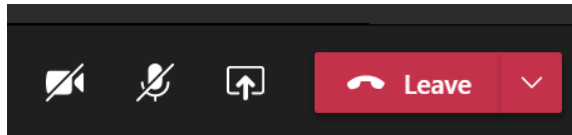


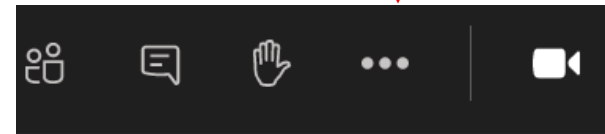


# Welcome to the EPA Environmental Justice Webinar

Please mute yourself



Closed captioning available here



Please note – this webinar is being recorded.



## **Webinar for Pacific Islanders**

Part of the EPA Environmental Justice (EJ) Webinar Series for Tribes  
and Indigenous Peoples

# **EPA Policy on EJ for Tribes and Indigenous Peoples, EPA's EJ Financial Assistance Programs & An Indigenous Organization's Experiences with Federal Grants**

February 17, 2021



# Speakers/Presenters

- Welcome & Introductions
  - **John McCarroll**, Manager, Pacific Islands Office, US EPA Region 9 & **Shereen D'Souza**, Environmental Protection Specialist, Region 9, U.S. EPA
- EPA Policy on EJ for Tribes & Indigenous Peoples
  - **Danny Gogal**, Tribal and Indigenous Peoples Program Manager, Office of Environmental Justice, U.S. EPA
- EPA EJ Grants & Cooperative Agreements Programs
  - **Alan Bacock**, Environmental Justice Coordinator, Region 9, U.S. EPA
- Indigenous Experience with Establishing a Non-Profit & Applying for and Managing Federal Grants
  - **Herb Lee**, President and CEO, Pacific American Foundation



# **EPA Policy on Environmental Justice for Working with Federally Recognized Tribes and Indigenous Peoples**

## **Overview**

**Danny Gogal, Office of Environmental  
Justice, U.S. EPA**



# EPA Definition for Environmental Justice

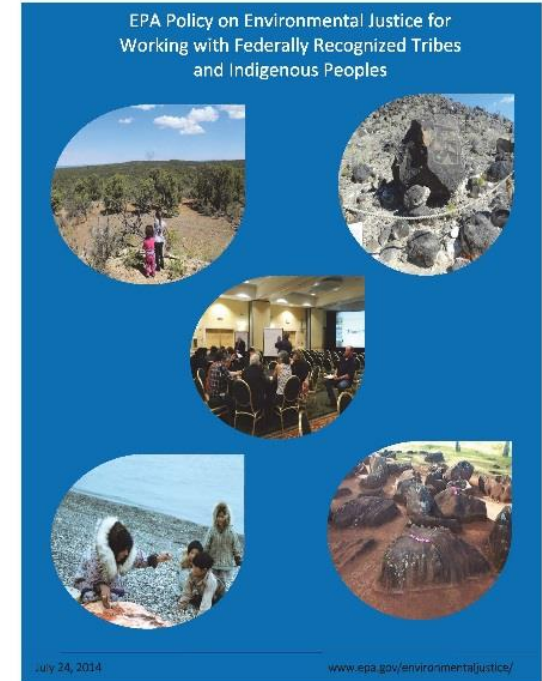
- Environmental justice is the **fair treatment** and **meaningful involvement** of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. This goal will be achieved when everyone enjoys:
  - The same degree of protection from environmental and health hazards, and
  - Equal access to the decision-making process to have a healthy environment in which to live, learn, and work.

# Policy



Issued: 2014

Purpose: Clarify and integrate EJ principles in a consistent manner in the Agency's work with federally recognized tribes, indigenous peoples and others living in Indian country.



Scope: Federally recognized tribes, state recognized tribes, tribal members, indigenous community organizations, **Native Hawaiians, Pacific Islanders**, individual Native Americans, and others living in Indian country.

