AGENCY: Environmental Protection Agency (EPA)

TITLE: Children's Healthy Learning Environments in Low-Income and/or Minority Communities

ACTION: Request for Applications (RFA) Amendment No. 1

FON: EPA-OA-OCHP-21-01

CFDA: 66.609

DATE: September 9, 2021

SUMMARY: This Notice revises the grant application submission deadline.

Accordingly,

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Dates section now notes:

Applications are due by Friday, September 17, 2021, 11:59 pm (EDT).

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Section IV.B – Application and Submission Instructions

Application Submission Deadline now notes: Your organization's AOR must submit your complete application package electronically to EPA through Grants.gov no later than **September 17, 2021 at 11:59 PM ET**.

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Section IV. E

Submission Dates and Times now notes: Applications must be submitted electronically through Grants.gov **on or before September 17, 2021, 11:59 pm Eastern Time (ET).**

FEDERAL AGENCY: U.S. ENVIRONMENTAL PROTECTION AGENCY (EPA) OFFICE OF CHILDREN'S HEALTH PROTECTION (OCHP)

TITLE: CHILDREN'S HEALTHY LEARNING ENVIRONMENTS IN LOW-INCOME AND/OR MINORITY COMMUNITIES

ACTION: REQUEST FOR APPLICATIONS (RFA)

FUNDING OPPORTUITY NUMBER (FON): EPA-OA-OCHP-21-01

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA) NO: 66.609

DATES: The closing date and time for receipt of application submissions is September 17, 2021, by 11:59 pm Eastern Time (ET).

SUMMARY: The purpose of this Children's Healthy Learning Environments in Low-Income and/or Minority Communities solicitation (RFA) is to provide funds for capacity building activities to address disproportionate children's environmental health harms and risks in school and/or childcare settings in, or that primarily serve, low-income and/or minority communities. This RFA provides funding directly to organizations to support school- and/or childcare center-based capacity building projects that help school communities understand and address local environmental and public health issues that affect children. Projects must take place in schools and/or childcare centers that are located in minority and/or low-income communities and/or primarily serve student populations that are minority and/or low-income (e.g., Head Start and Early Head Start programs, Title I schools, tribal schools).

FUNDING/AWARDS: Under this RFA, EPA intends to award up to 10 cooperative agreements to U.S. states or state agencies, territories, city or township governments, county governments, the District of Columbia, American Indian Tribes (federally recognized), and possessions of the U.S.; public and private universities and colleges, hospital, laboratories, or public or private nonprofit institutions. For profit organizations including proprietary colleges and universities are not eligible. The total estimated funding for the awards is $2,000,000, and EPA expects that each award will be for approximately $200,000. EPA expects to award one cooperative agreement in each of EPA's 10 regions; however, EPA may adjust the funding and awards based on the quality of applications received and other relevant considerations.

The source of funds for awards under this RFA is the American Rescue Plan (ARP), specifically Clean Air Act (CAA) Section 103(b)(3) and/or the Safe Drinking Water Act (SDWA) Section 1442(c)(3). These funds were made available to address health outcome disparities from pollution and/or the COVID-19 pandemic and to identify and address disproportionate environmental or public health harms and risks in minority populations and/or low-income populations.

COST-SHARING REQUIREMENT: Cost-sharing is not required.

PROJECT PERIOD: All projects should have an anticipated start date of March 1, 2022. Proposed project periods may be up to two years.

Contracts, Subawards and "Partnerships" Prior to naming a contractor or subrecipient as a "partner" or otherwise in your applications, please carefully review the "Contracts and subawards" solicitation

provision available at https://www.epa.gov/grants/epa-solicitation-clauses. 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.

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SECTION I. Funding Opportunity Description

A. Background

EPA's mission is to protect human health and the environment. Exposure to environmental hazards in learning environments can negatively impact the health of children and staff, and may affect attendance, concentration and performance, as well as lead to potential liability claims. Promoting healthy learning environments can potentially result in improved academic performance and reduced absenteeism, improved student and teacher morale, and saving money through resource conservation efforts.

The physical environments in which children develop play a critical role in their health, development, and safety. Children, from the fetal stage through adolescence, are in a dynamic state of growth as their nervous, respiratory, reproductive and immune systems develop and mature. Because of these developing systems, children are more vulnerable to permanent and irreversible damage from environmental hazards than adults. Distinct environments like childcare and school-based settings have unique characteristics related not only to the degree and route of exposure but also to the timing of exposures. For instance, in school settings, young children are more susceptible to the adverse effects from use of cleaning chemicals because they may be more likely to be exposed – they spend more time indoors, they have more hand-to-mouth behavior – and their smaller and still developing bodies may be more susceptible.

Environmental health hazards that affect children include, but are not limited to: 1) air pollutants, both indoor and ambient; 2) toxic chemicals, such as lead, mercury, arsenic, organochlorines, such as polychlorinated biphenyls, and dioxins; 3) endocrine disruptors; 4) environmental tobacco smoke; 5) pests and pesticides; 6) ultraviolet radiation; 7) water pollution; 8) brominated flame retardants; 9) radon; 10) carbon monoxide; 11) asbestos; and 12) other biological and chemical hazards of concern identified by EPA.

Since 1997, when the Office of Children's Health Protection (OCHP) was established, EPA has focused on children's health protection, undertaking a variety of efforts to improve the environments where children live, learn and play. EPA conducts and sponsors research to evaluate the impacts of environmental exposures on children's health, ensures that children's health protection is a key component of our risk assessments and regulatory decision-making, and supports efforts to promote the measurement and tracking of environmental health disparities. EPA has launched projects to improve school environments, promote healthy homes, address indoor and outdoor air quality, and reduce children's exposures to chemicals, pesticides, and radiation. EPA has developed tools to enable citizens, communities, governmental and non-governmental agencies to take steps toward protecting children from environmental health threats. EPA has worked with healthcare providers to identify, prevent and reduce environmental threats to children. EPA has also provided international leadership in the protection of children worldwide.

EPA's partnerships with other federal agencies; state and local governments; tribes; non-governmental organizations; healthcare providers; academia; and others are essential to achieving our children's health protection goals. It is only through our combined efforts that we can achieve the goals of making the health protection of children a fundamental goal of public health and environmental protection.

B. Scope of the Work

Under this competition, EPA is accepting applications from eligible applicants as identified in Section III for projects that build capacity of decision-makers to address disproportionate children's environmental health harms and risks in school and/or childcare environments in, or that primarily serve, low-income and/or minority communities. Projects may demonstrate, implement or expand innovative methods and approaches to prevent and reduce exposures in schools and/or childcare settings. Projects must take place in or directly benefit schools and/or childcare centers that are located in minority and/or low-income communities and/or primarily serve student populations that are minority and/or low-income (e.g., Head Start and Early Head Start programs, Title I schools, tribal schools). Capacity-building programs eligible for funding under this solicitation should be multi-media (involving multiple environmental health hazards stemming from air pollution and/or unsafe drinking water) and holistic (involving multiple stakeholders and built on strong partnerships). For the purposes of this solicitation, *schools* include public, private, charter, parochial and K-12 schools; *childcare settings* include early care and education, such as nurseries, preschools, pre-kindergartens, centers, child development programs, Head Start, Early Head Start, and in-home childcare facilities. *Decision-makers* are those adults who have authority for school or childcare facilities or who control, or influence resources used for school or childcare facilities.

While this RFA is intended primarily for capacity building, it may also fund outreach and education as part of capacity building. EPA strongly encourages applicants to use existing high quality, authoritative children's environmental health training and outreach materials rather than developing new ones, because many quality materials are available, and some are under-utilized.

EPA will consider funding translation of existing materials or the development of new outreach, education, guidance or technical assistance documents only where the applicant demonstrates that there is a need (e.g., that existing quality materials are not available). The applicant must specify what steps

they have taken to determine this need (e.g., cite a conference where this need was discussed, the results of inquiries made within the community or with educational institutions, or a research paper or other published document). If the applicant does not yet know which materials will be used as part of the project, the applicant must identify what steps it will take to search for and select those materials.

