

Examples of possible outcome measures expected to result from awards under this competition include, but are not limited to:

Short-Term Outcome Examples

- Percentage of K-12 students reporting an increase in awareness and knowledge of local environmental issues.

- Percentage of student participants in underserved communities reporting greater feeling of connection to nature.
- Greater understanding of environmental education tools and techniques in context of this grant program's priorities (see Section I(E)) among mentors and community partners.
- Youth participants' increased awareness of careers in environmental fields.
- Educators gain perspective on how indigenous knowledge melds with science standards.

Intermediate Outcome Examples

- Increase in the number of EE instruction hours at participating schools and after school programs.
- Students implement and lead sustainability/EJ-related projects in their schools, homes, and communities, creating innovative solutions to real-world problems.
- Audiences seek additional environmental protection resources from local, regional, and national sources.
- Mentors and community partners develop a greater understanding of how they and local youth can promote indigenous knowledge and environmental stewardship.
- Adoption of pro-environmental behavior by project participants such as changing lifestyle habits, participating in restoration activities, and taking other actions aligned with this grant program's environmental priorities ((see Section I(E)).

Long-Term Outcome Examples

- Creation of EE programs in underserved communities.
- Curriculum created by grant funds adopted by counties throughout the state.
- Elimination of barriers to participate in outdoor programming.
- Improved biodiversity.
- Ecosystems become more resilient through their restoration and overall improvement through the implementation of successful managements plans.

H. Minority Serving Institutions

EPA recognizes that it is important to engage all available minds to address the environmental challenges the nation faces. At the same time, EPA seeks to expand the environmental conversation by including members of communities which may have not previously participated in such dialogues to participate in EPA programs. For this reason, EPA strongly encourages all eligible applicants identified in Section III, including minority serving institutions (MSIs), to apply under this opportunity.

For purposes of this solicitation, the following are considered MSIs:

1. Historically Black Colleges and Universities, as defined by the Higher Education Act (20 U.S.C. § 1061(2)). A list of these schools can be found at Historically Black Colleges and Universities
2. Tribal Colleges and Universities (TCUs), as defined by the Higher Education Act (20 U.S.C. § 1059c(b)(3) and (d)(1)). A list of these schools can be found at American Indian Tribally Controlled Colleges and Universities
3. Hispanic-Serving Institutions (HSIs), as defined by the Higher Education Act (20 U.S.C. § 1101a(a)(5)). A list of these schools can be found at Hispanic-Serving Institutions
4. Asian American and Native American Pacific Islander-Serving Institutions; (AANAPISIs), as defined by the Higher Education Act (20 U.S.C. § 1059g(b)(2)). A list of these schools can be found at Asian American and Native American Pacific Islander-Serving Institutions; and

5. Predominately Black Institutions (PBIs), as defined by the Higher Education Act of 2008, 20 U.S.C. 1059e(b)(6). A list of these schools can be found at Predominately Black Institutions

I. Partnerships

Partnerships are not required. However, applicants are encouraged to work with partners to develop, design, and implement proposed projects and will be evaluated on their plan to work with partners (or their plan to develop, design, and implement the project without partners) under a criterion explained in Section V. Partners can be nonprofit organizations, colleges and universities, schools and school districts, tribal entities, state and local government agencies, federal agencies, and for-profit companies. Note, however, that federal agencies cannot receive any of the grant funds awarded by EPA under this program and federal funds cannot be used as match.

Partnerships can increase the potential numbers and diversity of audiences, can increase the variety of and accessibility to expertise needed to conduct a successful project, and can assist in meeting the matching funds requirement. See Section III (B) for more information about the matching funds requirement. Note too that partnerships with for-profit companies are especially encouraged when they can help the applicant produce environmental results in their grant project that improve the quality of air, water, soil, and natural resources. However, any acquisitions of services from for-profit companies using EPA funding must comply with regulatory requirements for competition in procurement. Refer to EPA's Best Practice Guide for Procuring Services, Supplies, and Equipment Under EPA Assistance Agreements and Subaward Policy and supplemental Frequent Questions for additional guidance.

J. Contracts and Subawards

If the applicant uses EPA funds to make any subawards beyond the subawards covered by the 25% requirement, then those subawards must be for an amount greater than $5,000. The applicant may also choose to fund subawards out of their matching funds, but those subawards will not count toward the 25% Subaward Requirement (using EPA funds) and therefore are not subject to a dollar restriction (i.e., they may be awarded for any amount of money deemed suitable by the applicant). Provisions that contain standard language about requirements with which applicants to any EPA grant program who plan to use project funds for contracting or subawards must comply can be found in section d. Contracts and Subawards of the EPA Solicitation Clauses page. EPAs Subaward Policy also has detailed information available for differentiating between contractors and subrecipients.

K. Additional Provisions for Applicants Incorporated into the Solicitation

Additional provisions that apply to sections III, IV, V, and VI of this solicitation and/or awards made under this solicitation, can be found at EPA Solicitation Clauses. These provisions are important for applying to this solicitation and applicants must review them when preparing applications for this solicitation. If you are unable to access these provisions electronically at the website above, please contact the EPA point of contact listed in Section VII of this solicitation to obtain the provisions.

II. Federal Award Information

A. Funding Type

It is anticipated that grants will be funded under this solicitation.

B. Number and Amount of Awards

The total amount of funding available under this announcement is approximately $360,000, depending on Agency funding levels, the quality of applications received, agency priorities, and other applicable considerations. It is anticipated that 3-5 awards will be made under this announcement. Each Region 9 grant

will be funded for no less than $50,000, and no more than $100,000 in federal funds. Region 9 covers the states of Arizona (AZ), California (CA), Hawaii (HI), Nevada (NV), American Samoa (AS), Commonwealth of the Northern Mariana Islands (CNMI), Federated States of Micronesia (FSM), Guam (GU), Marshall Islands (MH), and Republic of Palau (PW).

C. Period of Performance

Applications should plan for projects to start **no earlier than July 1, 2024.** Applicants should plan for a flexible start date since the date awards are made depends on a variety of factors. **Project periods should be proposed for one or two years or any time period between one and two years**. The total funding will be the same regardless of the proposed project period (i.e., if a 2-year project is proposed for $100,000, the award amount is $100,000 for the entire two years and no additional funding will be issued for the second year). All project activities must be completed within the negotiated project performance period of between one and two years.

D. Funding Additional Awards and Partial Funding Provisions

EPA reserves the right to reject all applications and make no awards under this announcement or make fewer awards than expected.

EPA reserves the right to make additional awards under this solicitation, consistent with Agency policy and guidance, if additional funding becomes available after the original selections are made. Any additional selections for awards will be made no later than six months after the original selection decisions.

In appropriate circumstances, EPA reserves the right to partially fund applications by funding discrete portions or phases of proposed projects. If EPA decides to partially fund an application, it will do so in a manner that does not prejudice any applicants or affect the basis upon which the application, or portion thereof, was evaluated and selected for award, and therefore maintains the integrity of the competition and selection process.

E. Multiple Awards

Applicants may submit more than one application under this solicitation so long as each one is for a different project and is separately submitted.

III. Eligibility Information

Note: Additional provisions that apply to this section can be found at EPA Solicitation Clauses.

A. Eligible Applicants

Consistent with Assistance Listing No. 66.951, Sections 3 and 6 of the National Environmental Education Act, and EPA's Policy for Competition of Assistance Agreements (EPA Order 5700.5A1), entities that are eligible to receive a grant under this competition are:

- Local education agencies
- College or universities
- State education or environmental agencies
- Nonprofit organizations described in Section 501(C)(3) of the Internal Revenue Code
- Tribal organizations that qualify as nonprofit organization described Section 501(C)(3) of the Internal Revenue Code
- Tribal education agencies[6]

[6] National Environmental Education Act, Sec 3. "Tribal education agencies" that are eligible to apply include a school or community college which is controlled by an Indian tribe, band, or nation, which is recognized as eligible for special programs and services

- Noncommercial educational broadcasting entity as defined and licensed by Federal Communications Commission (FCC)

Additional eligibility considerations: Applicant organizations must be located in the United States or in U.S. territories. Additionally, **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 solicitation period. Applicants can also email EEGrants@epa.gov with eligibility (prime and subrecipient) related questions prior to the application deadline.

The following entities are I**NELIGIBILE** to receive an award:

- For-profit organizations
- Individual teachers, educators, or faculty members
- Individual students
- Individual citizens
- Individual schools that are **not** nonprofit 501(C)(3)s
- 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

B. Subaward and Non-Federal Match (Cost Share) Requirements

Subaward Requirement

A grantee under this solicitation 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 $100,000, exactly $25,000 should be awarded to subrecipients. The grantee may choose to provide 5 subawards of $5,000 each, 10 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 III (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.

Applicants may, but are not required to, indicate that they intend to use **fixed amount subawards** to meet this requirement.

As provided in 2 CFR 200.1 *Fixed amount awards* are a type of subaward:

> [U]nder which . . . a pass-through entity provides a specific level of support without regard to actual costs incurred under the [subaward]. This type of [subaward] reduces some of the administrative burden and record-keeping requirements for both the [subrecipient] . . . [and] pass-through entity. Accountability is based primarily on performance and results.

Additional information on fixed amount awards is available in 2 CFR 200.201(b). Pursuant to 2 CFR 200.333, pass-through entities must have prior EPA approval to make fixed amount subawards (EPA approval for fixed amount subawards, if appropriate, will be provided after selection or award depending on when the pass-

provided by the United States to Indians because of their status as Indians and which is **not** administered by the Bureau of Indian Education.

through entity requests approval). Section 9.0 of EPA's Subaward Policy describes types of fixed amount subawards that EPA will approve. For example, EPA may approve fixed amount awards for training or curriculum development on a milestone completion or unit price basis. Procedures for obtaining EPA approval for fixed amount subawards are described in section E of EPA's Subaward Frequent Questions. EPA Project Officers will work with successful applicants to facilitate approval for fixed amount subawards.

Note: 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, see Section III (A), 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 III (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 Threshold Eligibility Criterion 11. 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.

Non-Federal Match (Cost Share) Requirement

There is also a **non-federal match (cost share) requirement that all applicants must meet,** which must be for a **minimum of 25% of the total project amount** (Total project amount = EPA Funding Request + Non-Federal Match). In order to be eligible for funding consideration, applications must demonstrate how the match requirement will be met if selected for an award. Under appropriate circumstances, applicants may use partnerships to assist with matching funds requirements. See Section I (I) above for further information about Partnerships. Applicants must be aware, however, that regardless of whether it is a partner(s) or their own organization that is providing the matching funds, the applicant itself is responsible for ensuring that the non-federal match requirement is met. An application will be deemed ineligible if funds for less than 25% of the total project amount are proposed as the non-federal match. Selected recipients must comply with 2 CFR 200.306 when meeting this program's cost share requirement.

Note: that the EE Grant Calculator (on right side of webpage) can be used as a tool to confirm your subaward and non-federal match calculations.

C. Threshold Eligibility Criteria

All applications will be reviewed for eligibility and must meet the eligibility requirements described in Sections III (A), (B), and (C). to be considered eligible. Applicants deemed ineligible for funding consideration as a result of the threshold eligibility review will be notified within 15 calendar days of the ineligibility determination.

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

1. Applications must substantially comply with the application submission instructions and requirements set forth in Section IV of this solicitation or else they will be rejected. However, where a page limit is expressed in Section IV with respect to the application, or parts thereof, pages in excess of the page limitation will not be reviewed. 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.