# Policy Focuses on Four Areas



1. EPA's integration of EJ when **directly implementing** federal environmental programs in Indian country, and throughout the United States.
2. EPA's work with **federally recognized tribes/tribal governments** on EJ.
3. EPA's work with **indigenous peoples** (state recognized tribes, tribal members, indigenous community-based organizations, **Native Hawaiians, Pacific Islanders** etc.) on EJ.
4. EPA's **coordination and collaboration with federal agencies and others** on EJ issues of tribes, indigenous peoples, and others living in Indian country.



# Policy Content

## **Seventeen (17) Principles** - Spread Across the Four Focus Areas

- Direct Implementation (7)
- Engaging Federally Recognized Tribes (3)
- Engaging Indigenous Peoples (4)
- Intergovernmental Coordination (3)

## **Two Policy components to highlight:**

- Importance of the articles in the UN Declaration on the Rights of Indigenous Peoples that pertain to the Agency's mission.
- Integration of traditional ecological knowledge into Agency's science, policy and decision-making processes.





## EJ in Direct Implementation – Examples

- 2 - Being responsive to the EJ concerns of federally recognized tribes, indigenous peoples (including **Native Hawaiians and Pacific Islanders**) throughout the United States, and others living in Indian country.
- 4 - Using legal authorities to advance environmental justice throughout the U.S. and in Indian country (EJ in permitting, EJ in EPA Actions/regulatory development, EJ in NEPA, EJSCREEN, etc.).



# Engaging Federally Recognized Tribes – Examples

- 9 - Supporting the integration of environmental justice principles and programs into tribal government programs, policies, and activities (i.e. public participation capacity building assistance through the Indian General Assistance Program, EJ Small Grants/Cooperative Agreements, etc.).



## Engaging Indigenous Peoples - Examples

- 11 & 12 - Developing and maintaining relationships, having open communication, and providing meaningful involvement opportunities with indigenous peoples and communities.
- 13 - Identifying key points of contact in affected communities to facilitate meaningful involvement and fair treatment on EJ issues, and to better understand the communities.





## Intergovernmental Coordination on EJ- Examples

- 15 - Facilitating discussions among government entities on environmental justice issues affecting tribes and indigenous peoples.
- 16 - Encouraging federal agencies and state and local governments, to incorporate environmental justice principles into their programs, policies, and activities that may affect tribes and indigenous peoples and others living in Indian country.





# Policy Implementation - Examples

- EPA EJ Webinar Series for Tribes and Indigenous Peoples – Principles 3, 5, 9, 10 and 12
- Consideration of Traditional Knowledge (TK/TEK) – Principle 6
  - 2018, EPA Region 10's TK principles for working with tribes on TK.
  - 2017, Office of Land and Emergency Management Memorandum – [Considering Traditional Ecological Knowledge \(TEK\) during the Cleanup Process](#).
    - Application of TEK in the Cleanup of the Grasse River Superfund Site in New York
  - See EPA's [Annual EJ Progress Report 2019](#), pages 23-25



## **How does this Policy Affect EPA's Working Relationships Within the Agency**

- Greater coordination and collaboration among the tribal program and EJ program on addressing the EJ concerns of tribes and indigenous peoples.
- Contact lists of tribal and territorial government officials and indigenous peoples within each EPA region who are interested in EJ.
- EJ Tribal and Indigenous Peoples Advisors (EJ TIPAs) responsible for facilitating policy implementation
  - For FY 2021, coordinating an EJ Webinar Series for Tribes and Indigenous Peoples



# Policy

The Policy can be found at:

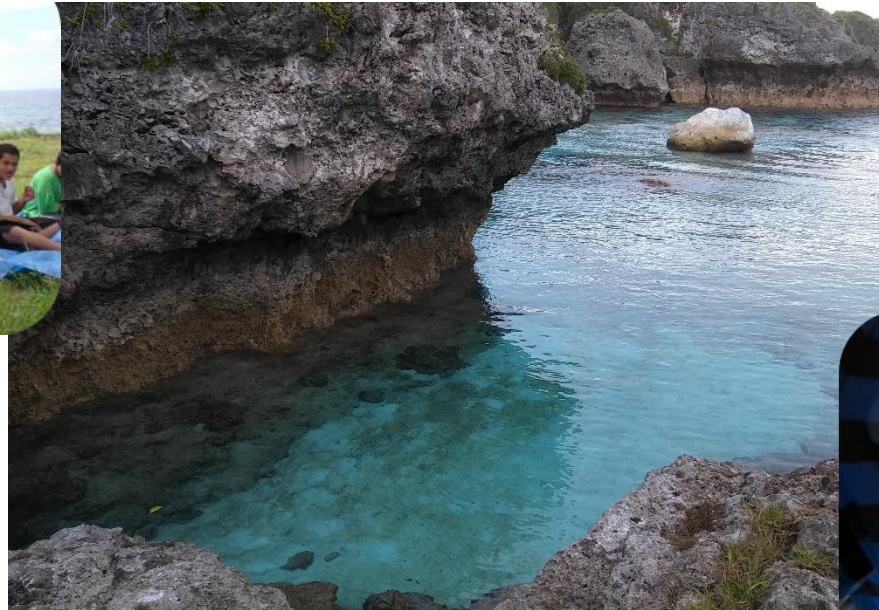
<http://www.epa.gov/compliance/environmentaljustice/resources/policy/indigenous/ej-indigenous-policy.pdf>

Further information on the Development & Implementation of the Policy can be found at:

<http://www.epa.gov/compliance/environmentaljustice/indigenous/index.html>



# EPA's Environmental Justice Financial Assistance Programs



Alan Bacock,  
Environmental Justice Coordinator  
Region 9, U.S. EPA





# Policy Implementation – Financial Assistance Programs

- EJ Small Grants
- EJ Collaborative Problem-Solving Cooperative Agreements (CPS)
- State EJ Cooperative Agreements (SEJCA)

**Overarching Goal:** Support Tribal Governments' and Indigenous Peoples' Environmental Justice Programs and Capacity





# Environmental Justice Small Grants (EJSG)

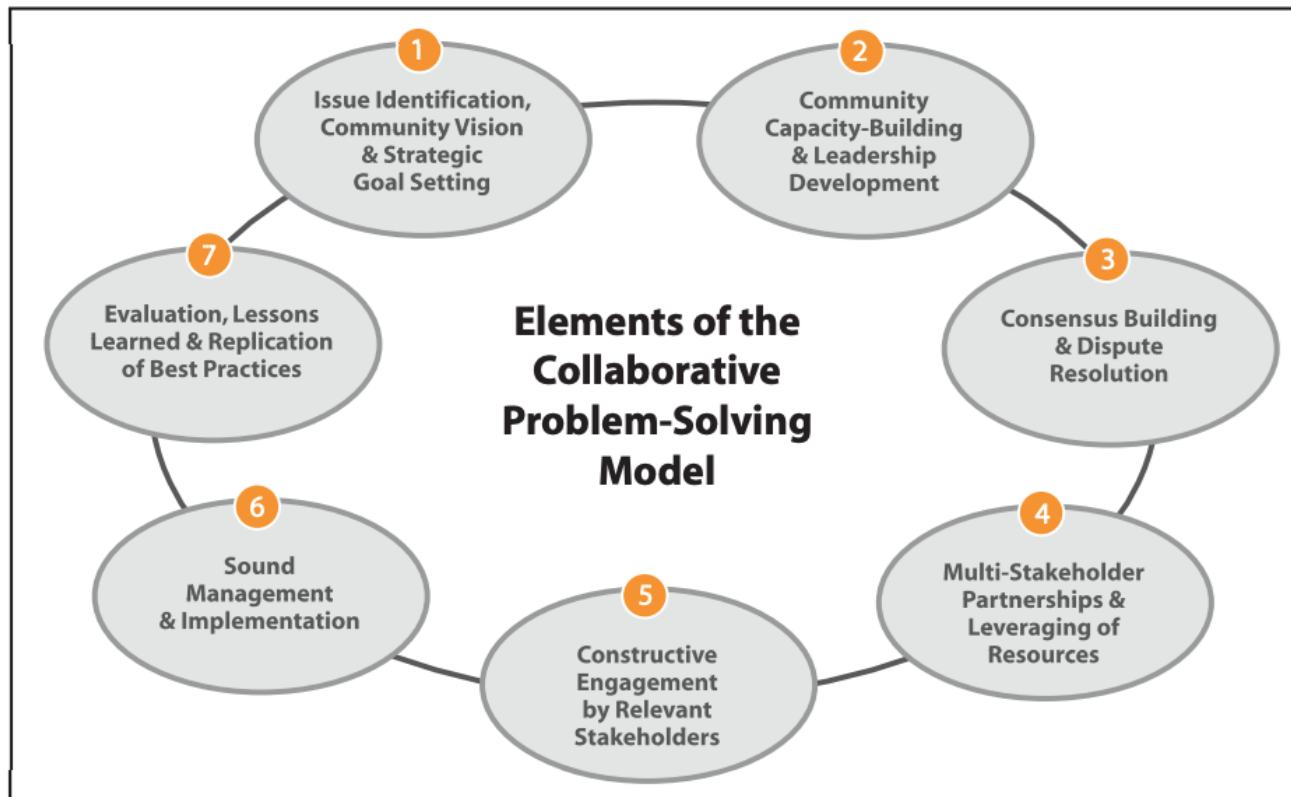
- Support Projects Designed to:
  - engage, educate, and empower communities to **increase understanding** of local environmental and public health issues, and
  - **develop strategies** for addressing those issues, **building consensus** in the community, and setting **community priorities**.
- \$30,000 per grant for 1-year projects (likely to increase for FY 2021)
- Eligibility: Community-based organization, indigenous organizations, Federally-recognized tribal governments, and **territorial governments**.
- Request for Applications (RFA) likely by March 1 2021 <sup>18</sup>