Projects must include activities related to at least one of the following federal environmental statutes under ARP and address health outcome disparities from pollution and/or the COVID-19 pandemic and identify and address disproportionate children's environmental health harms and risks in minority populations and/or low-income populations.

1. CAA, Section 103(b)(3): conduct research, investigations, experiments, demonstration projects, surveys, and studies (including monitoring) related to the causes, effects (including health and welfare effects), extent, prevention, and control of air pollution.
2. SDWA, Section 1442(c)(3): develop and expand the capability to carry out a program (that may combine training, education, and employment) for occupations relating to the public health aspects of providing safe drinking water.

Examples of Activities: EPA's expectation is that the awards under this RFA will help to advance children's health protection well beyond the period of performance of the grants. We strongly encourage collaborative partnerships among key stakeholders. Below are some examples of the types of projects and activities applicants may submit under this competition – these are examples only, and this list is not intended to be all-inclusive. All activities must take place in or directly benefit schools and/or childcare centers that are located in minority and/or low-income communities and/or primarily serve student populations that are minority and/or low-income (e.g., Head Start and Early Head Start programs, Title I schools, tribal schools) which have been disproportionately impacted by environmental or health harms and risks.

i) Develop and deliver guidance, technical assistance, training or other support (e.g., financial) to school districts to assist them in implementing school environmental health programs, including:
   a) Assessments of school conditions;
   b) Prevention of potential air and/or drinking water hazards, including adaptation to climate change; and/or
   c) Preparing for and responding to emergency situations involving environmental hazards (e.g., chemical spills impacting water supplies and/or causing air pollution, wildfires, floods impacting water supplies).

   Novel approaches to training are encouraged, e.g., just-in-time training; collaboration to provide training through stakeholders' existing training portals; scenario-based simulation training. Note: Training materials should not be developed anew but should use or build upon already existing materials to the extent possible.

ii) Develop and implement outreach and training activities to promote the adoption of a comprehensive program to improve indoor air quality (IAQ) that address the reduction and elimination of indoor air pollutants, asthma triggers, and/or the airborne spread of COVID-19 through proactive policies and staff practices. Training materials need not be developed anew; applicants are encouraged to use or build upon already existing materials to the extent possible.

iii) Launch or expand an existing healthy schools or healthy childcare program to address multiple environmental and safety hazards, including air and/or drinking water quality. Air quality issues can include addressing asthma triggers, such as implementing an integrated pest management

(IPM) strategy to address safety concerns of pesticide uses; informing school administrators and maintenance personnel of the hazards posed by polychlorinated biphenyl (PCBs) in fluorescent light ballasts and caulk, which can release into the air and cause unsafe conditions; minimizing the risk of airborne transmittal of the COVID-19 virus through efforts to encourage vaccination of school or child care program personnel.

iv) Develop a local plan to increase community support and resources to protect children from environmental health risks in school and childcare settings by coordinating with existing groups and community coalitions to address children's environmental health issues (such as asthma, lead poisoning and COVID-19 transmittal) to leverage resources and reduce duplication of efforts. Fundraising is not permitted under this grant.

v) Create a public-private partnership to develop resources and provide outreach on how to reduce chemical exposures and promote children's health in school and childcare settings. Some chemicals can cause air pollution and/or trigger asthma attacks; improper chemical storage could lead to air and/or drinking water pollution; airborne transmittal of the COVID-19 virus could expose children or staff to infection.

vi) Provide education and outreach on how to use disinfectants safely and effectively to kill the coronavirus SARS-CoV-2 (COVID-19) in indoor environments and in combination with soap and water to provide for safer schools and communities.

Proposed projects should reflect multi-media (involving multiple environmental health hazards stemming from air pollution and/or unsafe drinking water) and holistic approaches for reducing environmental exposures to the extent authorized under section 103 of the Clean Air Act and/or section 1442 of the Safe Drinking Water Act. Applications should also demonstrate a broad reach and collaborative problem-solving with appropriate partners and, describe how this project's objectives create sustained activities that continue beyond the completion of the grant project period.

This funding is not intended to conduct research and cannot be used to fund human subject research.

NOTE: Grant activities must relate to gathering or transferring information or advancing awareness and demonstrating changes in attitudes and behaviors of those participating. Applications should emphasize this "learning" concept, rather than trying to "fix" an environmental problem using a well-established method. All the eligible activities listed above promote learning and understanding and are acceptable activities. Examples of unacceptable grant applications involve performing large-scale clean-ups, treatments, routine recycling services, and major disposal and/or energy recovery projects.

For projects that will support *demonstration* activities, the project must involve new or experimental technologies, methods, or approaches; where the results of the project will be shared so that others can benefit from the knowledge gained. A project that is accomplished through the performance of routine, traditional, or well-established practices, or a project that is simply intended to carry out a task rather than transfer information or advance the state of knowledge, however worthwhile the project might be, is not a demonstration. The applicant must clearly explain in the applications how the technologies, methods, or approaches used are new or experimental and how the project otherwise meets the requirements of a demonstration as described in this RFA. If your project uses technologies, methods or approaches that have been used previously in other geographic areas and/or business sectors, then your application must include an explanation as to how your demonstration project is different from such

prior projects and is a true demonstration. You must also explain what will be learned from the demonstration project. If your project is truly a demonstration and complies with other eligibility factors, then it will be considered for funding. *Remember, your project does not have to include demonstration activities. But if it does, then those activities must comply with the details listed above.*

C. EPA Strategic Plan Linkages, Anticipated Outcomes and Outputs and Performance Measures

Linkage to EPA's Strategic Plan

Pursuant to Section 6a of EPA Order 5700.7, "Environmental Results under EPA Assistance Agreements," (see https://www.epa.gov/grants/epa-order-57007a1-epas-policy-environmental-results-under-epa-assistance-agreements) EPA must link proposed assistance agreements to the Agency's Strategic Plan. EPA's Strategic Plan 2018 - 2022 is available at https://www.epa.gov/planandbudget/strategicplan

The activities to be funded under this RFA are intended to further EPA's current priorities for:

- EPA's Strategic Plan 2018 – 2022 Goal 1 (A Cleaner, Healthier Environment), which states that EPA "will collaborate more efficiently and effectively with other federal agencies, states, tribes, local governments, communities, and other partners and stakeholders to address existing pollution and prevent future problems… With our partners, we will pay particular attention to vulnerable populations. Children and the elderly, for example, may be at significantly greater risk from elevated exposure or increased susceptibility to the harmful effects of environmental contaminants. Some low-income and minority communities may face greater risks because of proximity to contaminated sites or because fewer resources are available to avoid exposure to pollutants." Specifically, activities funded under this announcement are intended to further at least one of the following objectives under Goal 1:
    - Objective 1.1 (Improve Air Quality) which states that "EPA works in cooperation with states, tribes, and local governments to design and implement air quality standards and programs. EPA relies on other federal agencies, academia, researchers, industry, other organizations, and the public. These partnerships are critical to achieving improvements in air quality and reducing public health risks."
    - Objective 1.2 (Provide for Clean and Safe Water) which states "sustaining the quality of our water resources is essential to safeguarding human health…EPA will help protect human health by…supporting states, tribes, territories, and local communities in implementing water programs by providing guidance, training, and information."

Anticipated Outputs and Outcomes

EPA requires that grant applicants and recipients adequately describe environmental outputs and outcomes to be achieved under assistance agreements (see EPA Order 5700.7A1, Environmental Results under Assistance Agreements (https://www.epa.gov/grants/epa-order-57007a1-epas-policy-environmental-results-under-epa-assistance-agreements). Applicants must include specific statements describing the environmental results of the program in terms of well-defined outputs and, to the extent practicable, well-defined outcomes that will demonstrate how the project will contribute to the strategic goal described above.

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

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, but must be quantitative. They may not necessarily be achievable within an assistance agreement funding period.

Expected Outputs and Outcomes

Examples of **outputs** under the awards expected to be made include, but are not limited, to:

1. Final project report that documents activities and quantifies results
2. Educational, training, or outreach materials developed
3. Multi-stakeholder partnerships/collaborations established
4. Areas and sources posing highest risks and action plan for reducing risk identified
5. New policies, guidance or protocols to reduce environmental hazards in schools, childcare centers developed and/or adopted
6. Measures to assess progress established
7. IAQ management or environmental health plans, programs and trainings implemented.