2. In addition, initial applications must be submitted through Grants.gov as stated in Section IV of this solicitation (except in the limited circumstances where another mode of submission is specifically allowed for as explained in Section IV) on or before the application submission deadline published in Section IV of this solicitation. Applicants are responsible for following the submission instructions in Section IV of this solicitation to ensure that their application is timely submitted. Please note that applicants experiencing technical issues with submitting through Grants.gov should follow the instructions provided in Section IV, which include both the requirement to contact Grants.gov and email a full application to EPA prior to the deadline.
3. Applications submitted outside of Grants.gov will be deemed ineligible without further consideration unless the applicant can clearly demonstrate that it was due to EPA mishandling or technical problems associated with Grants.gov or SAM.gov. An applicant's failure to timely submit their application through Grants.gov because they did not timely or properly register in SAM.gov or Grants.gov will not be considered an acceptable reason to consider a submission outside of Grants.gov. **DO NOT WAIT! Register in SAM.gov or Grants.gov as soon as possible. Finalizing these registrations could take a month or more. You do not want a late registration to prevent you from being able to properly submit your application through Grants.gov.**
4. The applicant must be an eligible organization as described in Section III (A) above and state in its application how it meets that eligibility criterion.
5. Project activities must be located in one or more of the following states in Region 9: AZ, CA, HI, NV, AS, CNMI, FSM, GU, MH, PW.
6. Applications for awards must be for no less than $50,000, and no more than $100,000, in federal funds or the application will be rejected.
7. The application must be for a project that satisfies the definition of "environmental education" as defined under Section I (C).
8. The application must address at least one of the Educational Priorities listed in Section I (E). Applicants that address more than one Educational Priority must make it clear which Education Priority will be the focus of the project.
9. The application must address at least one of the Environmental Priorities listed in Section I (E), along with a specific topic related to that priority that is consistent with the priority and the Agency's Strategic Plan. Applicants that address more than one Environmental Priority must make it clear which Environmental Priority will be the focus of the project.
10. The applicant must demonstrate in its application how the non-federal match will be met, as required in Section III (B). Applicants can use the EE Grant Calculator (located on right side of the webpage) as a tool to help determine their non-federal match calculations.
11. Applications must describe how the applicant's project will result in the award of exactly (no more and no less than) 25% of the amount awarded by EPA as subawards of $5,000 (on a cost reimbursement or fixed amount basis) or less to eligible subrecipients. See Section III (A) for subrecipient eligibility requirement details.

    Note: This means that if the total dollar amount proposed to be awarded to subawards of $5,000 or less is either below or above exactly 25% of the EPA funds requested, the application may be deemed ineligible. This is different from the non-federal match requirement, which can be more than 25% of the total project amount. For example, if EPA awards $100,000 to the prime recipient, then the prime must award exactly $25,000 in subawards of $5,000 or less. Applicants can use the EE Grant Calculator (located on right side of the webpage) as a tool to help determine their subaward calculations.
12. 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.

13. Applicants can submit more than one application under this solicitation so long as each one is for a different project and is separately submitted.

D. Ineligible Costs or Activities and Other Considerations

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 20 U.S.C. § 5055(b), as well as 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 I (C);
- 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.

IV. Application and Submission Information

Note: Additional provisions that apply to this section can be found at EPA Solicitation Clauses.

A. Requirement to Submit through Grants.gov and Limited Exception Procedures

Applicants must apply electronically through Grants.gov under this funding opportunity based on the grants.gov instructions in this announcement. If your organization has no access to the internet or access is very limited, you may request an exception for the remainder of this calendar year by following the procedures outlined here. Please note that your request must be received at least 15 calendar days before the application due date to allow enough time to negotiate alternative submission methods. Issues with submissions with respect to this opportunity only are addressed in section c. *Technical Issues with Submission* below.

B. Submission Instructions

1. SAM.gov (System for Award Management) Registration Instructions
   Organizations applying to this funding opportunity must have an active SAM.gov registration. If you have never done business with the Federal Government, you will need to register your organization in SAM.gov. If you do not have a SAM.gov account, then you will create an account using login.gov[1] to complete your SAM.gov registration. SAM.gov registration is FREE. The process for entity registrations includes obtaining Unique Entity ID (UEI), a 12-character alphanumeric ID assigned an entity by SAM.gov, and requires assertions, representations and certifications, and other information about your organization. Please review the Entity Registration Checklist for details on this process.

   If you have done business with the Federal Government previously, you can check your entity status using

your government issued UEI to determine if your registration is active. SAM.gov requires you renew your registration every 365 days to keep it active.

Please note that SAM.gov registration is different than obtaining a UEI only. Obtaining an UEI only validates your organization's legal business name and address. Please review the Frequently Asked Question on the difference for additional details.

Organizations should ensure that their SAM.gov registration includes a current e-Business (EBiz) point of contact name and email address. The EBiz point of contact is critical for Grants.gov Registration and system functionality.

Contact the Federal Service Desk for help with your SAM.gov account, to resolve technical issues or chat with a help desk agent: (866) 606-8220. The Federal Service desk hours of operation are Monday – Friday 8am – 8pm ET.

2. Grants.gov Registration Instructions

   Once your SAM.gov account is active, you must register in Grants.gov. Grants.gov will electronically receive your organization information, such as e-Business (EBiz) point of contact email address and UEI. Organizations applying to this funding opportunity must have an active Grants.gov registration. Grants.gov registration is FREE. If you have never applied for a federal grant before, please review the Grants.gov Applicant Registration instructions. As part of the Grants.gov registration process, the EBiz point of contact is the only person that can affiliate and assign applicant roles to members of an organization. In addition, at least one person must be assigned as an Authorized Organization Representative (AOR). Only person(s) with the AOR role can submit applications in Grants.gov. Please review the Intro to Grants.gov-Understanding User Roles and Learning Workspace – User Roles and Workspace Actions for details on this important process.

   Please note that this process can take a month or more for new registrants. Applicants must ensure that all registration requirements are met in order to apply for this opportunity through Grants.gov and should ensure that all such requirements have been met well in advance of the application submission deadline.

   Contact Grants.gov for assistance at 1-800-518-4726 or support@grants.gov to resolve technical issues with Grants.gov. Applicants who are outside the U.S. at the time of submittal and are not able to access the toll-free number may reach a Grants.gov representative by calling 606-545-5035. The Grants.gov Support Center is available 24 hours a day 7 days a week, excluding federal holidays.

3. Application Submission Process

   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.

   The electronic submission of your application to this funding opportunity must be made by an official representative of your organization who is registered with Grants.gov and is authorized to sign applications for Federal financial assistance. If the submit 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

Applicants need to ensure that the Authorized Organization Representative (AOR) who submits the application through Grants.gov and whose UEI is listed on the application is an AOR for the applicant listed on the application. Additionally, 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.

4. Application Submission Deadline
   Your organization's AOR must submit your complete application package electronically to EPA through Grants.gov no later than **November 8, 2023 11:59 PM ET**. Please allow for enough time to successfully submit your application and allow for unexpected errors that may require you to resubmit.

   Applications submitted through Grants.gov will be time and date stamped electronically. Please note that successful submission of your application through Grants.gov does not necessarily mean your application is eligible for award. Any application submitted after the application deadline time and date deadline will be deemed ineligible and not be considered.

5. Releasing Copies of Applications
   In concert with EPA's commitment to conducting business in an open and transparent manner, copies of applications submitted under this NOFO may be made publicly available on the Office of Environmental Education website or other public website for a period of time after the selected applications are announced. EPA recommends that applications not include trade secrets or commercial or financial information that is confidential or privileged, or sensitive information, if disclosed, that would invade another individual's personal privacy (e.g., an individual's salary, personal email addresses, etc.). However, if such information is included, it will be treated in accordance with 40 CFR § 2.203 (For more information, review EPA Clause IV.a., Confidential Business Information).

   Clearly indicate which portion(s) of the application you are claiming as confidential, privileged, or sensitive information, or state 'n/a' or 'not applicable' if the application does not have confidential, privileged, or sensitive information. As provided at 40 CFR § 2.203(b) if no claim of confidential treatment accompanies the information when it is received by EPA, it may be made available to the public by EPA without further notice to the submitter.

C. 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:

1. Contact Grants.gov Support Center **before** the application deadline date.
2. Document the Grants.gov ticket/case number.
3. Send an email with the EPA-EE-23-09 in the subject line to Shanahan.Eileen@epa.gov **before** the application deadline time and date and **must** include the following:
   a. Grants.gov ticket/case number(s)
   b. Description of the issue
   c. The entire application package in PDF format.

Without this information, 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.

EPA will make decisions concerning acceptance of each application submitted outside of Grants.gov on a case-by-case basis. EPA will only consider accepting applications that were unable to submit through Grants.gov due to Grants.gov or relevant SAM.gov system issues or for unforeseen exigent circumstances, such as extreme weather interfering with internet access. Failure of an applicant to submit prior to the application submission deadline date because they did not properly or timely register in SAM.gov or Grants.gov is not an acceptable reason to justify acceptance of an application outside of Grants.gov.

D. Application Materials

The following forms and documents are required under this announcement:

Mandatory Documents:

1. Application for Federal Assistance (SF-424) - *Refer to Appendix B for additional instructions.*
2. Budget Information for Non-Construction Programs (SF-424A) - *Refer to Appendix B for additional instructions*.
3. EPA Key Contacts Form 5700-54
4. EPA Form 4700-4 Preaward Compliance Review Report (Please see these Useful Tips for completing this form)
5. Project Narrative
   a. Work Plan: Use "Project Narrative Attachment Form" in your Workspace on Grants.gov to submit your Work Plan, prepared as described in Section IV (E). 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: Use "Other Attachments Form" in your Workspace on Grants.gov to submit the following documentation, which is not required, but encouraged to be submitted, 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.**
   - References/Works Cited
   - Negotiated Indirect Cost Rate Agreement, if applicable

E. Content of Application Submission

In accordance with the mandatory documents listed in Section IV (D), all applications must include a Work Plan and the Attachments described below in their Project Narrative. The narrative must address the requirements in Section I of this solicitation as well as any applicable threshold eligibility requirements in

Section III and each of the evaluation criteria set forth in Section V. **Grant reviewers look at many applications; providing your information in the order and format outlined below is highly recommended.** Your application should use common terms to provide reviewers with an understanding of the purpose and expected outcomes of your project. A person unfamiliar with your project, its location/setting, and its topics should be able to read the application and understand it without further research. The Project Narrative will be scored based on the ranking factors identified in Section V.

It is strongly advised that applicants organize their applications in the order presented below and limit the number of attachments associated with the required Project Narrative (Work Plan and Attachments) to no more than 6 when submitting an application via 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 font, with one column per page with 1-inch margins on all sides. The work plan must include items i-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 V (A).

   Each Work Plan should be organized in the order and with the headings and information requested below. Applicants may, but are not required to, use the Optional Work Plan Template included in Appendix C. 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. **Project Title**

      2. **Applicant Name** – Identify the name of the organization submitting the application.

      3. **Eligible Entity Type** - Identify your organization's eligibility type from Section III (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 July 1, 2024.

      7. **Educational and Environmental Priorities**
         a. Identify the Educational Priority(ies) listed in Section I (E) that your project addresses.

b. Identify the Environmental Priority(ies) listed in Section I (E) that your project addresses, along with specific topic(s) related to that priority that your project will address.

   Note: If more than one priority is addressed in either priority category (educational or environmental), then it is important that the application is clear which priority in each category is the focus of the project and why that focus was chosen for the proposal.

8. **Environmental Education -** Briefly describe (no more than one paragraph) how your project will meet this solicitation's definition of EE. The definition of EE is located in Section I (C) of the solicitation.

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.
   b. The dollar amount of **matching 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 + Non-Federal Match).

   Note: The EE Grant Calculator (located on right side of the webpage) can be used as a tool to confirm your subaward and cost share (match) calculations. The SF-424A and the Detailed Budget are where you will include your full allocation of costs.

10. **Subawards**
    a. If known, list the names of your subrecipient organizations, how each subrecipient meets the eligibility criteria in Section III (A), and how much you anticipate awarding to each subrecipient. Subaward recipients 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 implement EE activities that contribute to the success of the project you are proposing with subawards of $5,000 or less.
    c. Indicate whether you will seek EPA approval to make fixed amount subawards. See Section III (B) for additional information on making fixed amount subawards.

    Note: **Naming subrecipients in the application is NOT a requirement.** Applications that do not name subrecipients 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. **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 VIII (A) and Appendix H for information on EPA's quality assurance requirements.

13. **Brief Project Description** - Describe in 300 words or less, the location of the project (include underserved community category details, if applicable), the need for the project/rational for the work proposed, the major environmental and educational project activities, the expected outcomes and anticipated deliverables, the target audience and anticipated number reached (identify audiences by specific types – students, teachers, general public) 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.

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 local community in which it is located; why the goals and Educational and Environmental Priorities of the project were chosen; how it will achieve its goals, who it will reach; and whether or not the project activities will occur in underserved communities. **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**.