# Environmental Justice Collaborative Problem-Solving Cooperative Agreements

- Supports Projects Designed to:
  - address community environmental and public health concerns through **collaborative partnerships** with **3 or more groups**, and
  - create community-driven solutions using the EPA's **Environmental Justice Collaborative Problem-Solving Model**
- \$120,000 per award for 2-year projects (amounts likely to increase for FY 2021)
- Eligibility: Community-based organizations, indigenous organizations, Federally-recognized tribal governments & **territorial governments.**
- Request for Applications (RFA) likely by March 1 2021

# Environmental Justice Collaborative Problem-Solving Model





# State Environmental Justice Cooperative Agreements (SEJCA)

- Supports Projects Designed to:
  - build broad and robust, [results-oriented partnerships](#), within communities disproportionately impacted by environmental and public health threats; and
  - pilot activities that create [replicable models and frameworks](#) usable by other communities.
- \$200,000 per grant for 2-year projects
- Eligibility: State, Tribal, and Local Governments, including **territorial governments**
  - Both State and Federally-Recognized Tribes are eligible
  - \* [FY 2020 Tribal Recipient](#): Coyote Valley Band of Pomo Indians (CA)
- Request for Applications likely in November 2021





# Pre-application Assistance Calls

- Once the solicitation is released, OEJ hosts webinars and conference calls for applicants



- Open to the general public
- Provides general guidance and addresses questions about eligibility, priorities, timeline, etc.
- Calls are scheduled at different times (afternoons and evenings) to accommodate as many schedules as possible
- Calls are recorded if possible



# Common Strengths

- ❑ Applicant clearly identifies and characterizes the target community and the population(s) to be served
  - How is this community disproportionately impacted?
  - Demographics and Economics breakdown
  - Use of Census Data, Studies, Medical Reports
  - Use of EJSCREEN
    - OEJ's web-based Environmental Justice Screening tool (click on link above)
- ❑ Projects are community-driven w/ broad community support
  - ❑ Community residents and reps play a key role in the early proposal planning process
- ❑ Strong partnerships with industry, community, and environmental groups
- ❑ Proposal identifies specific outputs, target accomplishments, estimated budgets for each goal, and target dates for completion
- ❑ Proposed project builds on existing projects or programs