Examples of **outcomes** under the awards expected to be made include, but are not limited, to:

1. Reduction in illness, learning disabilities, absenteeism, or asthma attacks
2. Improvements in physical, behavioral, or social functioning
3. Reduction in environmental health or safety risks affecting children
4. Reduction in children's exposure to environmental contaminants
5. Reduction in costs as a result of new policy and guidance that support healthy learning environments, e.g., energy and resource conservation measures and improved facility maintenance
6. Greater teacher retention and job satisfaction
7. Increased awareness among students about the school environment and resource sustainability
8. Reduction in unintentional injuries

During the evaluation process for applications, EPA will determine if each work plan contains well-defined educational and environmental outputs and outcomes, adequately describes the applicant's plan and approach for tracking and measuring progress towards achieving the outputs and outcomes, and clearly explains how the applicant will achieve the expected outputs and outcomes. Proposed outputs and short-term outcomes must be completed and be reported to EPA within the project period. See Section 5(A) of this announcement for the evaluation criteria.

Performance Measures. The applicant should develop performance measures related to the proposed activities and describe them in their application. The following are questions to consider when developing output and outcome measures of quantitative and qualitative results:

- What are the measurable short term and longer term results the project will achieve?

- How does the plan measure progress in achieving the expected results (including outputs and outcomes)?
- How will the approach use resources effectively and efficiently?

D. Statutory Information

Statutory Authority: EPA expects to award these grants under the following grant authorities: CAA, Section 103 and SDWA, Section 1442 with funds appropriated by the American Rescue Plan Act, Public Law 117-2.

SECTION II. AWARD INFORMATION

A. Number and Amount of Award

The total estimated funding expected to be available for awards under this RFA is approximately $2 million. EPA anticipates awarding up to 10 cooperative agreements under this announcement with each award not to exceed approximately $200,000 subject to the availability of funds, quality of evaluated applications, and other applicable considerations. While EPA expects to award one cooperative agreement in each of its 10 regions, EPA may adjust the funding and awards based on the quality of applications received and other relevant considerations—there is no guarantee that an award will be made in each region and more than one award may be made in a region(s).

EPA reserves the right to reject all applications and make no awards, or make fewer awards than anticipated, under this announcement. In addition, EPA reserves the right to make additional awards under this announcement, 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.

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.

B. Start Date and Length of Project Period

The estimated initial project period for the award resulting from this solicitation will be March 1, 2022 to February 28, 2024. Proposed project periods are for two years.

C. Funding Type

The successful applicant will be issued a cooperative agreement. A cooperative agreement is an assistance agreement that is used when there is substantial federal involvement with the recipient during the performance of an activity or project. EPA awards cooperative agreements for those projects in which it expects to have substantial interaction with the recipient throughout the performance of the project. EPA will negotiate the precise terms and conditions of "substantial involvement" as part of the award process. Federal involvement may include, but is not limited, to:

- Close monitoring of the recipient's performance;

- Collaboration during performance of the scope of work, including participation in project activities, to the extent permissible under EPA policies. Examples of collaboration include:
  a. Consultation between EPA staff and the recipients on effective methods of carrying out the scope of work provided the recipient makes the final decision on how to perform authorized activities.
  b. Advice from EPA staff on how to access publicly available information on EPA or other Federal agency web sites. EPA strongly encourages applicants to use existing high quality, authoritative children's environmental health training and outreach materials rather than developing new ones, because many quality materials are available, and some are under-utilized.
  c. With the consent of the recipient, EPA staff may provide technical advice to recipient contractors or subrecipients provided the recipient approves any expenditures of funds necessary to follow advice from EPA staff. The recipient remains accountable for performing contract and subaward management as specified in 2 CFR 200.318 and 2 CFR 200.332 as well as the terms of the EPA cooperative agreement.
  d. EPA staff participation in meetings, webinars and similar events upon the request of the recipient or in connection with a co-sponsorship agreement.
- Review of proposed procurements in accordance with 2 CFR 200. 325as well as the substantive terms of proposed contracts or subawards as appropriate;
- Review of the qualifications of key personnel (EPA does not have the authority to select employees or contractors employed by the recipient or subrecipients receiving pass-through awards);
- Review and comment on mid-year and yearly reports prepared under the cooperative agreement (the final decision on the content of reports rests with the recipient); and
- Participation in periodic telephone conference calls to share ideas, project successes and challenges, etc., with EPA and with other entities awarded under this solicitation.

SECTION III. ELIGIBILITY INFORMATION

A. Eligible Applicants

Assistance under this competition is available to states or state agencies, territories, city or township governments, county governments, the District of Columbia, American Indian Tribes (federally recognized), and possessions of the U.S. It is also available to public and private universities and colleges, hospitals, laboratories, or public or private nonprofit institutions. 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 are not eligible to apply for funding. For-profit organizations, including proprietary colleges and universities, are not eligible for cooperative agreements under this RFA.

B. Matching Funds

Cost-sharing or matching is not required as a condition of eligibility under this competition.

C. Threshold Eligibility Criteria

Applications must meet the following threshold criteria to be eligible for funding consideration under this RFA. Failure to meet any of the following criteria in the application will result in disqualification of the application for funding consideration. Only applications from eligible entities (see above) that meet all of

these criteria will be evaluated against the ranking factors in Section V of this RFA. Applicants deemed ineligible for funding consideration because of the threshold eligibility review will be notified within 15 calendar days of the ineligibility determination.

(1) Projects must address health outcome disparities from pollution and/or the COVID-19 pandemic and identify and address disproportionate environmental health harms and risks in minority populations and/or low-income populations.

(2) Applicants must propose activities eligible for funding under either Clean Air Act Section 103 and/or Safe Drinking Water Act Section 1442. Note that a project's focus is to consist of activities within the statutory terms of EPA's financial assistance authorities; specifically, the statute(s) listed above. These activities should relate to the gathering or transferring of information or advancing the state of knowledge. Proposals should emphasize this "learning" concept, as opposed to "fixing" an environmental problem via a well-established method.

(3) Applications must substantially comply with the application submission instructions and requirements set forth in Section IV of this announcement or else they will be rejected. Where a page limit is expressed in Section IV with respect to the project workplan, pages in excess of the page limitation will not be reviewed.

(4) Applications must be submitted through the Grants.gov website: https://www.grants.gov as stated in Section IV of this announcement (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 announcement. Applicants are responsible for following the submission instructions in Section IV of this announcement to ensure that their application is timely submitted.

(5) Applications submitted after the submission deadline will be considered late and deemed ineligible without further consideration unless the applicant can clearly demonstrate that it was late due to EPA mishandling or because of technical problems associated with the Grants.gov website (https://www.grants.gov/) or relevant SAM.gov (https://www.sam.gov/) system issues. 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 late submission. Applicants should confirm receipt of their application with EPAchildren@epa.gov as soon as possible after the submission deadline—failure to do so may result in your application not being reviewed. NOTE: Successful submission and receipt of an application does not guarantee its eligibility for review.

(6) 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.

(7) Applicants may submit only one application under this solicitation. If an applicant submits more than one, EPA will contact them prior to application review to determine which one to withdraw.

(8) A project must further EPA's Strategic Goal 1: A Cleaner, Healthier Environment, Objective 1.1: to improve air quality and/or Objective 1.2, provide for clean and safe water.

(9) Applications must not be used for the purposes of routine program implementation, implementation of routine environmental protection or restoration measures, meeting any legal mandate (such as federal, state, or local regulations or settlement agreements), land acquisition, purchase of vehicles, or completion of work which was to have been completed under a prior grant.

D. Ineligible Activities

If an application is submitted that includes any ineligible tasks or activities, that portion of the application will be ineligible for funding and may, depending on the extent to which it affects the application, render the entire application ineligible for funding. Activities and tasks ineligible for funding under this RFA include, in addition to activities that are not authorized by section 103(b)(3) of the Clean Air Act or section 1442(c)(3) of the Safe Drinking Water Act:

(1) Technical training of environmental management professionals;
(2) Environmental "information" and/or "outreach" projects that have no additional educational component, as described in Section I (B);
(3) Advocacy promoting a particular partisan point of view or course of action;
(4) Lobbying or political activities as defined in 2 CFR Section 200.450;
(5) Non-educational research and development; or
(6) 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.