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: A detailed description of the specific target area(s) where you plan to perform eligible activities, such as a neighborhood, a number of neighboring towns, a district, a city, state, or region. Also describe whether your project's target area(s) and the populations you aim to serve meet the definition of underserved communities in Section I (C) of this solicitation. Be sure to list the names of all Title I schools, communities identified as disadvantaged communities by the Climate and Economic Justice Screening Tool, high-poverty areas, and persistent poverty counties where project activities will take place. **See Appendix E** for guidance on identifying underserved communities and an optional template applicants can use when describing the information requested in this part of their application.
b. Significance: Describe the current environmental challenges faced by your project's target area(s) and the degree to which your proposed environmental education project will address 1) community needs, 2) your target audience's environmental literacy needs as they relate to the goals and objectives of your project 3) benefit community members and the local environment, and 4) how your project will help address environmental issues that are more likely to adversely affect targeted underserved communities.
c. 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. Also describe how your project will reach a diverse audience, including underserved communities.
d. 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 and confirm your target community(ies) and the populations you aim to serve meet the definition of underserved communities (see Section I (C)).

Section 2 - Project Strategy and Approach - Do not reference your Logic Model (described in Appendix G) in your response. The 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 the Educational and Environmental Priorities you have chosen to focus on, along with the specific topic(s) related to your Environmental Priority(ies).
b. Project Activities: Describe the activities, methods, materials, and other specific actions you will undertake to achieve your project's goals and objectives. Include an estimated timeline for each task described in this subsection. **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 VIII (B), 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.
c. Contingency Plan: A description of your plan to continue project activities if you were to experience pandemic-related challenges during the project period (e.g., restrictions to field trips, in-person learning, workshops, community-based field work, etc.).

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 anticipated outputs and outcomes (short-, intermediate, and long-term) will meet your project's stated educational and environmental goals and objectives. Outputs, quantitative or qualitative, must be measurable during the project performance period. Include quantitative targets for outputs when applicable. Outcomes must be quantitative and may not necessarily be achievable within an assistance agreement funding period. Include quantitative targets for outcomes when applicable. **Note**: See Section I (G) for additional information on outputs and outcomes. The information provided in this section will directly feed into the Logic Model you create.
b. Project Evaluation Plan: Plans for tracking and measuring your progress, and that of your subrecipients, toward meeting milestones, goals and objectives of your project and achieving the expected educational and environmental outputs and short-term outcomes. Examples include, but are not limited to pre- and post-tests, participant interviews, questionnaires, and focus groups. Also include plans for tracking and measuring your progress toward achieving your medium- and long-term outcomes if they can be measured within the project period. The EE Guidelines for Excellence Series, linked in Section VIII (B), includes publications with information on developing and implementing project evaluation plans.

   Note: Section I (F) above explains that all EE grants must support the EPA Strategic Plan. In addition, all EPA grants must have a long-term outcome of environmental improvement or protection over time. If funded by EPA, grant recipients must report evaluation results to EPA.

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 10-12 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 D: Partnership Letters of Commitment - – *Applicant Name*

Attachment A: Detailed Budget Table and Narrative (See Appendix D) – Make sure you:

1. Create a detailed budget table and narrative using the same order and headings listed on the Budget Form 424A.
    - Across the top, create three columns titled "EPA Funds", "Matching Funds" and "Total Project Cost" to show how EPA funds and non-federal matching 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/salaries; fringe benefits; travel; equipment (over $5,000); supplies; contractual; other costs (which include subaward costs); indirect costs; and program income. Appendix D includes detailed instructions for creating your Detailed Budget Table and Narrative. Appendix D also contains 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.
2. Demonstrate how you will meet the non-federal match requirement (a minimum of 25% of the total project amount) described in Section III (B) of this solicitation.
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" category of your budget table.
4. Factor in the costs for all proposed activities; clarify which will be paid by EPA and which will be paid with matching funds.
5. In a narrative within the table or as a separate attachment, 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. Subaward funds also should be listed as "Other". **Note**: Appendix D provides an example and template of a Detailed Budget Table and Narrative.

See Appendix B, for instructions for the SF-424 and SF-424A. 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, EPA's Developing a Budget Webinar, 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;
    - 10% de minimis rate authorized by 2 CFR 200.414(f)
    - EPA-approved use of one of the following:
        - 10% 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 IDC rate 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 Guidance for Recipients of EPA Assistance Agreements for additional information.

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, 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.

Matching Funds Explanation**:** Non-federal matching funds 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 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 matching non-federal share is at least 25% of the ENTIRE cost of the project. To calculate 25% of the entire cost of the project, determine how much you will spend on the entire project from beginning to end, including both federal funds and your own funds, and divide this amount by 4. The amount resulting will be the amount you will need to contribute to the project as the minimum non-federal match. The EE Grant Calculator (located on right side of webpage) can be used as a tool to confirm your minimum non-federal match calculations. The following table provides an example:

Federal Funds	Minimum Match	Total Project Cost
$100,000	$33,333	$133,333

Other Federal Funds: You may not use any federal funds to meet any part of the required 25% match 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 toward your matching 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 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 the awarding of subawards, major activities carried out by subrecipients if subrecipients have already been selected, and evaluation activities. **Appendix F** contains a Timeline Example and Template.

Attachment C: Logic Model - Provide a graphic to display the educational and environmental outputs and outcomes that are planned to be developed specifically to accomplish the goals and objectives of the project. Include outputs and outcomes that directly relate to 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. Refer to **Appendix G** 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 V (A), 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" when responding to this item. 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 **explaining their 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 the matching funds, the applicant itself is responsible for ensuring that the non-federal match requirement described in Section III (B) of the announcement is met. See Section I (I) for further information about the value of 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 V, 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.

F. Pre-Application Assistance

Applicants are invited to participate in webinars with EPA to address questions about this funding opportunity. Interested parties may access information on these webinars (including dates, times, and registration information) as well as other information on the competition at the following website: https://www.epa.gov/education/grants#webinar. Recording of webinars will be posted at the link above along

with presented materials. If necessary, EPA may schedule additional webinars. In accordance with EPA Order 5700.5A1, EPA's Assistance Agreement Competition Policy, EPA staff will not meet with individual applicants to discuss draft applications, provide informal comments on draft applications, or provide advice to applicants on how to respond to ranking criteria. Applicants are responsible for the contents of their applications. However, consistent with the provisions in the announcement, EPA will respond to questions from individual applicants regarding threshold eligibility criteria, administrative issues related to the submission of the application, and requests for clarification about the funding opportunity. Agency contact information is listed in Section VII.

V. Application Review Information

Note: Additional provisions that apply to this section can be found at EPA Solicitation Clauses.

A. Evaluation Criteria

Only eligible entities whose applications meet the threshold criteria in Section III (C) of this NOFO will be evaluated according to the criteria set forth below. **Applicants should explicitly address these criteria as part of their application package submittal in the Project Narrative, following the content requirements set forth in Section IV (E).** Each application will be rated using a point system. Applications will be evaluated based on a total of **100 points** possible.

To assist EPA reviewers, applicants are strongly encouraged to reference section headers, subsection titles, numbers, and letters detailed in Section IV (E) - *Content of Application Submission* in their project narratives to help identify where the criteria are being addressed. Appendix C includes an optional Work Plan Template intended to help applicants.

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 IV (E)(a)(i)(1-13).	4
II. Detailed Project Description	
Section 1 - Community Description: Under this criterion, EPA will evaluate the extent and quality to which the application: Project Location • Describes the specific target area(s) where your project activities will take place, such as a neighborhood, a number of neighboring towns, a district, a city, state, or region. Also demonstrate how one or more of your project's target area(s) and the populations you aim to serve meet the definition of underserved communities in Section I (C) of this solicitation. Be sure to list the names of all Title I schools, communities identified as disadvantaged communities by the Climate and Economic Justice Screening Tool, high-poverty areas, and persistent poverty counties where your project activities will occur. Please note that addressing the needs of more than one underserved community will not	20

increase your score. **See Appendix E** for guidance on identifying underserved communities. (4 points) Significance • Describes the local relevance of the environmental issue(s) your project aims to address and how your project will help address local environmental challenges, including those that are more likely to adversely affect targeted underserved communities. Also details the degree to which your project will address community need(s), local environmental literacy needs as they relate to the goals and objectives of your project, and benefit community members and the local environment. (10 points) Target Audience and Recruitment Plan • 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, and how your project will reach a diverse audience (including underserved communities). Also describe your recruitment plan to attract your target audience. The recruitment plan can include incentives such as teacher stipends or continuing education credits and if/how your strategic partner(s) will help with recruitment efforts. (6 points)	
Section 2 - Project Strategy and Approach - Under this criterion, EPA will evaluate the extent and quality to which the application: Project Goals and Objectives • Includes specific, measurable, achievable, relevant, time-based (i.e., within project period) goals and objectives that are tied to the Educational and Environmental Priorities, along with the specific topic(s) related to your Environmental Priority(ies). Information on this solicitation's Educational and Environmental priorities can be found in Section I (E). (8 points) Project Activities • Describes how the project's activities, methods, materials, and other specific actions will contribute toward accomplishing your project's educational and environmental goals and objectives, including an increase in environmental literacy in the community in which the project is located. Include an estimated timeframe for each major project activity. (8 points) Contingency Plan • Describes a plan to accomplish your project goals and objectives if you experience pandemic-related challenges during the project period (e.g., restrictions to field trips, in-person learning, workshops, community-based field work, etc.). (2 points)	18

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: Anticipated Outputs and Outcomes • Provides a detailed description of the anticipated project outputs and outcomes (short-, intermediate, and long-term), including quantitative targets as appropriate, and how those outputs and outcomes will meet your project's stated educational and environmental goals/objectives. See Section I (G) for additional information on outputs and outcomes. (8 points) Project Evaluation Plan • Demonstrates a sound plan and approach for tracking and measuring your progress, and that of your subrecipients, toward meeting milestones, goals and objectives of your project and achieving the expected educational and environmental outputs and outcomes. (10 points)	18
b. **Attachments**	**40**
Attachment A: Attachment A: Detailed Budget Table and Narrative - Under this criterion, EPA will evaluate the extent and quality to which the application: • Demonstrates the procedures and controls for ensuring that awarded grant funds will be expended in a timely and efficient manner and explains how the program costs are cost-effective, allowable, and reasonable to accomplish the project (8 points) • Includes a budget narrative (either within the budget table or as a separate attachment) that clearly, consistently, and accurately demonstrates how funds will be used and demonstrates that costs are categorized in the proper budget line item for each activity for which the application is requesting funding. See Appendix D for additional information on creating a Detailed Budget Table and Narrative. (4 points) • Demonstrates the applicant's plan to meet the non-federal match and subaward requirements (described in Section III (B)) of this solicitation. (2 points)	14
Attachment B: Timeline and Milestones - Under this criterion, EPA will evaluate the extent and quality to which the application links the educational and environmental activities to a clear project schedule and clearly indicates realistic goals, objectives and timing of each activity, event, milestone, product development (if applicable), subaward award, 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 performance period. See Appendix F for instructions and information on creating a project timeline.	4

Attachment C: Logic Model - Under this criterion, EPA will evaluate the extent and quality to which the Logic Model visually displays the project's intended impact, anticipated outputs/outcomes, goals and objectives, which include increasing environmental literacy and encouraging behavior that benefits the environment in the local community(ies) in which the project is located. Outputs and outcomes should relate directly to the Educational and Environmental Priorities the applicant selected (See Section I (E)) and account for the anticipated accomplishments of the "prime recipient" and the subrecipients. Applications that address one or more of the short-, medium-, and long-term example outcomes listed in Section I (G) may be scored higher under this sub-factor. See Appendix G for instructions and information on creating a Logic Model.	4
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. Applicants will be evaluated based on their ability to successfully complete and manage the proposed program considering their: Past Performance • Past performance in successfully completing and managing the assistance agreements identified in response to Section IV (E)(b)(Attachment D)(1) of this announcement. (4 points) Reporting History • History of meeting the reporting requirements under the assistance agreements identified in response to Section IV (E)(b)(Attachment D)(2) of this announcement including whether the applicant submitted acceptable final technical reports under those agreements and the extent to which the applicant adequately and timely reported on their progress towards achieving the expected outputs and outcomes under those agreements and if such progress was not being made whether the applicant adequately reported why not. (2 points) Organizational Experience • Organizational experience and a plan for timely and successfully achieving the objective of the proposed project. (4 points) Staff Expertise • Staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them, to successfully achieve the goals of the proposed project. (4 points) *Note: In evaluating applicants under items the first two sub-factors (bullet points) of this criterion, EPA will consider the information provided in the application and may also consider relevant information from other sources including EPA files and prior/current grantors (e.g., to verify and/or supplement the information supplied by the applicant). If you do not have any relevant or*	14

available past performance or past reporting information, please indicate this in the application and you will receive a neutral score for these sub-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.	
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 project in the local community in which it is located. 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. 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 in project performance 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. **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.	4
Total points possible	**100**

B. Review and Selection Process

Applications will be reviewed and scored under the following process:

1. **Threshold Eligibility Review Process** - All applications will be evaluated for eligibility using the threshold eligibility criteria described in Section III (C).