# Common Weaknesses

- ❑ Community (and community members) do not appear to be an integral part of the planning process
- ❑ Little detail provided on the disproportionate environmental/public health issues plaguing the community
- ❑ Proposal funds conferences or dialogues to discuss EJ issues but does not fund activities that make direct changes in the community
- ❑ Not properly framing the project through the environmental lens
  - ❑ While economic and health justice overlap with EJ, applicants must make sure that they link the issues and activities in their project with an environmental factor
- ❑ Methods for evaluating the success of the project are unclear (metrics)
- ❑ Lack of strong partnerships and/or letters of commitment



# **Additional Information on the Financial Assistance Programs**

## **Environmental Justice Small Grants**

<https://www.epa.gov/environmentaljustice/environmental-justice-small-grants-program>

## **Environmental Justice Collaborative Problem-Solving Cooperative Agreements**

<https://www.epa.gov/environmental-justice/environmental-justice-collaborative-problem-solving-cooperative-agreement-0>

## **State Environmental Justice Cooperative Agreements**

<https://www.epa.gov/environmentaljustice/state-environmental-justice-cooperative-agreement-program>

## **EPA Collaborative Problem-Solving Model**

<https://www.epa.gov/sites/production/files/2016-06/documents/cps-manual-12-27-06.pdf> 26

For over a thousand years ancient Hawaiians were completely isolated from the rest of the world.



Currently, over 80% of our food and 90% of our energy is imported

Image IBCAO

Image © 2010 TerraMetrics

Data SIO, NOAA, U.S. Navy, NGA, GEBCO

Image © 2010 DigitalGlobe

28°29'04.70" N 164°27'33.91" W elev 0ft

©2009

Eye alt



Building  
Communities of  
Practice for  
Resilience  
Since 1993  
Non-profit 501C3



**PACIFIC  
AMERICAN  
FOUNDATION**

Improving the Lives of Pacific Americans


# Pacific American Foundation

- Mission: Improve the lives of Pacific Americans
- Focus: Education, Leadership, Research, Employment, Partnerships
- Lessons Learned:
  1. 'A'ohe pau Ka 'ike I ka halau ho'okahi,  
All knowledge is not learned in one school
  2. Ma ka hana ka 'ike, Knowledge come from doing
  3. 'A'ohe hana nui ke alu 'ia, No task is too great when all pull together.
  4. Aloha ke Akua, Aloha I loko, Aloha kekahi I kekahi, Aloha 'Āina

# *Relationships* → Partnerships

Small success leads to greater success

- How does your mission and focus intersect with others?
- Personally, organizationally, geographically
- Seen and unseen
- O.I.A. Principle: What do you observe, interpret and apply?
- Relationships, Relevance, Rigor
- Servant Leadership
- Community School Model
- Funding: Local, National, International
- Philanthropy – *Not just check writers!*
- *How do you define culture?*
- *Hierarchical Strategies*
- *Look to the past to chart your way forward*



*A story of place, people and innovation through  
the lens of the Hawaiian Loko i'a...*



Waikalua Loko I'a (fishpond) 2019



## *Hawai'i's Most Endangered Historic Sites*

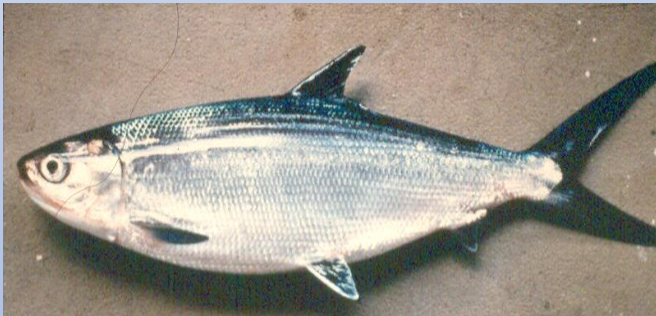
### Waikalua Loko Fishpond

is one of the few remaining intact ancient Hawaiian fishponds in the state. Located in Kāneʻohe Bay, the approximately 400-year-old fishpond exemplifies the ancient Hawaiians' skillful management of natural resources. The Waikalua Loko Fishpond Preservation Society, a nonprofit organization, has managed the pond since 1995, working to eradicate invasive mangrove and maintain the pond's kuapā (wall) and mākāhā (gates), work done strictly by volunteers. "Since we began," says Herb Lee, Executive Director of the Pacific American Foundation and one of the founders of the preservation society, "we've had tens of thousands of people come down to help."