SECTION IV. APPLICATION AND SUBMISSION INFORMATION

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

Applicants must apply electronically through Grants.gov under this RFA based on the grants.gov instructions below. If your organization has no access to the internet or access is very limited, you may request an exception to this requirement 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 determine alternative submission methods. Issues with submissions with respect to this RFA are addressed in section *c. Technical Issues with Submission* below.

B. Submission Instructions

The electronic submission of your application must be made by an official representative of your institution who is registered with Grants.gov and is authorized to sign applications for Federal assistance. For more information on the registration requirements that must be completed in order to submit an application through grants.gov, go to Grants.gov and click on "Applicants" on the top of the page and then go to the "Get Registered" link on the page. If your organization is not currently registered with Grants.gov, please encourage your office to designate an Authorized Organization Representative (AOR) and ask that individual to begin the registration process as soon as possible. Please note that the registration process also requires that your organization have a DUNS number and a current registration with the System for Award Management (SAM) and the process of

obtaining both could take a month or more. 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 submission deadline. Registration on Grants.gov, SAM.gov, and DUNS number assignment is FREE. Please see RAIN-2021-G01 for information about EPA's implementation of the upcoming Government-wide transition from DUNS to Unique Entity Identifier (UEI).

Applicants need to ensure that the AOR who submits the application through Grants.gov and whose DUNS is listed on the application is an AOR for the applicant listed on the application. Additionally, the DUNS listed on the application must be registered to the applicant organization's SAM account. If not, the application may be deemed ineligible.

To begin the application process under this grant announcement, go to Grants.gov and click on "Applicants" on the top of the page and then "Apply for Grants" from the dropdown menu and then follow the instructions accordingly. Please note: To apply through Grants.gov, you must use Adobe Reader software and download the compatible Adobe Reader version. For more information about Adobe Reader, to verify compatibility, or to download the free software, please visit Adobe Reader Compatibility Information on Grants.gov

You may also be able to access the application package for this announcement by searching for the opportunity on Grants.gov. Go to Grants.gov and then click on "Search Grants" at the top of the page and enter the Funding Opportunity Number, **EPA-OA-OCHP-21-01**, or the CFDA number that applies to the announcement (**CFDA 66.609**), in the appropriate field and click the Search button.

Please Note: All applications must be submitted through Grants.gov using the "Workspace" feature. Information on the Workspace feature can be found at the Grants.gov Workspace Overview Page.

Application Submission Deadline: Your organization's AOR must submit your complete application package electronically to EPA through Grants.gov no later than **September 17, 2021** at 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.

Please submit *all* of the application materials described below using the Grants.gov application package accessed using the instructions above.

Application Materials

The following forms and documents are required under this announcement:

Mandatory Documents:

1. Application for Federal Assistance (SF-424)
2. Budget Information for Non-Construction Programs (SF-424A)
3. EPA Key Contacts Form 5700-54
4. EPA Form 4700-4 Preaward Compliance Review Report
5. Narrative Proposal (Project Narrative Attachment Form)-prepared as described in Section IV(E) of the RFA

6. Other Attachments, described in Section IV(E) of the announcement

Applications submitted through grants.gov will be time and date stamped electronically. If you have not received a confirmation of receipt from EPA (not from grants.gov) within 30 days of the application deadline, please contact EPAchildren@epa.gov. Failure to do so may result in your application not being reviewed.

C. Technical Issues With Submission

1. Once the application package has been completed, the "Submit" button should be enabled. If the "Submit" button is not active, please call Grants.gov for assistance at 1-800-518-4726. 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. Applicants should save the completed application package with two different file names before providing it to the AOR to avoid having to re-create the package should submission problems be experienced or a revised application needs to be submitted.

2. Submitting the application. The application package must be transferred to Grants.gov by an AOR. The AOR should close all other software before attempting to submit the application package. Click the "submit" button of the application package. Your Internet browser will launch and a sign-in page will appear. **Note: Minor problems are not uncommon with transfers to Grants.gov. It is essential to allow sufficient time to ensure that your application is submitted to Grants.gov BEFORE the due date identified in Section IV of the solicitation.** The Grants.gov support desk operates 24 hours a day, seven days a week, except Federal Holidays.

A successful transfer will end with an on-screen acknowledgement. For documentation purposes, print or screen capture this acknowledgement. If a submission problem occurs, reboot the computer turning the power off may be necessary and re-attempt the submission.
Note: Grants.gov issues a "case number" upon a request for assistance.

3. Transmission Difficulties. If transmission difficulties that result in a late transmission, no transmission, or rejection of the transmitted application are experienced, and following the above instructions do not resolve the problem so that the application is submitted to Grants.gov by the deadline date and time, follow the guidance below. The Agency will make a decision concerning acceptance of each late submission on a case-by-case basis. All emails, as described below, are to be sent to EPAchildren@epa.gov with the FON in the subject line. If you are unable to email, contact Becky Cook-Shyovitz at 202-564-5340. Be aware that EPA will only consider accepting applications that were unable to transmit due to Grants.gov or relevant https://www.sam.gov/SAM/ system issues or for unforeseen exigent circumstances, such as extreme weather interfering with internet access. Failure of an applicant to submit timely because they did not properly or timely register in SAM.gov or Grants.gov is not an acceptable reason to justify acceptance of a late submittal.

If you are experiencing problems resulting in an inability to upload the application to Grants.gov, it is essential to call Grants.gov for assistance at 1-800-518-4726 before the application deadline. 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. Be sure to obtain a case number from Grants.gov. If the problems stem from unforeseen exigent circumstances unrelated to

Grants.gov, such as extreme weather interfering with internet access, contact Becky Cook-Shyovitz at 202-564-5340.

4. Unsuccessful transfer of the application package: If a successful transfer of the application cannot be accomplished even with assistance from Grants.gov due to electronic submission system issues or unforeseen exigent circumstances, and you have already attempted to resolve the issue by contacting Grants.gov, send an email message to EPAchildren@epa.gov prior to the application deadline. The email message must document the problem and include the Grants.gov case number as well as the entire application in PDF format as an attachment.

5. Grants.gov rejection of the application package: If a notification is received from Grants.gov stating that the application has been rejected for reasons other than late submittal and it is too late to reapply, promptly send an email to EPAchildren@epa.gov with the FON in the subject line within one business day of the closing date of this solicitation. The email should include any materials provided by Grants.gov and attach the entire application in PDF format.

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

D. Format of Application Submission

Applications must include the information described below, and it is highly recommended that applications follow the format provided. Please follow the instructions and do not submit additional items or forms. Please do not refer to websites or online tools in your application as the reviewers will evaluate only the materials provided in the application.

The required contents of the application package are described in detail below. "One page" refers to one side of a single-spaced typed page. The pages must be letter-sized (8 ½ X 11 inches); recommended 12-point font size and margins no less than 1 inch.

E. Contents of Submission:

A complete application package must contain all the information outlined below.

1. **Standard Grants.gov Application Forms** (the Grants.gov system will make you fill out these documents automatically):
   - SF-424 Application for Federal Assistance
   - SF-424A Budget Information for Non-Construction Programs
   - EPA Form 4700-4 – Preaward Compliance Review Report for All Applicants and Recipients Requesting EPA Financial Assistance
   - EPA Key Contacts Form 5700-54 – Applicants are encouraged to ensure that all information presented on the Key Contacts form is accurate. Information contained on the Key Contacts form may be used in the event an applicant is contacted for additional information.
2. **Project Narrative Attachment form in grants.gov** – Use this to submit your Project Work Plan (which is subject to the page limit described below and see optional template)
3. **Itemized Budget Sheet** (Appendices A and D)
4. **Project Performance Measures/Logic Model** (Appendices B and C)

5. **Resumes of the Project Manager (PM) and other key personnel**
6. **Proof of Non-Profit Status (if applicable)**

For documents 3 –6 applicants must submit using the "Other" attachments forms in Grants.gov. Please note that documents 3-5 must be submitted by all applicants and document 6 must be submitted if applicable.