2. **Panel Review and Evaluation Process** – Review panel(s) will review, score, and rank all eligible applications that pass the threshold eligibility review based on the merit evaluation criteria listed above. The review panel(s) will include EPA staff and may also include staff from other federal agencies and external subject matter experts who are free from any actual or apparent conflicts of interest.

3. **Final Selection Process and Other Factors** – The review panel 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 based on the rankings and preliminary recommendations of the EPA evaluation team. In addition to this information, the Selection

Official may also consider any of the following "other factors" in making final selection decisions from among the high-ranking applications, including the balance of educational and environmental priorities, the variety of types of audiences reached, and geographic diversity. Once final decisions have been made, a funding recommendation will be developed and forwarded to the EPA Award Official.

VI. Award Administration Information

Note: Additional provisions that apply to this section can be found at EPA Solicitation Clauses.

A. Award Notification

EPA anticipates notification of selected applicants will be made via electronic mail in March 2024, with awards tentatively planned to be issued by July 2024. EPA anticipates notification to successful applicants will be made via electronic mail by one of the agency contacts listed in Section VII. **The notification will be sent to the original signer of the application (line #21 of the SF 424) and/or the project contacts listed in the Project Summary Cover Letter portion of the application**. This notification, which informs the applicant that its application has been selected and is being recommended for award, is not an authorization to begin work. The official notification of an award will be made by the EPA Award Official. Applicants are cautioned that only a grants officer is authorized to bind the Government to the expenditure of funds; selection does not guarantee an award will be made. For example, statutory authorization, funding or other issues discovered during the award process may affect the ability of EPA to make an award to an applicant. The award notice, signed by an EPA grants officer, is the authorizing document and will be provided through electronic mail. The successful applicant may need to prepare and submit additional documents and forms (e.g., work plan), which must be approved by 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.

B. Administrative and National Policy Requirements

This award is subject to the requirements of the Uniform Administrative Requirement, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200) at http://www.ecfr.gov/cgi-bin/text-idx?node=2:1.1.2.2.1&rgn=div5 provides a complete explanation of the national policy requirements for the award of federal assistance agreements. A listing and description of general EPA Regulations applicable to the award of assistance agreements may be viewed at: https://www.epa.gov/grants/epa-policies-and-guidance-grants.

C. Use of Funds

An applicant that receives an award under this announcement is expected to manage grant funds efficiently and effectively and make sufficient progress towards completing the project activities described in the work plan in a timely manner. The grant agreement will include terms/conditions implementing this requirement. The Agency expects timely drawdown of funds and a yearly financial report. In addition to quarterly reports, other required financial reports will provide the Agency with information regarding progress being made.

D. Disputes

Assistance agreement competition-related disputes will be resolved in accordance with the dispute resolution procedures published in 70 FR (Federal Register) 3629, 3630 (January 26, 2005) which can be found at Grant Competition Dispute Resolution Procedures. Copies of these procedures may also be requested by contacting the person listed in Section VII of the announcement. Note, the FR notice references regulations at 40 CFR Parts 30 and 31 that have been superseded by regulations in 2 CFR parts 200 and 1500. Notwithstanding the

regulatory changes, the procedures for competition-related disputes remains unchanged from the procedures described at 70 FR 3629, 3630, as indicated in in 2 CFR Part 1500, Subpart E.

E. Reporting Requirements

Quarterly progress reports and a detailed final report will be required. Specific details on the content of these reports will be provided in the Programmatic Terms and Conditions and Welcome Packet, after awards are made. The quarterly progress reports will be submitted electronically to the EPA Project Officer within 30 days after each reporting period. The final report shall be submitted electronically to the EPA Project Officer within 120 calendar days of the completion of the period of performance. Award recipients may be provided with additional information and guidance on reporting performance measures and project progress after award.

VII. Contact Information

Applications will NOT be accepted in hard copy unless an exception is granted to the applicant. See Section IV (A) for information about requesting exceptions. If such an exception is granted, please contact the Electronic Submission Contact listed below to get information on where to send the application and the exception approval letter. **All applications must be received by November 8, 2023.**

Please review the list of Frequent Questions about the Environmental Education Grants Program, which are updated during the open solicitation period, **before contacting EPA with a question**. Information given to applicants in response to inquiries is solely for the purpose of clarifying specific requirements in this Solicitation Notice. Email inquiries only.

Region 9 (AZ, CA, HI, NV, AS, CNMI, FSM, GU, MH, PW) Contacts	
Electronic Submissions Contact	Eileen Shanahan Shanahan.Eileen@epa.gov
Eligibility and General NOFO Contact	Michael Band EEGrants@epa.gov

VIII. Other Information

A. 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.[7]

Once the award is made, if a Quality Assurance Project Plan is required for the project, the applicant will have to draft a QAPP and document their quality system (QMP or additions to the QAPP) prior to beginning work on

[7] U.S. Environmental Protection Agency, Directive No: CIO 2105.3, Environmental Information Quality Policy

the project. You must reserve time and financial resources in the beginning of your project in order to prepare your QAPP and include the cost for developing your QAPP in your Detailed Budget. Selected applicants cannot begin data collection until EPA approves the QAPP. See EPA's Guidance for Quality Assurance Project Plans for more information about QAPPs and **Appendix H** for this grant program's Optional QAPP checklist.

B. Additional Resources

The following resources may help you develop your application package:

- The Helpful Resources for Applying webpage contains available models, templates, an application checklist, and more.
- EPA's Office of Environmental Education will hold at least one webinar for potential applicants. Announcements of dates, times and call-in numbers for the conference call(s) will be posted online at Environmental Education (EE) Grants. It is anticipated that the first of possibly multiple webinars will be held within 30 days of the publication of this solicitation notice.
- 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.
- The EPA Grant Webinars and EPA Grants Management Training for Applicants and Recipients webpages contain webinars and online training courses designed to introduce EPA grant applicants and recipients to key aspects of the entire grant life cycle, from preparation of an application through grant closeout.
- Go to the Environmental Education (EE) Grants site to sign up for the EE Grants Listserv to receive emails from EPA's Office of Environmental Education. These emails will contain information on the EE Grant Program, news and announcements related to the EE field, and notifications of new solicitation notices.

Appendix A: Environmental Education Grant Checklist

Applicants may choose to use this checklist as a tool to help organize their application and to assist them in submitting a complete and accurate application. This checklist is not required and does not need to be included with the application. A downloadable version of this checklist is available at: https://www.epa.gov/education/grants#helpful.

1. Indicate what type of eligible organization you are:
   - ☐ local education agency
   - ☐ college or university
   - ☐ state education or environmental agency
   - ☐ nonprofit organization as defined in Sec. 501(C)(3) of Internal Revenue Code
   - ☐ noncommercial educational broadcasting entity as defined/licensed by FCC
   - ☐ tribal education agency
   - ☐ Tribal organizations that qualify as nonprofit organization described 501(C)(3)

2. Indicate where your project will take place:

   _____

3. Indicate your environmental priority(ies) and specify the topic(s) related to the priority(ies) that your project will address (note that topics listed in Section I (E) of the NOFO are suggestions only):
   - ☐ **Addressing Climate Change and Improving Air Quality**
     Topic:_____
   - ☐ **Ensuring Clean and Safe Water**
     Topic:_____
   - ☐ **Cleaning Up our Communities by Revitalizing land and Preventing Contamination**
     Topic:_____

   Note: If more than one environmental priority is addressed in your application, then it is important that the application is clear which environmental priority is the focus of the project and why that focus was chosen for the proposal.

4. Indicate your educational priority(ies):
   - ☐ Community Projects
   - ☐ Career Development
   - ☐ Environmental Education Capacity Building
   - ☐ Environmental Justice
   - ☐ Indigenous Knowledge

   Note: if more than one educational priority is addressed in your application, then it is important that the application is clear which educational priority is the focus of the project and why that focus was chosen for the proposal.

5. Have you demonstrated clearly in the Work Plan (Project Summary Cover Letter and Detailed Project Description) how your project will increase environmental literacy and encourage behavior that will benefit the environment in the local community within the 10-page limit?
   - ☐ Yes
   - ☐ No

6. Ensure the following dollar amounts are consistent in all documents in your application: SF 424, SF 424A, Work Plan and Detailed Budget Table/Narrative. (Be sure to check your math, especially if you do not use the exact figures listed in the examples below. The EE Grant Calculator, located on the right side of the webpage, can be used as a tool to confirm your subaward and match amount):
   a. Total budget request amount = EPA funding request + non-federal match (e.g., $100,000 + $33,333 = $133,333)
      - $_____

   b. Federal requested amount (minimum $50,000 – maximum $100,000)
      - $_____

   c. Match (at least 25% of Total project amount, can be more):
      - $_____ (e.g., 25% of $133,333 = $33,333)

   d. Subaward amount (exactly 25% of Federal requested amount, no more & no less):
      - $_____ (e.g., 25% of $100,000 = $25,000)

   Note: If subrecipient organizations are named in application, applicant must provide detail on how each named subrecipient is an eligible entity (i.e., local education agency, college or university, State education or environmental agency, NGO or Tribal Organization - (501(C)(3)), Tribal education agencies, Noncommercial educational broadcasting entity as defined and licensed by the FCC

7. Check that you have submitted all aspects of the application. Please submit only the following documents:
   - ☐ Standard Federal Application Form (SF-424)
   - ☐ Budget Form (SF-424A) – only Section B
   - ☐ EPA Key Contacts Form 5700-54
   - ☐ EPA Form 4700-4

   Project Narrative (*Work Plan and Attachments*)
   Work Plan (not to exceed 10 single-spaced pages total)
   - ☐ Project Summary Cover Letter (no more than two-pages in length)
   - ☐ Detailed Project Description
     - Section 1 – Community Description
     - Section 2 – Project Strategy and Approach
     - Section 3 - Environmental and Educational Results – Outputs, Outcomes, and Project Evaluation Plan

   Attachments (no page limit)

- ☐ Attachment A: Detailed Budget Table and Narrative
- ☐ Attachment B: Timeline and Milestones
- ☐ Attachment C: Logic Model
- ☐ Attachment D: Programmatic Capability and Past Performance
- ☐ Attachment E: Partnership Letters of Commitment (only if you have partner organizations making commitment to the project)

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. Please do not submit letters of recommendation or endorsement from individuals or organizations that explain the merits of your project or your past accomplishments. They will ***not*** *add to your score regardless of who sends them on your behalf. Also, please do* ***not*** *submit unnecessary other attachments, binders and binder sheets, and audio visuals such as videos or CDs. These create a burden for the reviewers and are not helpful, nor are they reviewed or evaluated.*

Appendix B: Federal Forms and Instructions

Supplementary Instructions for the SF424 – Application for Federal Assistance

This is a federal government Standard Form (SF) to be used by applicants as a required face sheet for the Environmental Education Grants Program. Please note that Appendix A serves as instructions only. Additional instructions can be found here: https://www.grants.gov/web/grants/forms/sf-424-family.html, but please fill out the SF 424 in the Grants.gov Workspace you created to apply for this opportunity, not on the website above.

1. Select "Application."

2. Select "New."

3. Leave blank.

4. Leave blank.

5a. Leave blank.

5b. Leave blank.

6. Leave blank

7. Leave blank

8a. Enter the legal name of the applicant **organization**.

8b. Enter the Employee/Taxpayer Identification Number as assigned by the Internal Revenue Service (IRS).

8c. Enter the DUNS number of the applicant organization.

8d. Enter the address (including street, city, state, and zip code) of the applicant organization.

8e. Enter information as appropriate.

8f. Enter the name, telephone number, fax, and e-mail address of the person to be contacted on matters involving this proposal. Middle name and suffix are optional.

9. Enter the appropriate letter to identify the applicant organization. If a not-for-profit organization, the organization must be categorized as a 501(c)(3) by the IRS to be eligible for this grant program.