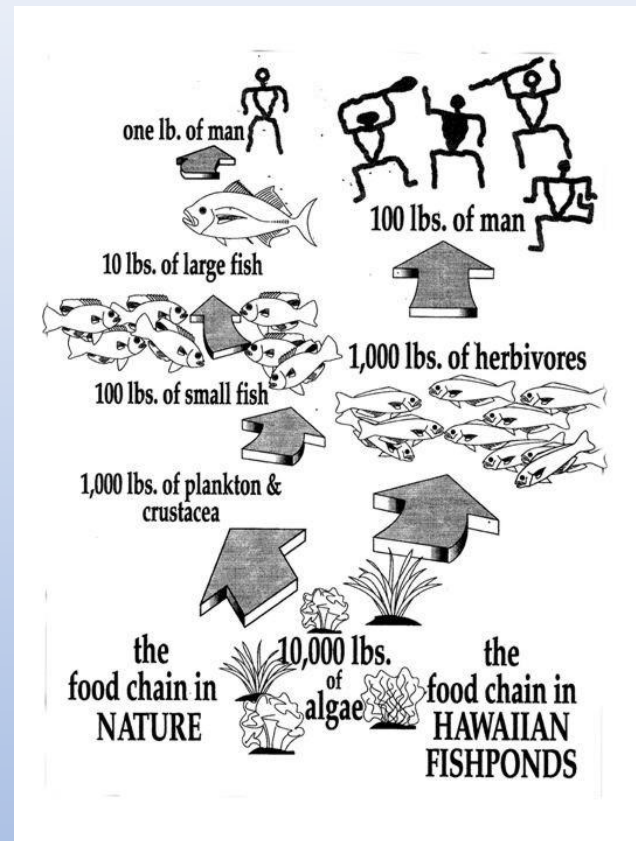
From Honolulu Magazine, November, 2010  
By Jenny Quill for Historic Hawai'i Foundation  
Photo by Rae Huo