It is strongly advised that applicants organize their applications in the order presented above when submitting through Grants.gov. This will facilitate review and scoring of your application. The following is a detailed description of all the required forms and documents:

1) **STANDARD GRANTS.GOV APPLICATION FORMS:** The SF-424 forms, 4700-4 form and Key Contacts form are all official forms required for all EPA grants and cooperative agreements. These forms are required when submitting any EPA grant application through www.Grants.gov. The forms request basic information about your organization and proposed project. To complete the forms, applicants must provide a DUN and Bradstreet (D&B) Data Universal Numbering System (DUNS) number. Applicants can receive a DUNS number at no cost by calling the dedicated toll-free request line at 1-800-627-3867 or by visiting the D&B website at http://www.dnb.com.
2) **PROJECT WORK PLAN (optional template below):** The project work plan describes the project, addresses the requirements in Section I, relevant threshold criteria from Section III, and the evaluation criteria in Section V. Work plans that are focused and succinct are stronger than ones that try to address too many issues. Under this RFA, in addition to the other requirements described in this RFA, applicants must submit a project focused on activities related to at least one of the statutes listed in Section I. The work plan, as described below, must not exceed eleven (11), single-spaced typewritten pages and be on letter size pages (8 1/2 X 11 inches). Any pages beyond eleven (11) pages will not be read by the Review Panel. It is recommended that applicants use a standard font (e.g., Times New Roman, Calibri, or Arial) and a 12-point font size with 1-inch margins. The following template may be helpful when drafting the work plan:

The 11-page work plan must contain the following components (items 1.0-5.0 below) and should be identified by the headings in the order listed below. Also ensure that the workplan addresses the issues described in Section I, all the evaluation criteria in Section V, and any necessary threshold eligibility criteria in Section III.

1.0 Program Objectives

a. **Project Summary Page** – Recommended one-page summary document **(this page counts as part of 11-page workplan limit).** Include the following information on your summary page:
   - Project Title
   - Project Location (including schools and/or childcare centers, city, state, and zip code)
   - Project's reach (number of schools and/or childcare centers the project would impact, as well as the number of students enrolled therein)
   - Brief description of the low-income and/or minority communities where the proposed project will take place
   - Applicant Information (name, address, main contact information)
   - Brief Description of Applicant Organization – Provide a brief description (100 words or less) of the applicant organization, including its mission and key ongoing projects/activities in which it is involved.
   - List of Project Partners (if applicable)
   - Project Abstract – Brief description (250 words or less) of the main objective, activities, and outputs/outcomes of the project, including the specific geographic areas of focus.
   - Explain the need for this project. Describe why you are proposing this project, and how this project will promote children's environmental health, thereby improving human health, the environment, and/or the school community in low-income or minority communities.
   - Explain how the project addresses health outcome disparities from pollution and/or the COVID-19 pandemic and identifies and addresses disproportionate children's environmental health harms and risks in minority populations and/or low-income populations.

b. **Information about the Schools and/or Childcare Centers in Low-Income or Minority Communities** The applicant will be evaluated on the ability to clearly describe disproportionate children's health harms and risks in the low-income and/or minority community as well as the demographics and/or socioeconomic status of the community impacted by the project.
   - Describe and characterize the low-income and/or minority community directly impacted by disproportionate environmental and/or public health harms and risks and describe how the community is impacted by those harms and risks. Applicants should include, to the extent available, indicators of children's environmental health, such as rates of children's asthma or lead poisoning incidence.
   - Include relevant information to give a complete picture of the impacted schools and/or childcare centers. For example, applicants may include the demographics of the proposed schools and/or childcare centers and the number of children: in poverty based on the most recent census data; eligible for free and reduced price lunches; in families receiving assistance under TANF; and eligible to receive medical assistance under the Medicaid program. For this data, please also include percentages of the total school/childcare center population.

c. Project's Reach and Need. Please describe the following:

- Project's reach (include details on the number of schools and/or childcare centers the project would impact, as well as the number of students enrolled therein)
- Explain the need for this project. Describe why you are proposing this project, and how this project will address disproportionate children's environmental health harms and risks, thereby improving human health, the environment, and/or the school community in low-income and/or minority communities.
- Describe how the project activities will build upon or consider lessons learned from existing efforts, including pre-existing programs such as a coordinated schools health model or other coordinated approaches for promoting healthy learning environments.

d. Project Linkages and Partnerships. Please describe the following:

- **Briefly** describe how the project supports EPA Strategic Plan Goal 1, Objective 1.1 and/or 1.2. https://www.epa.gov/planandbudget/strategicplan
- Describe how the project is related to the qualified environmental statutes identified in your Project Summary. Please note each project must include activities that are authorized by at least one of the federal environmental statutes listed in Section I.C.
- Describe the **partnerships** identified in your project (if applicable), including: - Planned roles of each partner listed in your Project Summary, including which project activities each will be responsible for and what resources each partner brings to the partnership - How each partner has a vested interest in working with this partnership [other than just getting income from a sub-award or contract] - How the applicant organization plans to maintain and sustain these relationships on into the future - If you intend to fund the partner's participation in the project describe how the proposed financial transaction complies with applicable requirements in 2 CFR Part 200, EPA's Subaward Policy, or EPA Guidance on Participant Support Costs. Applicants should also consult EPA's Best Practice Guide for Procuring Services, Supplies, and Equipment Under EPA Assistance Agreements. If there are no partnerships associated with your project, please indicate this in your workplan and describe how you will perform the project effectively without partnerships.

2.0 Project Activities/Milestone Schedule/Detailed Budget Narrative. Please describe the following:

a. Project Activities – Provide a clear description of the steps the applicant will take to meet the program objectives and execute the project. Provide clear descriptions and details for each project activity or component and the anticipated products/results associated with each activity.

b. Milestone Schedule/Timeline – Include a clearly articulated/organized milestone schedule, detailing timeframes and major milestones to complete significant project activities. It is recommended that you insert a table in your work plan narrative to help organize your milestone schedule. Your milestone schedule should support and/or supplement the clear descriptions you provide in the Project Activities section.

c. Itemized Budget Sheet / Budget Narrative - Clearly explain how EPA funds will be used. This document will supplement the budget information you provide in your SF-424A Form (Budget Information). Applicants must itemize costs into the following budget categories: personnel, fringe benefits, contractual costs, travel, equipment, supplies, other direct costs, indirect costs, and total costs. Describe itemized costs in sufficient detail for EPA to determine the reasonableness and allowability of costs for each work plan component/activity. Applicants are permitted to attach the itemized budget sheet as an "Other Attachment" to their application so the sheet will not count against the 11-page workplan limit.

3.0 Environmental Results – Outputs, Outcomes, Tracking and Sustainability. Please describe the following:

- **a.** Environmental Results-Outputs/Outcomes (Logic Model) - Applicants will be evaluated on the quality of the expected project outputs and outcomes identified in the application for their project. The expected outputs and outcomes should be effective in achieving the Program Objectives listed in Section I, including developing strategies for addressing local environmental and public health issues, educating and empowering the community about those issues, and developing approaches to building consensus and setting community priorities in the underserved community. Applicants are permitted to attach their completed logic models as an "Other Attachment" to their applications so the sheet will not count against the 11-page workplan limit. While not required, including a logic model as part of your application package is strongly encouraged. Applicants may use the logic model template provided in the appendices or use/create one of their own liking. If you choose not to provide a logic model, you must still detail the outputs and outcomes of your project and address how you will measure performance.
- **b.** Performance Measurement Plan – Applicants should describe how they plan to track and monitor their project performance and progress throughout the project period. Applicants will be evaluated on the extent and quality to which the application demonstrates a sound plan for tracking progress towards achieving the expected outputs, outcomes, and associated timeframes for achieving those results.
- **c.** Cross-agency Coordination, Outreach, Transferability, and Sustainability – Applicants should describe
    - The applicant's experience with school districts and other stakeholders on school environmental health programs, including the strength of the organization's historical involvement with the affected community, on-going communications between the applicant and the affected community organizations, and plans for including the affected community as part of the decision-making process;
    - How the applicant plans to ensure that information and outcomes from this project can be disseminated to and used by other schools, school districts, childcare centers, territories, and/or states; and
    - The extent to which the proposal is sustainable beyond the life of the grant and can be replicable in other similar communities.