10. Enter "Environmental Protection Agency."

11. Enter "66.951."

12. Enter "EPA-EE-21-09"

13. Leave blank.

14. List only the major areas affected by the project.

15. Enter the title of the project for which you are applying (**brief title** such as "*Climate Literacy in Action*"

16a. List the Congressional District where the applicant organization is located.

16b. List the Congressional District(s) affected by the project. If the project affects an entire state, enter "STATEWIDE." To identify the appropriate Congressional District, go to http://www.house.gov/.

17. Enter the project start and end dates for the project (e.g., 8/30/22 to 7/31/23).

18. Enter the amount of funding requested or to be contributed during the funding/budget period.

a. Enter the amount of money you are requesting from EPA.

b. Enter the amount of money the applicant organization is contributing.

c. Enter the amount of money a state organization is contributing, as appropriate.

d. Enter the amount of money a local organization is contributing, as appropriate.

e. Enter the amount of money another organization is contributing, as appropriate.

f. Enter the amount for any program income which you expect will be generated by the project: e.g., income from admission fees to a workshop financed by the grant funds. In your detailed budget (see Appendix B) explain how the income will benefit the project.

g. Enter the total amount of the project. The total of lines (b-e) must be at least 25% of the amount entered into (g) because this grant program has a minimum matching requirement of 25% of the total allowable project costs. **Divide the total amount entered in (g) by 4 to determine the minimum match required for your proposal.** A simple calculator provided at the Environmental Education (EE) Grants page can help you figure out your requirements

19. Select "c. Program is not covered by E.O. 12372."

20. Answer as appropriate.

21. Enter the name, title, telephone number and e-mail of the person authorized to contract or obligate the applicant organization to the terms and conditions of the grant. **The person listed on this line will be the one to receive all notifications about this application.**

Supplementary Instructions for the SF-424A – Budget

The SF-424A is a standard federal form used by applicants as a basic budget.

Section A - Budget Summary –**Do NOT complete** – Leave whole page blank for this program.
Section B - Budget Categories - Complete Columns (1), (2) and (5) as stated below.

All funds requested and contributed as a match must be listed under the appropriate Object Class categories listed on this form. Please round figures to the nearest dollar. In column (1) list by category how EPA funds will be spent; in column (2) list matching funds by category; then add across and put the totals in column (5) per category. Many applicants will have blank lines in some Object Class Categories, and no applicant should use line 6(g) Construction because it is an unallowable cost for this program.

Line 6(i) - Show the totals of lines 6(a) through 6(h) in each column.

Line 6(j) - Show the amount of indirect costs. **Note**: if you are claiming indirect costs, you MUST either: 1) have an Indirect Cost (IDC) Rate Agreement on file with a Federal Agency, or 2) submit an indirect cost rate application to the EPA or other Federal agency (with copy to EPA) for approval within 90 days of being awarded a grant. Recipients are not allowed to seek reimbursement for indirect costs until an approved indirect cost rate is obtained. If a nonprofit recipient does not have a current negotiated IDC rate or application, and if EPA is the nonprofit recipient's cognizant agency, EPA can allow the recipient to charge a flat IDC rate of 10% of salaries and wages (see 2 CFR Part 200). Recipients that opt to use the 10% flat rate are obligated to use the flat rate for the life of the grant award.

Line 6(k) - Enter the total amount of Lines 6(i) and 6(j).

Line 7 - Program Income - Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount.

Appendix C: Work Plan Template

All portions of the Project Narrative Attachment form must substantially comply with the specific instructions, format, and content defined in the NOFO. Page counts refer to one-side of a single-spaced typed page, 12-point Times New Roman font. Pages in excess of the identified limits will not be considered.

Instructions: The Project Narrative Attachment Form includes the application Work Plan, which consists of the Project Summary Cover Letter and the Detailed Project Description. Application Work Plans must not exceed 10 pages in length. Applicants may, but are not required to, use this Work Plan Template. Applicants that do not use the template will not be penalized. These instructions, italicized, bracketed, and highlighted text should be deleted before you submit your application. A downloadable version of this Work Plan Template is available at: https://www.epa.gov/education/grants#helpful.

***Applicant Organization Name* – Work Plan**

[*The Project Summary Cover Letter information should appear at the beginning of the Work Plan and must not exceed two pages*]

Project Summary Cover Letter

1. **Project Title:** *[Project Title]*

2. **Applicant Name**: *[Name of organization]*

3. **Eligible Entity Type**: *[Select eligible entity type from Section III (A) of NOFO, list below]*
    - *Any local education agency*
    - *College or university (Indicate if college or university is a Minority Serving Institution, details in Section I (H) of NOFO)*
        - *Historically Black Colleges and Universities*
        - *American Indian Tribally Controlled Colleges and Universities*
        - *Hispanic-Serving Institutions*
        - *Asian American and Native American Pacific Islander-Serving Institutions*
        - *Predominately Black Institutions*
    - *State education or environmental agency*
    - *Nonprofit organization - (501(C)(3))*
    - *Tribal organization - (501(C)(3))*
    - *Tribal education agency (includes schools and community colleges controlled by an Indian tribe, band, or nation)*
    - *Noncommercial educational broadcasting entity (as defined and licensed by Federal Communications Commission)*

4. **Contact Information**: *[Include name of the contact person(s), title(s), email address(es), and phone number(s). A primary project and an administrative contact can be listed. Emails related to threshold eligibility, evaluation, and selection will be sent to the email address(es) listed here.]*

5. **Project Location**: *[Location where the project will be taking place]*
    - *[Primary location: state, city, zip code]*
    - *[Secondary location/s state/s, city(ies), zip code(s) – 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 July 1, 2024.]*

7. **Educational and Environmental Priorities** *[List the Educational and Environmental Priorities (listed below and in Section I (E) of the NOFO) that your project addresses]*
   a. Educational Priority:
      - Primary Educational Priority: *[Community Projects, Career Development, EE Capacity Building, Environmental Justice, or Indigenous Knowledge]*
      - Secondary Educational Priority(ies): *[Only if applicable. Community Projects, Career Development, EE Capacity Building, Environmental Justice, or Indigenous Knowledge]*
   b. Environmental Priority:
      - Primary Environmental Priority: *[Addressing Climate Change and Improving Air Quality, Ensuring Clean and Safe Water, or Cleaning Up our Communities by Revitalizing Land and Preventing Contamination]*
        - Primary Environmental Topic(s): *[List the specific topic(s) related to your primary environmental priority. Examples are provided in Section I (E) of the NOFO)]*
      - Secondary Environmental Priority(ies): *[Only if applicable. Addressing Climate Change and Improving Air Quality, Ensuring Clean and Safe Water, or Cleaning Up our Communities by Revitalizing Land and Preventing Contamination]*
        - Secondary Environmental Topic(s): *[Only if applicable. List the specific topic(s) related to your secondary environmental priority. Examples are provided in Section I (E) of the NOFO)]*

8. **Environmental Education**: *[In no more than 1 paragraph, briefly describe how your project will meet the definition of EE. See Section I (C) for the definition of EE.]*

9. **Costs**: *[List the following information in dollar amounts only (round up to the nearest dollar, do not use cents). The EE Grant Calculator (located on right side of the webpage) can be used as a tool to confirm your subaward and cost share (match) calculations. See Section III (B) for information on this program's subaward and matching requirements.]*
   a. EPA Funding Request: *[Specify the dollar amount of funding you are requesting from EPA, which must be between $50,000 - $100,000]*
   b. Non-Federal Match Amount: *[Specify the dollar amount of non-federal matching funds you will be providing, which must be at least 25% of the total budget for the project.]*
   c. Subaward Amount: *[Specify the total dollar amount you will be awarding to subrecipients, which must be exactly 25% of the dollar amount you are requesting from EPA.]*
   d. Total Budget Amount: *[Specify the dollar amount of your budget, which is your EPA Funding Request + your Non-Federal Match.]*

10. **Subawards** [*See Section III (B) and refer to EPA's Subaward Policy for more information on this grant program's subaward requirements.]*
    a. Subrecipients: *[OPTION #1: If naming subrecipients in your application list the names of your subrecipient organizations, how each subrecipient meets the required eligibility criteria (Local education agency, college or university, State education or environmental agency, NGO or Tribal Organization - (501(C)(3)), Tribal education agencies, Noncommercial educational broadcasting*

*entity as defined and licensed by the FCC), and how much you anticipate awarding to each subrecipient OR OPTION #2: If **not** naming individual subrecipient organizations in your application, outline the process and criteria that will be used for selecting eligible subrecipients.]*

[Option #1 example: Green Tree Organization, subrecipient meets eligibility requirements listed in Section III (A) as they are a nonprofit (501(C)(3)), anticipate awarding $5,000 to this organization.]

b. Subaward Oversight: *[Describe your plan to ensure that eligible subrecipients implement EE activities that contribute to the success of the project you are proposing with subawards of $5,000 or less.]*
c. Fixed Amount Subawards: *[In one sentence, indicate whether you will seek EPA approval to make fixed amount subawards should you receive EPA funding. See Section III (B) for additional information on making fixed amount subawards.]*

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. **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 VIII (A) and Appendix H of the NOFO for information on EPA's quality assurance requirements.]*

13. **Brief Project Description** – *[Describe in 300 words or less, the location of the project (include underserved community category details, such as the number of Title I schools you plan to work with, if applicable), the need for the project/rational for the work proposed, the major environmental and educational project activities, the expected outcomes and anticipated deliverables, the target audience and anticipated number reached (identify audiences by specific types – students, teachers, general public and any other unique, interesting, or relevant information. The EE Grant Descriptions webpage lists examples of previously funded EE grant projects.]*

Detailed Project Description

[*Applicants are encouraged to use subheadings under each section to aid the reviewers in effectively reviewing your application. Text that is italicized and bracketed should be deleted before submitting your application. Applicants can cite studies and/or sources, where appropriate. If applicable, use the "Other Attachments Form" to submit your References/Works Cited document. Any References/Works Cited document does not count toward the Work Plan's 10 page limit*.]

Section 1 - Community Description

a. Project Location *[Applicants are encouraged to use the Community Description Template to demonstrate how one or more of your project's target area(s) and the populations you aim to serve meet the definition of underserved communities in Section I (C) of the solicitation. A downloadable version of the Community Description Template is available at: https://www.epa.gov/education/grants#helpful] [Applicant's text goes here.]*

b. Significance
[Applicant's text goes here.]

c. Target Audience
[Applicant's text goes here.]

d. Recruitment Plan
[Applicant's text goes here.]

Section 2 - Project Strategy and Approach

a. Project Goals and Objectives
[Applicant's text goes here.]

b. Project Activities
[Applicant's text goes here.]

c. Contingency Plan
[Applicant's text goes here.]

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

a. Anticipated Outputs and Outcomes *[See Section I (G) for information on anticipated outputs and outcomes as well as examples of outputs and outcomes. The narrative provided here will drive the creation of your required logic model, Attachment G]*
[Applicant's text goes here.]

b. Project Evaluation Plan
[Applicant's text goes here.]

Appendix D: Detailed Budget Table and Narrative

Instructions for the Detailed Budget Table and Narrative

The proposal must also contain a detailed itemization of costs in a Detailed Budget Table and Narrative as specified in Section IV(E)(3)(b) of this Notice. Your total dollar figures on the Form 424 and 424A and detailed budget should all be the same. Your detailed budget should list costs under the same object class categories used on the 424A, but with significantly more information; for example, the 424A will have a total for travel and the detailed budget will list number of travelers and trips, locations, per diem costs, etc. Please refer to EPA's Interim General Budget Development Guidance for Applicants and Recipients of EPA Financial Assistance for detailed information on how to categorize costs and a sample budget detail. The Object Class Categories on both the 424A and the Detailed Budget Table and Narrative should be:

Personnel: List all staff positions by title. Give annual salary, percentage of time assigned to the project, and total cost for the budget period. This category includes only direct costs for the salaries of those individuals who will perform work directly for the project (paid employees of the applicant organization as reflected in payroll tax records). If the applicant organization is including staff time (in-kind services) as a cost-share, this should be included as Personnel costs. Personnel costs do not include: (1) costs for services of contractors (including individual consultants), which are included in the "Contractual" category; (2) costs for employees of subrecipients under subawards or non-employee program participants (e.g., interns or volunteers), which are included in the "Other" category; or (3) effort that is not directly in support of the proposed project, which may be covered by the organization's negotiated indirect cost rate. The budget detail must identify the personnel category type by Full Time Equivalent (FTE), including percentage of FTE for part-time employees, number of personnel proposed for each category, and the estimated funding amounts.