**Ama ama, mullet, *Mugil cephalus*  
430,115 lbs produced in 1901**



**Awa, milkfish, *Chanos chanos*  
224, 321 lbs produced in 1901**

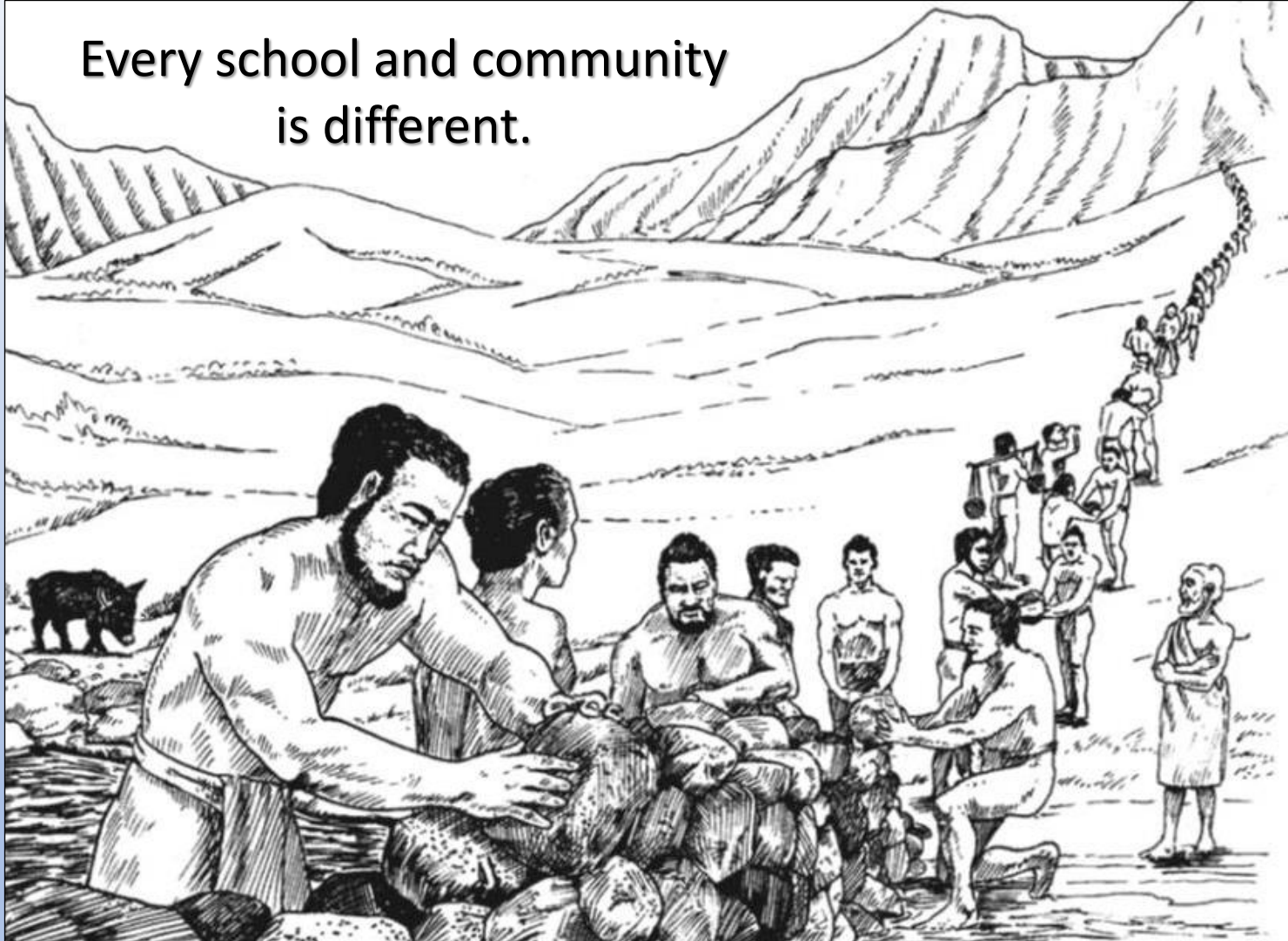


Hiatt, Robert W. 1944. Food Chains and the Food Cycle in Hawaiian Fish Ponds. Transactions of the American Fisheries Society, 74 (1944): 250-280

## Re-Imagining Education and Teaching in the 21<sup>st</sup> Century



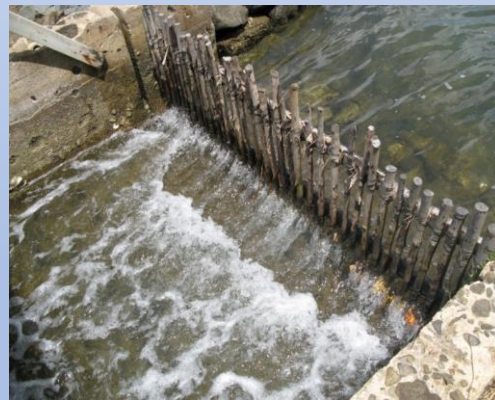
Every school and community  
is different.

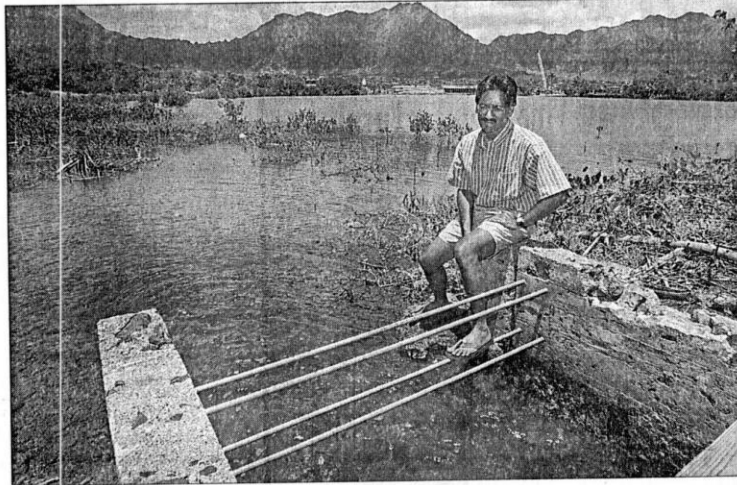


What does your community-school look like?