4.0 Programmatic Capability. To be evaluated under this criterion in Section V, applicants must provide information on their:

- **a.** Organizational experience related to the proposed project and their infrastructure as it relates to their ability to successfully implement the proposed project.
- **b.** Staff Experience / Qualifications of Project Manager (PM) and other staff - Provide information that clearly demonstrates that the proposed PM and other staff associated with the project are qualified to perform the project successfully.
- **c.** Expenditure of Awarded Grant Funds - Applicants will be evaluated based on their approach, procedures, and controls for ensuring that awarded grant funds will be expended in a timely and efficient manner and applicants must describe this in the workplan.

5. Past Performance

Submit a list of federally and/or non-federally funded assistance agreements (assistance agreements include grants and cooperative agreements but not contracts) that your organization performed within the last three years (no more than 5 agreements, and preferably EPA agreements) and describe:

i. whether, and how, you were able to successfully complete and manage those agreements and

ii. 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.

In evaluating applicants under these factors in Section V, 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 your organization does not have any relevant or available past performance experience related to federal or non-federal grants, you should state this explicitly in your application (e.g., Our organization has no past grants experience.) Including this statement will ensure you receive a neutral score for these factors (a neutral score is half of the total points available in a subset of possible points). However, if you do not provide any response for these items, you may receive a score of 0 for these factors.

3) **Itemized Budget Sheet (Template available in Appendices A and B):** Provide a detailed budget and estimated funding amount for each project component/activity. Clearly explain how EPA funds will be used. Applicants must itemize costs related to personnel, fringe benefits, contractual costs, travel, equipment, supplies, other direct costs, indirect costs, and total costs. All subaward funding should be located under the "other" category. This section provides an opportunity for narrative description of the budget or aspects of the budget such as "other" and contractual. Provide itemized costs with sufficient detail for EPA to determine the reasonableness and allowability of costs for each work plan component/activity. Your itemized budget sheet should make it clear how you determined/calculated the costs for each budget category. If necessary, feel free to include a narrative explaining each budget category. Please consult EPA's Interim General Budget Development Guidance for Applicants and Recipients of EPA Financial Assistance for additional information. If an applicant does not currently have nor previously had a negotiated indirect cost (IDC) rate agreement, the applicant may include a flat IDC rate of 10% of modified total direct costs. Please see EPA's IDC Policy: https://www.epa.gov/grants/rain-2018-g02 for full details. Total estimated costs in the budget breakdown should reflect federal funding only. Include in the narrative how/if partners will contribute to the project via in-kind or financial support. Applicants are permitted to attach the itemized budget sheet as an "Other Attachment" to their application so the sheet will not count against the 11-page workplan limit.

4) **Project Performance Measures / Logic Model (Logic model template and example are available in Appendices C and D).**

The ability to measure project progress is critical to achieving desired goals. Targeting work toward specific project outcomes can help the recipient manage the project to achieve these results. Measurement can indicate the effectiveness of the project and whether the efforts are having a positive impact on the community.

In order to determine whether your project has achieved its intended outputs and outcomes, you will need to think about what your data source will be (e.g., people, existing records, observation, etc.) and how you will collect the data (e.g., observing behavior changes, administering pre- and post-tests). You will need to do this for each performance measure you develop.

When developing performance measures, please list and describe the following:

- **Resources/Inputs:** Identify which resources, the organization and its partners are putting forward to further the project's goals. Resources may include but are not limited to staff time, in-kind contributions, monetary contributions, etc.
- **Activities**: What activities will the organization and its partners conduct under your work plan?
- **Outputs and Outcomes**: Describe the outputs and outcomes that will result from the project (potential outputs and outcomes are listed in Section I. D).

When developing performance measures for all projects, it is also important to consider the following:

- What are the measurable short term and longer term results the project will achieve?
- How will my project measure progress in achieving the expected results (including outputs and outcomes) and how will the approach use resources effectively and efficiently?
- Are the projected outputs and outcomes specific and detailed? Did I include specific target measures where possible? Are my target measures reasonable and achievable within the project period and for the funding amount?

Logic models are useful tools in developing output and outcome measures. A logic model is a visual model that shows the relationship 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. While not required, including a logic model as part of your application package is strongly encouraged. Applicants may use the logic model template provided in the appendices or use/create one of their own liking. If you choose not to provide a logic model, you must still detail the outputs and outcomes of your project and address how you will measure performance.

5) **Resumes of the Project Manager (PM) and Other Key Personnel**: Applicants must attach a resume or curricula vitae (CV) for the PM and other key personnel names on the Key Contacts List. These are not subject to the workplan page limit although individual resumes should **not** exceed 2 pages in length.

6) **Proof of Non-profit Status**. Applicant organizations claiming non-profit status must include documentation that shows the organization is either a 501(c)(3) non-profit organization as designated by the Internal Revenue Service; OR a non-profit organization recognized by the state,

territory, commonwealth or tribe in which it is located. Documentation must be on official federal or state government letterhead. These are not subject to the page limit.

Submission Dates and Times

Applications must be submitted electronically through Grants.gov on or before September 17, 2021, 11:59 pm Eastern Time (ET). Applications submitted after the closing date and time will not be considered for funding.

Additional Provisions for Applicants Incorporated by Reference

Additional provisions that apply to this solicitation and/or awards made under this solicitation, including but not limited to those related to confidential business information, contracts and subawards under grants, and application assistance and communications, can be found at the EPA Solicitation Clauses (https://www.epa.gov/grants/epa-solicitation-clauses) page. These, and the other provisions that can be found at the website link, are important, 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 communicate with the EPA contact listed in this solicitation to obtain the provisions.

SECTION V. APPLICATION REVIEW INFORMATION

A. Evaluation and Scoring

This section describes the review process that will be used to evaluate applications that meet all the eligibility criteria listed in Section III. Eligible applications will be reviewed and ranked on a 100-point scale using the criteria and scoring system described below. Applicants must explicitly address these criteria as part of their application package submittal.

Criteria	Category	Evaluation Criteria	Points 100
1.0	**Program Objectives** Applications will be evaluated based on the extent and quality to which they address the program objectives by demonstrating the following:		**40**
Criteria	**Category**	**Evaluation Criteria**	**Points**
b.	**<u>Information about the Schools and/or Childcare Centers in Low-Income or Minority Communities</u>**	Applicants will be evaluated on their ability to clearly describe the disproportionate children's environmental health harms and risks the project proposes to address and the demographics and/or socioeconomic status of the community that is impacted, including the extent and quality to which the application: (**maximum 10 points each**): (1) Describes and characterizes the low-income and/or minority community directly impacted by disproportionate environmental and/or public health harms and risks and the extent to which the community is impacted by those harms and risks and includes, to the extent available, indicators of children's environmental health, such as rates of children's asthma or lead poisoning incidence. (2) Includes relevant information to give a complete picture of the impacted schools and/or childcare centers; including the extent to which the project is located in and/or serves schools and/or childcare centers in low-income and/or minority communities. For example, applicants may include the demographics of the proposed schools and/or childcare centers and the number of children: in poverty based on the most recent census data; eligible for free and reduced price lunches; in families receiving assistance under TANF; and eligible to receive medical assistance under the Medicaid program. For this data, please also include percentages of the total school/childcare center population.	20