Fringe Benefits: Identify the percentage used, the basis for its computation, and the types of benefits included. Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits may include, but are not limited to the cost of leave, employee insurance, pensions and unemployment benefit plans. If the applicant's fringe rate does not include the cost of leave, and the applicant intends to charge leave to the agreement, it must provide supplemental information describing its proposed method(s) for determining and equitably distributing these costs.

Travel: Specify the mileage, per diem, estimated number of trips in-state and out-of-state, number of travelers, and other costs for each type of travel. Travel may be: integral to the purpose of the proposed project (e.g., inspections); related to proposed project activities (e.g., attendance at meetings); or to a technical training or workshop that supports effective implementation of the project activities. Only include travel costs for employees in the travel category. Travel costs do not include: (1) costs for travel of contractors (including consultants), which are included in the "Contractual" category; (2) travel costs for employees of subrecipients under subawards and non-employee program participants (e.g., trainees), which are included in the "Other" category. Further, travel does not include bus rentals for group trips, which would be covered under the contractual category.

Equipment: Identify each piece of equipment with a cost of $5,000 or more per unit to be purchased and explain the purpose for which it will be used in this project. Less costly items are listed under supplies.

Supplies: "Supplies" means all tangible personal property other than "equipment." The budget detail should identify categories of supplies to be procured (e.g., laboratory supplies or office supplies). Non-tangible goods and services associated with supplies, such as printing service, photocopy services, and rental costs should be included in the "Other" category.

Contractual: Specify the nature and cost of such services and how costs were determined, such as by using estimates or historical information. Explain (in Detailed Budget and/or in Work Plan) how you will select your contractor/s. EPA's Subaward Policy and supplemental Frequent Questions has detailed guidance available for differentiating between contractors and subrecipients. EPA may require review of contracts for personal services prior to their execution to assure that all costs are reasonable and necessary to the project. Refer to EPA's Best Practice Guide for Procuring Services, Supplies, and Equipment Under EPA Assistance Agreements for EPA's policies on competitive procurements and encouraging the use of small and disadvantaged business enterprises. **Note**: Subaward funds do not get listed here. Those funds should be listed under the category "Other".

Construction: Do Not Include. Not allowable for this program.

Other: List each item in sufficient detail for EPA to determine the reasonableness and allowability of its cost. This category should include only those types of direct costs that do not fit in any of the other budget categories. Examples of costs that may be in this category are: insurance; rental/lease of equipment or supplies; equipment service or maintenance contracts; printing or photocopying; participant support costs such as non-employee training stipends and travel, and subaward costs. Make sure that the total dollar amount for subawards of $5,000 or less is exactly 25% (no more, no less) of the dollar amount being requested from EPA. A simple calculator provided at the Environmental Education (EE) Grants page can assist in calculating your subaward amount. Applicants should describe the items included in the "Other" category and include the estimated amount of participant support costs in a separate line item. Additional information about participant support costs is contained in RAIN-2018-G05, "EPA Guidance on Participant Support Costs.". Further, EPA's budget guidance is available here: https://www.epa.gov/grants/rain-2019-g02.

Indirect Costs: Provide the percentage rate used and explain how charges were calculated for this project**.** **Note**: if you are claiming indirect costs, you MUST either: 1) have an Indirect Cost Rate Agreement on file with a Federal Agency (which you can submit using the "Other Attachment Form" in grants.gov , or 2) submit an indirect cost rate application to the EPA or other Federal agency (with copy to EPA) for approval within 90 days of being awarded a grant. Recipients are not allowed to seek reimbursement for indirect costs until an approved indirect cost rate is obtained. If a nonprofit recipient does not have a current negotiated IDC rate or application, and if EPA is the nonprofit recipient's cognizant agency, EPA can allow the nonprofit to charge a flat IDC rate of 10% of salaries and wages (see 2 CFR Part 200). Recipients that opt to use the 10% flat rate are obligated to use the flat rate for the life of the grant award.

Program Income: If you anticipate earning program income as a result of your EPA award, show the estimated amount, explain how it is to be earned (the source of income), and how it will be used to enhance your project.

Example and Template

The following presents an example of a detailed budget table and narrative (with the narrative written inside of the table) based on a funded application that has been edited for content. The example shows an appropriate level of detail to explain the dollars requested. It is very important that the numbers in the detailed budget table match the numbers in your SF-424 and SF-424A. Note that Environmental Education grants are required to have a non-federal match of at least 25 percent of the total cost of the project. Additionally, it is recommended applicant's review EPA's Interim General Budget Development Guidance for Applicants and Recipients of EPA Financial Assistance and view EPA's Developing a Budget Webinar and How to Develop a Budget online training course. These courses are designed to introduce EPA grant applicants and recipients to key aspects of grant budget development prior to creating your detailed budget table and narrative.

Detailed Budget Table and Narrative Example

Line Item	EPA Funds	Matching Funds	Total Project Cost
Personnel	**$40,000** Huang (*Executive Director*): $15,000 (EPA funds cover ½ of $30,000 salary) Lee (*Project Manager*): $15,000 (EPA funds cover ½ of $30,000 salary) Garcia *(Program Coordinator*): $10,000 (EPA funds cover 400 hours x hourly rate of $25 over entire project period)	**$8,000** Huang: $3,000 (10% of $30,000 salary) Lee: $3,000 (10% of $30,000 salary) Garcia: $2,000 (80 hours x hourly rate of $25)	**$48,000**
Fringe Benefits	**$4,000** 10% of Huang salary ($15,000), Lee's salary ($15,000) and Garcia's salary ($10,000) for health insurance	**$0**	**$4,000**
Travel	**$2,000** 1 trip to Montana to present project at outdoor education conference, including 2 staff for 2 nights each: $1000 for lodging and per diem ($150 per night for lodging), (@ $100 per day per person per diem). $900 for airfare (@ $450 per person). $100 for local travel to trainings. 1 project staff members at 167 miles at $.060 per mile.	**$333** Local travel costs reimbursed to 10 project staff members for trainings: $33.30 per staff member based on 55.5 miles @ $0.60 per mile	**$2,333**
Equipment	**$0**	**$0**	**$0**
Supplies	**$10,000** 75 water monitoring kits @ $100 each =$7500 24 fields guide @12 =$288 206 native plants@$10 =$2060 76 pairs of work gloves@$2=$152	**$5,000** 5 laptops for recipient staff @ $1,000 each	**$15,000**

Line Item	EPA Funds	Matching Funds	Total Project Cost
Contractual	**$15,000** Current market rates for competitively awarded evaluation of project	**$5,000** Contribution of partner toward evaluation of project)	**$20,000**
Other	**$25,000** 5 subawards @ $5,000 each for 5 eligible school districts in local area for teacher workshops	**$15,000** Volunteer's contribution to support field studies for 500 students, teachers, and volunteers: 150 hours @ $50 per hour Stipends for 20 educators to attend 1 workshop: $375 stipend for 8-hour workshop per educator	**$40,000**
Indirect Cost	**$4,000** 10% de minimis rate	**$0**	**$4,000**
Program Income	**$0**	**$0**	**$0**
TOTAL	**$100,000**	**$33,333**	**$133,333**

Optional Budget Table Template

Compare your Detailed Budget to your Work Plan, SF 424, and SF 424A to ensure that all numbers and dollar amounts in all categories are consistent from document to document. A downloadable version of this template is available at: https://www.epa.gov/education/grants#helpful.

Line Item	EPA Funds	Matching Funds	Total Project Cost
Personnel			
Fringe Benefits			
Travel			
Equipment			
Supplies			
Contractual			

Other			
Indirect Cost			
Program Income			
TOTAL			

Appendix E: Identifying Underserved Communities

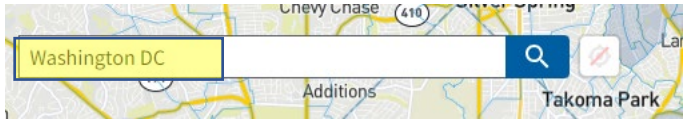
Instructions

The Community Description Section of the Detailed Project Description (Section IV (E)(5)(a)(ii)(1)) asks applicants to demonstrate how one or more of their target community(ies) and the populations they aim to serve meet this solicitation's definition of underserved communities.

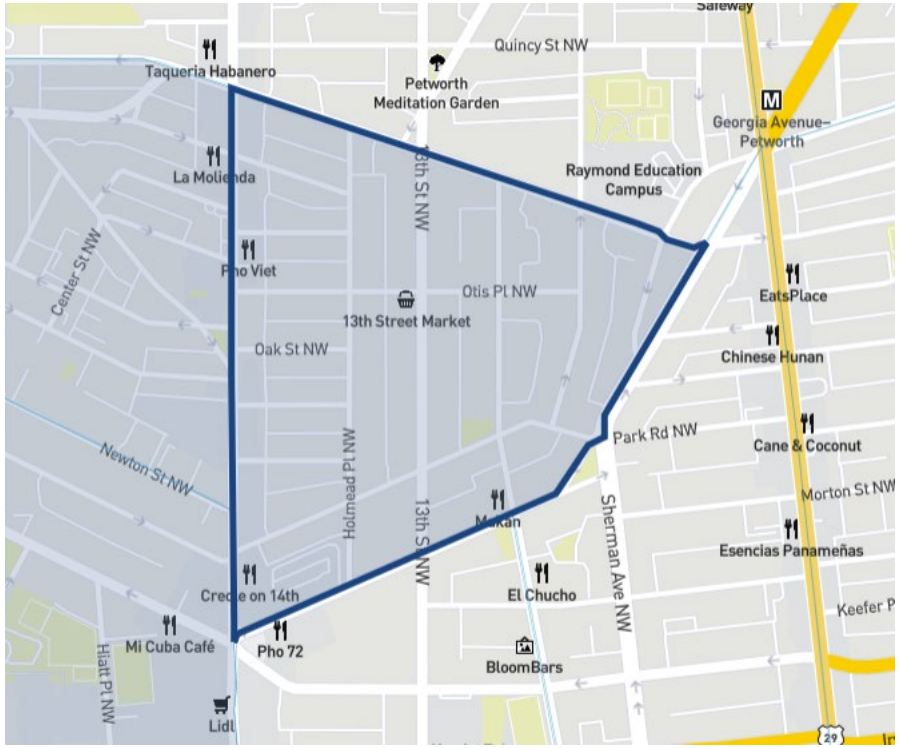
The following instructions detail the steps applicants can take to determine if they will be working in communities identified as disadvantaged by the Council on Environmental Quality's Climate and Economic Justice Screening Tool (CEJST), high-poverty areas, persistent poverty counties, and/or in Title I Schools. These instructions are intended to serve as a reference. Applicants are welcome to use other sources of data when completing the Community Description section of their Detailed Project Description and should cite sources and studies, where appropriate. Citations and lists of sources may be submitted as a separate attachment and not counted in the page limit for the Work Plan. As indicated in Section V (A)(a)(II)(1) of this solicitation, addressing the needs of more than one underserved community will not increase your score.

Determining if a Census Tract is located in a Disadvantaged Community – CEJST

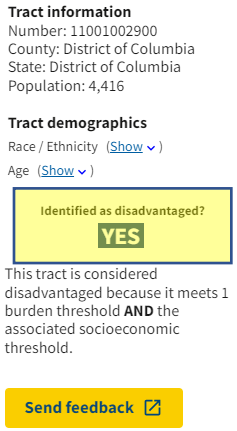
1. Go to https://screeningtool.geoplatform.gov/en
2. Search the city or ZIP Code where your project activities will take place.