Criteria	Category	Evaluation Criteria	Points
c.	**Project's Reach and Need**	Under this factor, applications will be evaluated on: (3 points each) • The project's reach (the number of schools and/or childcare centers the project would impact, as well as the number of students enrolled therein) • The need for this project – why the applicant is proposing this project, and how this project will address health outcome disparities from pollution and/or the COVID-19 pandemic to promote children's environmental health, thereby improving human health, the environment, and/or the school community in low-income and/or minority communities. • How the project activities will build upon or consider lessons learned from existing efforts, including pre-existing programs such as a coordinated schools health model or other coordinated approaches for promoting healthy learning environments.	9

d.	**Project Linkages and Partnerships**	The applicant will be evaluated on the extent and quality to which the application: **(1)** Supports EPA Strategic Plan Goal 1 (A Cleaner, Healthier Environment), Objective 1.1 and/or 1.2 **(2 points)** Refer to link Below: https://www.epa.gov/planandbudget/strategicplan (2) Describes the **partnerships** identified in your project (if applicable), including (if there are no partnerships see below): • Planned roles of each partner listed in your Project Summary, including which project activities each will be responsible for and what resources each partner brings to the partnership **(3 points)** • How each partner has a vested interest in working with this partnership [other than just getting income from a sub-award, contract, or reimbursement for participant support costs] **(3 points)** • How the applicant organization plans to maintain and sustain these relationships into the future **(3 points)** *If you intend to fund a partner's participation in the project describe how the proposed financial transaction complies with applicable requirements in 2 CFR Part 200, Appendix A of EPA's Subaward Policy or EPA Guidance on Participant Support Costs*. **If there are no partnerships associated with your project, please indicate this in your workplan and describe how you will effectively perform the project without partnerships. You will be evaluated based on how well you demonstrate that you can effectively and efficiently perform the project without any partners (9 points)**	11

Criteria	Category	Evaluation Criteria	Points
2.	**Project Activities / Milestone Schedule / Detailed Budget Narrative** Under this criterion, applications will be evaluated based on the extent and quality to which they demonstrate the following:		**22**
a.	Project Activities	Clearly identified steps that the applicant will take that will reasonably progress towards achieving the program objectives and a clear description of the detailed project activities or components and the anticipated products/results associated with each activity as described in Section IV.	12
b.	Milestone Schedule/Timeline	A clearly articulated and realistic milestone schedule, including timeframes and major milestones to complete significant project activities. *It is recommended that you insert a table in your application narrative to help organize your milestone schedule.*	4
c.	Itemized Budget Sheet / Budget Narrative	The extent to which the budget and narrative provide detailed information on reasonable and allowable costs for each component/activity, including descriptions of itemized costs in sufficient detail for EPA to evaluate the cost-effectiveness for each work plan component/activity. *Applicants are permitted to attach the itemized budget sheet as an "Other Attachment" to their application so the sheet will not count against the 11-page workplan limit.*	6

3.	**Environmental Results—Outputs, Outcomes, Tracking, and Sustainability** Under this criterion, applications will be evaluated based on the following elements:		**20**
Criteria	**Category**	**Evaluation Criteria**	**Points**
a.	Environmental Results-Outputs/Outcomes (Logic Model)	Applicants will be evaluated on the quality of the expected project outputs and outcomes identified in their application	8
b.	Performance Measurement Plan	Applicants will be evaluated on the extent and quality to which they demonstrate a sound plan for tracking progress towards achieving the expected outputs, outcomes, and associated timeframes for achieving those results.	4
c.	Cross-agency Coordination, Outreach, Transferability, and Sustainability	**Applicants will be evaluated on:** ➢ The extent to which they demonstrate experience with school districts and other stakeholders on school environmental health programs, including the strength of the organization's historical involvement with the affected stakeholders (i.e., schools and/or childcare centers), on-going communications between the applicant and the affected stakeholders, and plans for including the affected stakeholders as part of the decision-making process; **(2 points)** ➢ How they plan to ensure that information and outcomes from this project can be disseminated to and used by other schools, school districts, childcare centers, territories, and/or states; **(3 points)** and ➢ The extent to which the proposed project is sustainable beyond the life of the grant and can be replicable in other similar communities. **(3 points)**	8
4.	**Programmatic Capability** Under this criterion, applications will be evaluated based on the applicant's ability to successfully complete and manage the proposed project, considering their:		**10**
a.	Organizational experience	Organizational experience related to the proposed project, and the organization's infrastructure as it relates to their ability to successfully implement the proposed project	4
b.	Staff Experience / Qualifications of Project Manager (PM)	Ability to clearly demonstrate that the selected PM and other staff associated with the project are qualified to successfully perform the project.	4
c.	Expenditure of Awarded Grant Funds	Under this criterion, applicants will be evaluated based on their approach, procedures, and controls for ensuring that awarded grant funds will be expended in a timely and efficient manner.	2

5.	**Past Performance** Under this criterion, applicants will be evaluated based on their ability to successfully complete and manage the proposed project taking into account their past performance with respect to the agreements listed in the application workplan as required under Section IV.A.		**8**
Criteria	**Category**	**Evaluation Criteria**	**Points**
	List of Federally funded and/or Non-federally funded Assistance Agreements and Reporting History	Applicants will be evaluated based on their ability to successfully complete and manage the proposed project considering their: • past performance in successfully completing and managing the assistance agreements identified in response to Section IV.A **(4 points)** • history of meeting the reporting requirements under the assistance agreements identified in response to Section IV.A 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 **(4 points)** In evaluating applicants under these factors in Section V, 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. If your organization does **not** have any relevant or available past performance related to **federal or non-federal grants**, you should state this explicitly in your application (e.g. *Our organization has no relevant past grants experience*.) Including this statement will ensure you receive a neutral score for these factors (a neutral score is half of the total points available in a subset of possible points). Failure to include this statement may result in your receiving a score of receive a score of 0 for these factors.	8

C. Review and Selection Process

Applications will first be evaluated against the threshold eligibility criteria listed in Section III.C of this announcement. Only those applications which meet all the threshold factors will be evaluated using the evaluation criteria listed above by a review panel comprised of EPA staff.

Each application will be given a numerical score and will be rank-ordered according to the numerical score and the scores and rankings will be provided to the EPA Headquarters Selection Official for final funding decisions. To meet EPA's intent to make an award for a project in each EPA region, EPA intends to fund the top ranked project for each region, although as noted elsewhere in this RFA there is no guarantee that there will be an award in each Region.

Final funding decisions will be made by the Selection Official based on the rankings and preliminary recommendations of the EPA evaluation team. In making the final funding decisions, the Selection Official may also consider programmatic priorities. Once final decisions have been made, a funding recommendation will be developed and forwarded to the EPA Award Official.

Additional Provisions Incorporated by Reference

Additional provisions that apply to this solicitation and/or awards made under this solicitation including the clause on Reporting and Use of Information Concerning Recipient Integrity and Performance can be found on the EPA Solicitation Clauses page (https://www.epa.gov/grants/epa-solicitation-clauses). These, and the other provisions that can be found at the website link, are important, 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 communicate with the EPA contact listed in this solicitation to obtain the provisions.

SECTION VI. AWARD ADMINISTRATION INFORMATION

A. Award Notification

EPA anticipates notification to successful applicants will be made via e-mail. The notification will be sent to the original signer of the application or the project contact listed in the application (line #21 of the SF 424). 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 EPA's Grants and Interagency Agreements Management Division (GIAMD).

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 or postal 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

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: http://www.epa.gov/grants/policy-regulations-and-guidance-epa-grants.

C. Progress Reports and Work Products

Specific financial, technical and other reporting requirements to measure the grant recipient's progress will be identified in the Programmatic Terms and Conditions document sent with the EPA grant award agreement. Grant recipients must submit periodic formal progress reports as frequently as quarterly, as instructed in the award agreement.

Project activity reports must address the status of all objectives and activities outlined in the project (including measures), a statement of impacts, and incurred project expenses. The final technical report shall be completed within 120 calendar days of the completion of the period of performance. The final technical report should include: summary of the project or activity, advances achieved and costs of the project or activity. In addition, the final technical report should discuss the problems, successes and lessons learned from the project or activity that could help overcome structural, organizational or technical obstacles to implementing a similar project elsewhere. The schedule for submission of reports will be established by EPA, after award.

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 on the Grant Competition Dispute Resolution Procedures page (https://www.epa.gov/grants/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 2 CFR Part 1500, Subpart E.

E. Additional Provisions for Applicants Incorporated into The Solicitation

Additional provisions that apply to this solicitation and/or awards made under this solicitation, including but not limited to those related to DUNS, SAM, copyrights, disputes and administrative capability, can be found at EPA Solicitation Clauses page (https://www.epa.gov/grants/epa-solicitation-clauses). These, and the other provisions that

can be found at the website link, are important, 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 communicate with the EPA contact listed in this solicitation to obtain the provisions.