3. Select the census tract where your project activities will take place.



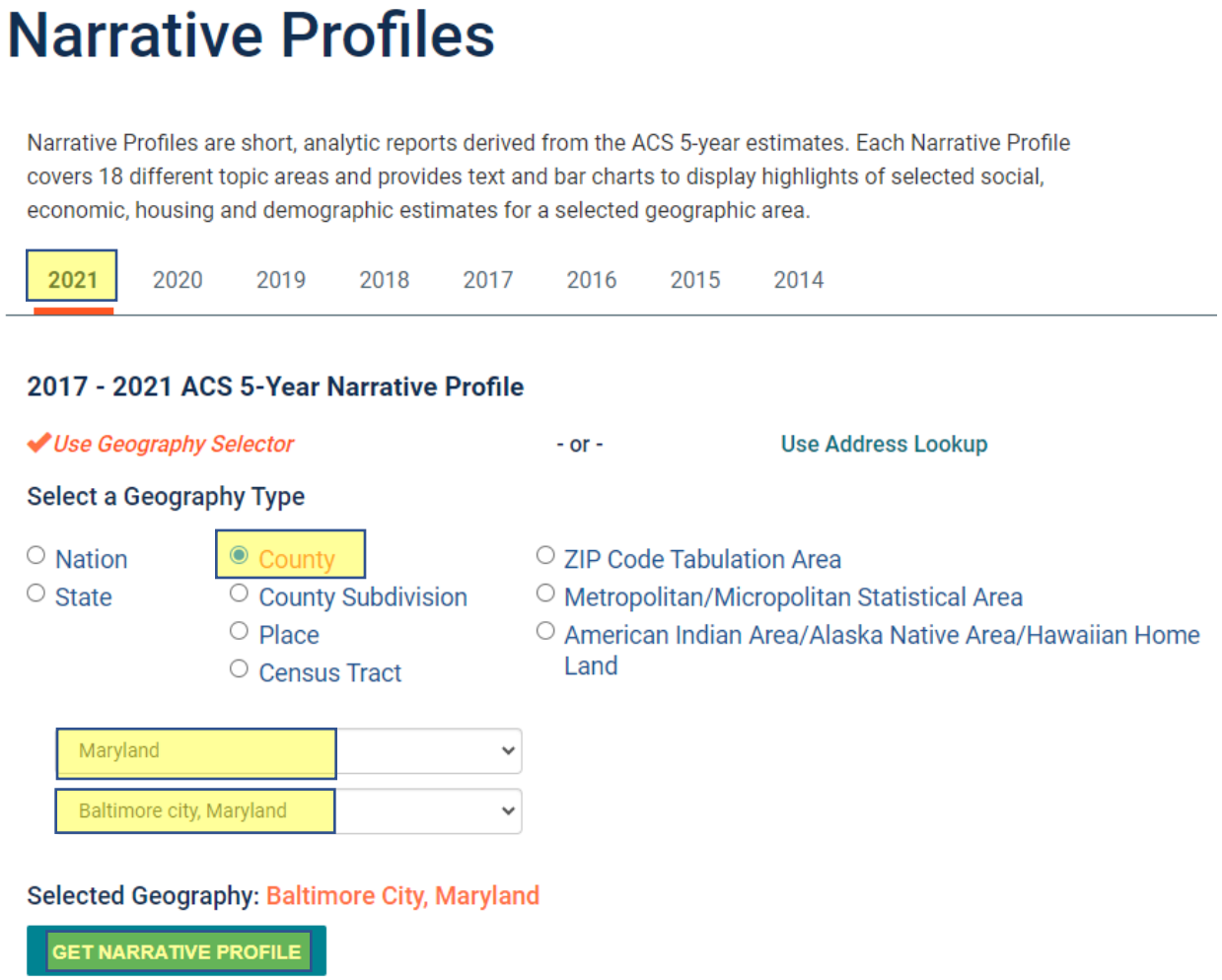
4. Use panel on right side of the webpage to determine if your project activities will take place in a census tract that the Council on Environmental Quality's Climate and Economic Justice Screening Tool identifies as a disadvantaged community.



5. Repeat steps 2-4 if you plan to conduct your primary EE project activities in locations that span multiple Census Tracts.

Determining if a County is Located in a High-Poverty Area

1. Go to https://www.census.gov/acs/www/data/data-tables-and-tools/narrative-profiles/
2. Select "2021" as the year > under "Select a Geography Type" select "County" > under "Select a state to begin" pick the state where your project activities will occur > under "Choose a County" select the county where your project activities will occur > click "Get Narrative Profile" icon.



3. Find the "Poverty and Participation in Government Programs" table > If the 2017—2021 ACS 5-Year data reveals that the "People in poverty" percentage is greater than 20%, then you will be working in a high-poverty area.

4. Repeat steps 2-3 if you plan to conduct your primary EE project activities in multiple counties or states.

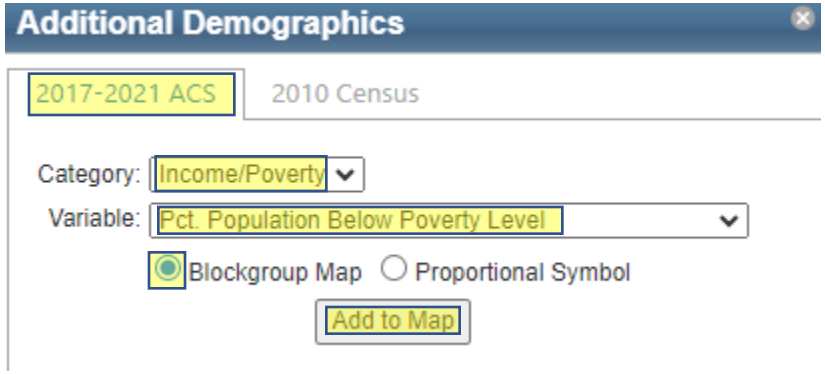
Note: If the county(ies) where your EE project activities will take place is located in a high-poverty area, there is no need to determine whether the individual census tracts are located in high-poverty areas.

<u>Determining if a Census Tract is Located in a High-Poverty Area</u>

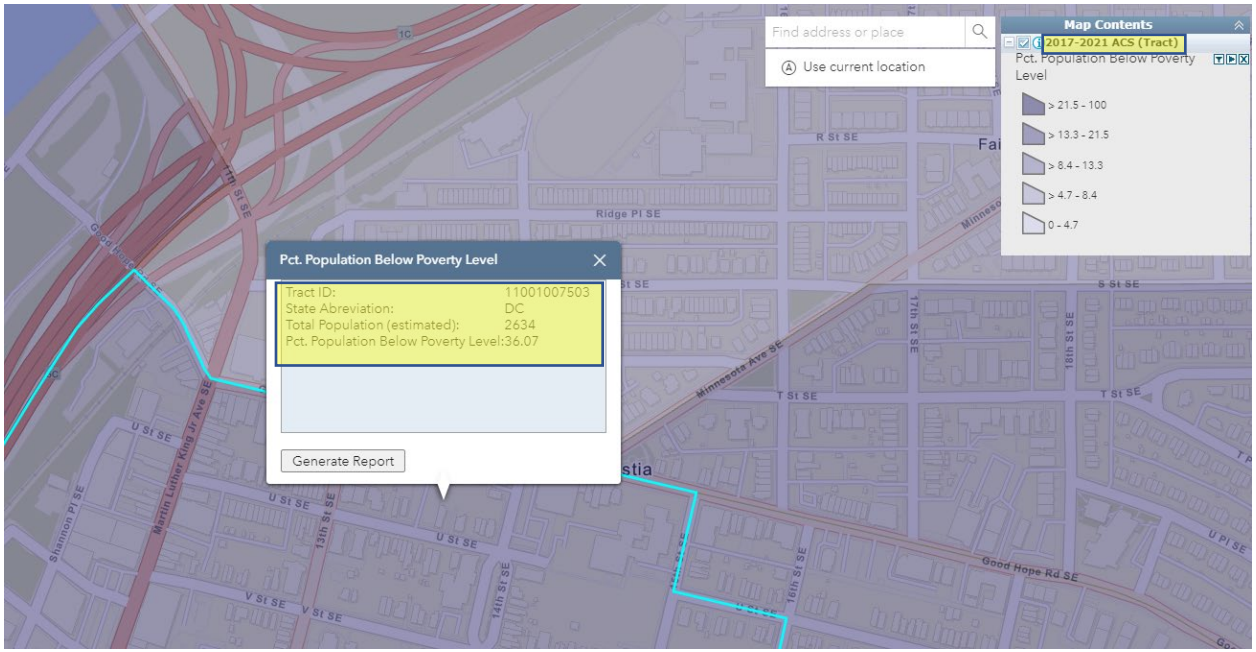
1. Go to https://ejscreen.epa.gov/mapper/
2. Enter the address of the location where you will be conducting your EE project activities in the "Find address or place" field and click the magnifying glass icon to search.

3. Click the “Additional Demographics” on the left side of the page.

4. In the “Additional Demographics” pop-up window select “2017-2021 ACS” > under “Category” select “Income/Poverty” > under “Variable” select “Pct. Population Below Poverty Level” > select “Blockgroup Map” > Then click “Add to Map”.



5. On the map, click the location of where your EE activity(ies) will take place and record the Tract ID, State Abbreviation, Total Population (estimated) and the Pct. Population Below Poverty Level.
    - Under "Map Contents" it should read "2017-2021 ACS (Tract)" It is important you see "(tract)" because you are gathering data at the Census Tract level.



6. If the Pct. Population Below Poverty Level percentage is greater than 20% then you will be working in a census tract that is identified as a high-poverty area.

- Use the exact Pct. Population Below Poverty Level percentage, do not round up. (Example: 36.07%)

7. Repeat steps 2-5 if you plan to conduct your primary EE project activities in locations that span multiple Census Tracts.

Determining if a County is Located in a Persistent Poverty County

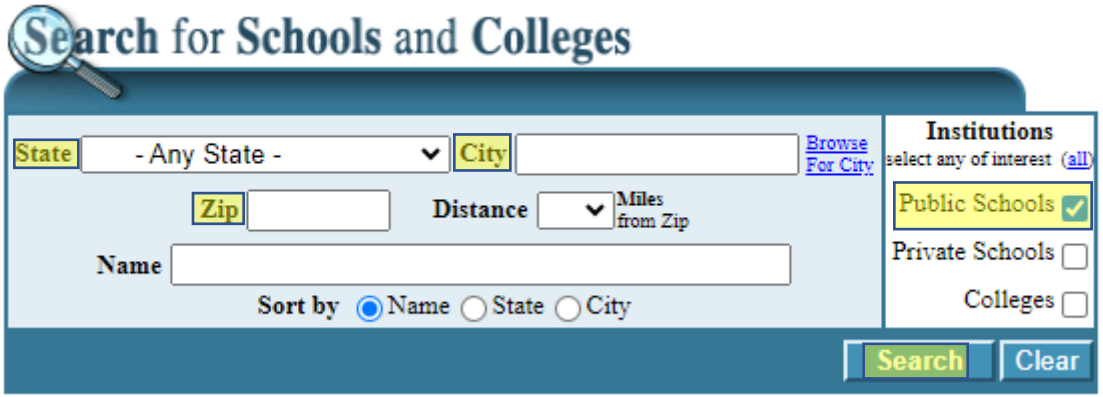
1. Go to https://crsreports.congress.gov/product/pdf/R/R45100
2. If the county(ies) where your project activities will be taking place are listed in Table 3 of the report, "Table 3. List of Persistent Poverty Counties, Based on 1990 Census, Census 2000, and 2021 Small Area Income and Poverty Estimates (SAIPE), Using Poverty Rates of 19.5% or Greater" then you will be working in a persistent poverty county.
3. Record the State, County, and "Poverty Rate, 2021 (from SAIPE)" for each Persistent Poverty County where your EE activities will take place.

Table 3. List of Persistent Poverty Counties, Based on 1990 Census, Census 2000, and 2021 Small Area Income and Poverty Estimates (SAIPE), Using Poverty Rates of 19.5% or Greater

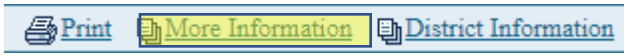
Count	FIPS Geographic Identification Code	State	County	Congressional District(s) Representing the County[a]	Poverty Rate, 1989 (from 1990 Census)	Poverty Rate, 1999 (from Census 2000)	Poverty Rate, 2021 (from SAIPE)
1	01005	Alabama	Barbour	2	25.2	26.8	23.0
2	01007	Alabama	Bibb	6	21.2	20.6	20.6
3	01011	Alabama	Bullock	2	36.5	33.5	32.1

Confirming Title I Status of a School

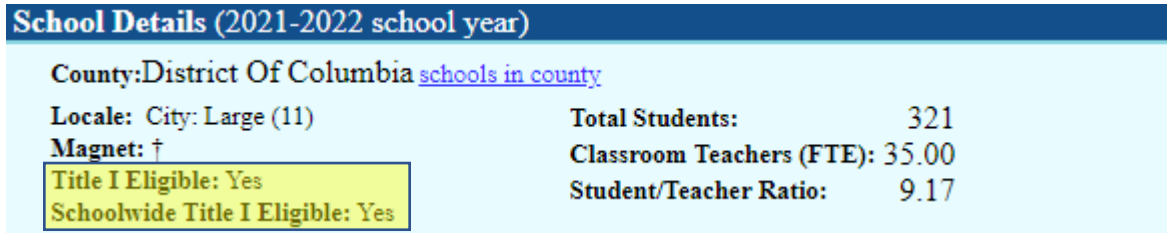
1. Go to https://nces.ed.gov/globallocator/
2. Enter the State, City, and Zip for the school/s where your project activities will take place > Under "Institutions, check the "Public Schools" box (and "Private Schools" when appropriate) > click "Search".



3. Click on the name of the school where your EE project activities will take place.
4. Click on "More information" at the top of the school data page.



5. Confirm the school's Title I status in the "School Details" section of the page.



- If the Title I Eligible" and/or "Schoolwide Title I Eligible" status are "Yes" then you will be working with a Title I school or with students attending a Title I school.

6. Repeat steps 2-5 if you plan to conduct your primary EE project activities in multiple schools.
7. Record the school name, mailing address, NCES School ID, Grade Span, and "Title I Eligible" and "Schoolwide Title I Eligible" status for all Title I schools where your project's activities will be taking place.

Community Description Template

The Community Description Section of the Detailed Project Description asks applicants to provide information that confirms whether one or more of their target community(ies) and the populations they aim to serve meet this solicitation's definition of underserved communities. Responses should clearly identify sources of information used. The table below serves as an example of how this information can be organized within the Community Description Section (Section IV (E)(a)(ii)(1)(a)) of your Detailed Project Description. A downloadable version of this template is available at: https://www.epa.gov/education/grants#helpful.

Target Communities							
Location Details			Underserved Community Status				
City/Town & State	County	Census Tract Code	High Poverty Area (Poverty Rate)		Persistent Poverty County	Title I School Participation (# and Name)	Climate and Economic Justice Screening Tool
			By County	By Census Tract			
Park Town, MD	Prince George's County	**********	Yes 20.66%[8]	NA	Yes[2]	Yes (2 – East Elementary School, West Middle School)[3]	**Tract information** Number: 24033803100 County: Prince George's County State: Maryland Population: 2,590 **Tract demographics** Race / Ethnicity (Show) Age (Show) **Identified as disadvantaged?** YES [4]

[8] Data from the 2017-2021 American Community Survey at https://www.census.gov/acs/www/data/data-tables-and-tools/narrative-profiles/
[2] Data from Congressional Research Service's The 10-20-30 Provision: Defining Persistent Poverty Counties (updated February 27, 2023) at https://crsreports.congress.gov/product/pdf/R/R45100
[3] Data from National Center for Education Statistics Search for Schools and Colleges at https://nces.ed.gov/globallocator/
[4] Data from the Council on Environmental Quality's Climate and Economic Justice Screening Tool at https://screeningtool.geoplatform.gov/en#12.94/38.9251/-76.9282

Silver Spring, MD	Montgomery County	**********	No	Yes 34.86%[5]	No	No	**Tract information** Number: 24031702301 County: Montgomery County State: Maryland Population: 3,650 **Tract demographics** Race / Ethnicity (Show) Age (Show) **Identified as disadvantaged?** **YES** [6]
Tree City, VA	Fairfax County	**********	No	No	No	Yes (1 – Long Branch Middle School)[7]	**Tract information** Number: 51059420600 County: Fairfax County State: Virginia Population: 4,967 **Tract demographics** Race / Ethnicity (Show) Age (Show) **Identified as disadvantaged?** **NO**

[5] Data from EPA's Environmental Justice Screening and Mapping Tool at: https://ejscreen.epa.gov/mapper/
[6] Data from the Council on Environmental Quality's Climate and Economic Justice Screening Tool at https://screeningtool.geoplatform.gov/en#12.94/38.9251/-76.9282
[7] Data from National Center for Education Statistics Search for Schools and Colleges at https://nces.ed.gov/globallocator/

Appendix F: Timeline and Milestones Example and Template

Applicants must include a project timeline that links all major project activities, events, milestones, product development (if applicable), subaward awards/activities, and evaluation activities. The following table presents examples of activities that could be documented in the project timeline.

Timeline and Milestone Example

Applicant Name Optional Project																								
Year	2024						2025												2026					
Activities and Milestones	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
***Goal 1* – Climate Change Education for 6 – 12th grade Students**																								
Host meeting with 5 partner schools				■																				
Lesson implementation at 5 schools (3 Title I)				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■					
Evaluation activity (pre- and post-test)				■																■				
Air quality kit development					■	■																		
Educator workshop prep for 25 6-12th grade teachers							■	■																
5 Educator workshops for 25 6-12th grade teachers (10 from Title I schools)									■	■	■													
Evaluation activity (questionnaire)											■													
Student showcases																				■				
***Goal 2* – Air quality data collection**																								
Develop QAPP	■	■	■																					
Create webpage to hosts date					■	■																		
Recruit 30 community member participants								■	■	■														
Train 30 community participants on data collection methods											■													
Collect data												■	■	■	■	■	■							
Host 3 community meetings to share data																			■	■				
Evaluation activity (participant interviews)																					■			
***Goal 3* – [goal here]**																								
[activity, event milestone 1]						■	■	■	■	■	■	■	■	■										
[activity, event milestone 2]													■	■	■	■	■	■						

Evaluation activity (focus group)																								
[activity, event milestone 3]																								
Draft final report																								

Optional Timeline and Milestone Template

The template below is provided as a reference only and grant applicants are not required to use it. Grant applicants may develop their own format for linking major project activities, events, milestones to a specific project schedule. A downloadable Timeline and Milestone Template is available at: https://www.epa.gov/education/grants#helpful.

[Applicant Name] Project Timeline																								
Year																								
Activities and Milestones	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month
Goal/Objective 1 – [goal/objective here]																								
[Goal/objective project activity, event, milestone, or evaluation activity here]																								
Goal/Objective 2 – [goal/objective here]																								
[Goal/objective project activity, event, milestone, or evaluation activity here]																								
Goal/Objective 3 – [goal/objective here]																								
[Goal/objective project activity, event, milestone, or evaluation activity here]																								
Goal/Objective 4 – [goal/objective here]																								
[Goal/objective project activity, event, milestone, or evaluation activity here]																								

Appendix G: Logic Model Components, Example, and Template

Logic models are useful tools for defining the educational and environmental outputs and outcomes that are planned to accomplish the goals and objectives of the project. A logic model is a visual presentation of the relationships between your work and your desired results. It communicates the performance story of your project, focusing attention on the most important connections between your actions and the results. A logic model can serve as a basic road map for the project, explaining where you are and where you hope to end up.

Components of a Logic Model

Inputs/Resources	**Project Activities/ Workplan Tasks**	**Outputs**	**Outcomes and Status**		
			Short-Term (6-12 months)	Medium-Term (12-24 months)	Long-Term (2+ years)
Resources that are invested into a project to reach your educational and environmental goals. Examples of inputs include but are not limited to: • Staff time • Money • In-kind contributions	Activities you and partners do to produce the desired outcomes and reach the educational and environmental goals of your project. Examples of project activities include but are not limited to: • Development of work products • Actions taken to benefit the environment and natural resources	Number and types of activities, efforts, and/or work products that you produce or provide during the project period, as well as the audiences that participate in those activities. Examples of outputs include but are not limited to: • Workshops • Events • Publications • Curricula	Immediate effects of the program or intervention activities, often focusing on changes in the knowledge and attitudes of the intended audience. Examples of short-term outcomes include but are not limited to changes in: • Knowledge • Skills • Awareness • Motivation	Changes or human actions resulting from the achievement of the short-term outcomes. Examples of medium-term outcomes include but are not limited to changes in: • Behavior • Practices • Procedures	Desired results of the program, which can take years to accomplish (i.e., after the project period of the grant). Examples of long-term outcomes include but are not limited to expected changes in: • Environmental conditions • Social conditions • Economic conditions • Policies

Example Logic Model Entries

The following table presents several examples of logic model entries that demonstrate the relationship between planned work and desired results.

Inputs/Resources (What you invest)	**Project Activities/ Workplan Tasks** (What you do)	**Outputs** (What you produce or deliver and to whom)	**Outcomes and Status** (The desired results or effects)		
			Short-Term (6-12 months)	Medium-Term (12-24 months)	Long-Term (2+ years)
• 4 project staff • 7 volunteers • $1,000 in-kind from partner organization	Hold 3 two-day Garden Educator Workshops on integrating outdoor learning and stewardship activities into science lesson plans	• 3 two-day training workshops, each attended by 50 K-12 teachers • 150 educators each receive 10 native seed packets with instructions to start school gardens	• 150 educators are empowered to integrate outdoor learning and hands-on environmental stewardship activities into their science lesson plans	• 500 K-5 students are empowered to change their behavior in ways that decrease pollution, build and improve soil structure, increase biodiversity, and protect the environment	• Children and youth are actively improving environmental sustainability through their daily actions, sharing their knowledge with their families, and leading change in their communities
• 5 project staff • 2 volunteers • 1 subaward awarded for $4,000	Create a *Farm to School in Indian Country Resource Guide*	• Production of ~100 copies of a new *Farm to School in Indian Country Resource Guide*	• Distribution of the resource guide to 100 state schools	• 25 state schools adopt the practices outlined in the resource guide and start a "Native Farm to School Program"	• Students report eating more locally grown fruits and vegetables
• 2 project staff • 12 students	Conduct student-led community service projects at schools in underserved neighborhoods	• 12 high school students conduct projects • 300 underserved students reached	• Improved environmental literacy of underserved students	• Increased environmental stewardship within the underserved community	• Improved environmental conditions in the underserved community

Optional Logic Model Template

The blank logic model template provided below may be used by grant applicants to identify the outputs and outcomes of proposed grant activities. As described in the Solicitation Notice, grant applicants are required to specify outputs and outcomes in their work plans. If selected for funding, grant recipients are required to report on the progress of their planned outputs and outcomes during the project period.

The template below is provided as a reference only and grant applicants are not required to use it. Grant applicants may develop their own format for presenting the outputs and outcomes of the proposed grant activities. A downloadable version of this Logic Model Template is available at: https://www.epa.gov/education/grants#helpful.

Inputs/Resources (What you invest)	**Project Activities/ Workplan Tasks** (What you do)	**Outputs** (What you produce or deliver and to whom)	**Outcomes and Status** (The desired results or effects)		
			Short-Term (6-12 months)	Medium-Term (12-24 months)	Long-Term (2+ years)

Appendix H: Optional Quality Assurance Project Plan Requirement (QAPP) Questionnaire

The questionnaire below is **optional** and can be used to inform your response to the QAPP question in Section IV (E)(a)(i)(12). However, this optional questionnaire **should not be submitted** as part of your application package.

Check Yes or No for each of the items provided below as it applies to your specific project. If you answered **YES** to any of the items listed above, and you are selected for an award, you may be required to submit a Quality Assurance Project Plan in accordance with EPA Requirements and an approved QAPP must be in place **prior** to the initiation of activities. You will be contacted with information on how to prepare your QAPP. In the meantime, please visit the website https://www.epa.gov/quality which provides guidance on what must be submitted for grant agreements.

1. Your project will involve the collection of groundwater, soil, sediment, surface water, air, biota or fauna samples for chemical or biological analysis.

   Yes ☐ No ☐

2. Your project will use existing computer databases containing analytical data or personal information previously collected.

   Yes ☐ No ☐

3. Your project will use existing historical research pertaining to this project or application.

   Yes ☐ No ☐

4. Your project will implement deed searches for current property or site.

   Yes ☐ No ☐

5. Your project will conduct medical records search for the population covered in the grant.

   Yes ☐ No ☐

6. Your project will compile meteorological data to determine whether trends or air mixing trends.

   Yes ☐ No ☐

7. Your project will use existing statistical studies or will conduct these studies as part of the project.

   Yes ☐ No ☐

8. Your project will create a new database based on the information gathered.

   Yes ☐ No ☐

9. Your project will use this information for litigation purposes.

   Yes ☐ No ☐

10. Your project will use this information to make recommendations on environmental decisions.

    Yes ☐ No ☐