SECTION VII. AGENCY CONTACTS

For further information, contact:

Becky Cook-Shyovitz
U.S. Environmental Protection Agency
WJ Clinton North, Room 2512
1200 Pennsylvania Ave., NW
Washington, DC 20460

Applicants who need clarification about specific requirements in this Solicitation Notice may contact Becky Cook-Shyovitz in the Office of Children's Health Protection at EPA Headquarters in Washington, D.C. at EPAchildren@epa.gov. Information given to applicants in response to inquiries is solely for the purpose of clarifying specific requirements in this Solicitation Notice.

Appendix A. Instructions for the Detailed Budget

This section of the work plan is a detailed description of the budget found in the SF-424A and must include a detailed discussion of how EPA funds will be used. Applicants must itemize costs related to personnel, fringe benefits, travel, equipment, supplies, contractual costs, other direct costs, indirect costs and total costs. 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.

Applicants should use the following instructions, budget object class descriptions and example table to complete the Budget Detail section of the work plan.

• **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). 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 consultants), which are included in the "Contractual" category; (2) personnel of subrecipients such as consortia members or other non-profit or governmental partner organizations 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 include, but are not limited to the cost of leave, employee insurance, pensions and unemployment benefit plans.

• **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. workshops) or related to proposed project activities (e.g. attendance at meetings). Travel costs do not include: (1) costs for travel of contractors (including consultants), which are included in the "Contractual" category; (2) travel for personnel of subrecipients such as consortia members or other non-profit or governmental partner organizations which are included in the "Other" category; (3) Travel for non-employee program participants (such as

trainees) is also included in the "Other" category as participant support costs; (4) costs for international travel.

• **Equipment.**
Identify each item to be purchased which has an estimated acquisition cost of $5,000 or more per unit and a useful life of more than one year unless your equipment management system has a lower threshold for equipment. Follow your equipment management system thresholds if that is the case. Equipment also includes accessories necessary to make the equipment operational. Equipment does not include: (1) equipment planned to be leased/rented, including lease/purchase agreement; These types of proposed costs should be included in the "Other" category. or (2) Equipment service or maintenance contracts that are not included in the purchase or lease price of equipment should be classified as "Contractual". Items with a unit cost of less than $5,000 should be categorized as supplies, pursuant to 2 CFR Part 200, unless your equipment management system provides otherwise. The budget detail must include an itemized listing of all equipment proposed under the project.

• **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, retail photocopy services and rental costs should be included in the "Other" category.

• **Contractual.**
Identify each proposed contract and specify its purpose and estimated cost. Contractual services (including consultants) are those services to be carried out by an individual or organization, other than the applicant, in the form of a procurement relationship. Leased or rented goods (equipment or supplies) should be included in the "Other" category. The applicant should list the proposed contract activities along with a brief description of the scope of work or services to be provided, proposed duration and proposed procurement method (competitive or non-competitive), if known. Refer to EPA's Best Practice Guide for Procuring Services, Supplies, and Equipment Under EPA Assistance Agreements for advice on competition requirements. Do not name a contractor in your proposal if the proposed transaction does not comply with these requirements. EPA rarely accepts sole source justifications for contractors including consultants when competition is required.

• **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, retail photocopying, subaward costs, and participant support costs. Subawards (e.g., subgrants) are a distinct type of cost under this category as are participant support cots. The term "subaward" means an award of financial assistance (money

or property) by any legal agreement made by the recipient to an eligible subrecipient. EPA provides detailed advice on subawards in the Agency's Subaward Policy and on participant support costs in the Agency's EPA Guidance on Participant Support Costs. Procurement contracts are not subawards and belong in the contractual category. Arrangements with commercial firms for large scale printing and binding work are considered contractual. Applicants must provide the aggregate amount they propose to issue as subaward work and a description of the types of activities to be supported.

• **Indirect Costs.**
If indirect charges are budgeted, indicate the approved rate and base. Indirect costs are those incurred by the grantee for a common or joint purpose that benefit more than one cost objective or project and are not readily assignable to specific cost objectives or projects as a direct cost. Provide the percentage rate used and explain how charges were calculated for this project**.**

Note:

Prior to drawing down EPA funds for indirect costs, you MUST have one of the following current (not expired) IDC rates
1) an approved Indirect Cost Rate Agreement (Provisional, Final, Fixed or Predetermined),
2) qualify to use the 10% de minimis rate authorized by 2 CFR 200.414(f),
3) EPA-approved use of one of the following:
    1) 10% de minimis as detailed in section 6.3 of the IDC Policy; or
    2) expired fixed rate with carry-forward as detailed in section 6.4.a. of the IDC Policy.

Recipients may only claim IDCs that are supported by an approved IDC rate that is concurrent with the period during which such costs were incurred, with the exception of Institutions of Higher Education (IHEs). IHEs are required by 2 CFR Part 200, Appendix III(C)(7), to use the same negotiated IDC rates throughout the life of the grant unless the rates were provisional at the time of award.

Proposed rates do not qualify as approved IDC rates, and recipients must not draw down IDCs without an approved IDC rate in place.

Recipients who have never received an indirect cost rate may charge 10% de-minimis rate based on Modified Total Indirect Costs as provided in 2 CFR Part 200. Additional indirect cost guidance is available in RAIN-2018-G02, "Indirect Cost Guidance for Recipients of EPA Assistance Agreements."

• **Income.**
If the applicant anticipates earning program income (e.g. fees for EPA funded conferences) as a result of the EPA award, show the estimated amount, explain how it is to be earned (the source

of income) and how it will be used for the purposes and under the conditions of the EPA cooperative agreement. Program income may be added to the amount of EPA funds as provided in 2 CFR 1500.8 and applicants must specify how it will be used. Refer to EPA's Interim General Budget Development Guidance for Applicants and Recipients of EPA Financial Assistance for advice on budgeting for program income.

Note on Management Fees: When formulating budgets for applications, applicants must not include management fees or similar charges in excess of the direct costs and indirect costs at the rate approved by the applicant's cognizant Federal audit agency, or at the rate provided for by the terms of the agreement negotiated with EPA. The term "management fees or similar charges" refers to expenses added to the direct costs in order to accumulate and reserve funds for ongoing business expenses, unforeseen liabilities or for other similar costs that are not allowable under EPA assistance agreements. Management fees or similar charges cannot be used to improve or expand the project funded under this agreement, except to the extent authorized as a direct cost of carrying out the work plan.

APPENDIX B

Budget Detail Template

Note—EPA provides detailed guidance on how to characterize costs for budgeting purposes in the agency's Interim General Budget Development Guidance for Applicants and Recipients of EPA Financial Assistance.

	Description	Total
Personnel		
Fringe Benefits		
Travel		
Equipment		
Supplies		
Contractual		
Other		
Indirect Charges		
		$200,000

APPENDIX C

Blank Logic Model Template

Resources/ Inputs	**Activities**	**Outputs**	**Audience**	**Short-term Outcomes** (6-12 months)	**Intermediate Outcomes** (12-24 months)	**Long-term Outcomes** (2+ years)
▪ ▪ ▪ ▪	▪ ▪ ▪ ▪	▪ ▪ ▪ ▪	▪ ▪ ▪ ▪	▪ ▪ ▪ ▪	▪ ▪ ▪ ▪	▪ ▪ ▪ ▪

**Your completed logic model may span multiple pages*

APPENDIX D

Logic Model Guide – What each category means

Resources	Activities	Outputs	Audience	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
What you invest! •Time •Money •Partners •Equipment •Facilities	*What you do!* •Plan •Meet •Educate •Create •Clean up	*What you produce or deliver! (#)* •Workshops •Events •Publications •Resident involvement	*Who you reach!* •Customers •Participants •Decision-makers	*Change in:* •Knowledge •Skills •Attitude •Awareness •Motivation	*Change in:* •Behaviors •Practices •Procedures	*Change in:* •Environment •Social conditions •Economic conditions •Policies

Logical Flow (below):