# Waikalua Loko I'a: "Piko"





Herb Lee Jr., president of the Waikalua Loko Fishpond Preservation Society, said the fishpond is the only one in Hawaii dedicated to education, not raising fish. "We're using the fishpond as a catalyst to teach being responsible and respectful of the environment," he said.

DEBORAH BOCKER  
The Honolulu Advertiser

## Restored fishpond now a learning center

By **The Ramirez**  
ADVERTISER WORKWARD BUREAU

**KANEHOHE** — After four years of care and hard work, Waikalua Loko Fishpond is looking like a fishpond, not another mangrove stand creeping inland from Kaneohe Bay.

Tons of the relentless mangroves have been weeded out, revealing the graceful curve of the pond's wall as well as eight acres of water alive with shrimp, crab, mullet, barracuda and other fish.

Chuck Eakes said yesterday his hours of volunteer work were motivated by his three grandchildren. They are Hawaiian, he said, and living thousands of miles away in Washington state.

"Being so far from Hawaii, my grandchildren are also far away from their culture," said Eakes, a 30-year Kaneohe resident and a director of Waikalua Loko Fishpond Preservation Society. "I just want to make sure they get an opportunity to learn about it."

Eakes' young grandchildren can now learn about Waikalua Loko via the Internet or on visits to the pond. About 2,000 others have visited the pond to help clean up or on school trips. In 1998, Castle High School used the site to give 70 students hands-on science lessons, said Herb Lee Jr., president of the society.

The society was started in 1995 by fishpond owner

Bayview Golf Course, which employs Lee as a consultant. The course's Japanese owners decided to let the community manage the pond and have donated labor as well as assigned a full-time employee to help the society, he said.

Lee said the fishpond is the only one in Hawaii dedicated to education, not raising fish. The society has depended on volunteer labor, he said, but recently gained nonprofit status so it can raise money.

Formal research is being done by Clyde Tamaru, an aquaculture specialist with Sea Grant Hawaii who helped develop the curriculum for Castle High's science course. Students learned how Hawaiians integrated fishponds into the rest of the en-

vironment, Tamaru said. "One boy explained the food chain in terms of guys fishing and drinking beer, how the food web goes all the way up from microscopic organisms to the fishermen," Tamaru said.

Lee said some cultural practices are being renewed. The Hawaiian-language students of nearby Puhala Elementary School wrote an "entrance chant" to recite when coming to the pond. The chant expresses respect for the pond as well as its relationship to the ahupuaa, or land division, it rests in.

"We're using the fishpond as a catalyst to teach being responsible and respectful of the environment," Lee said. "If you live mauka, for exam-

ple, what you throw into the streams up there is going to end up down here. If you care about this fishpond, you won't do it."

Along with clearing mangrove, the society is repairing the pond's three makaha, or sluice gates. Lee said the society needs help, especially from people willing to make long-term commitments. "It's going to take more than a lifetime, so we need to pass stewardship of the pond on to the next generation."

The society is holding a workday at the pond tomorrow from 9 a.m. to noon. Volunteers should call Lee at 262-3261. The society's web site is at [www.wco.com/accos/WLFPS-hp.html](http://www.wco.com/accos/WLFPS-hp.html).

**2018: Over 6,000 teachers trained/110,000 students since 1995/ PAF acquires Waikalua Loko I'a 2013/first ancient Hawaiian fishpond to return to community since 1848.**







Adopted 2015  
Hawaii Board  
of Education

# FUTURE OF HAWAIIAN FISHPONDS

- Provides ways where students can reconnect with natural processes
- May prove to be more important than all of the fish produced from these ancient structures



# **Ka Wai Ola O Waianae**

## **EPA Grant – PAF Community Action for a Renewed Environment**

- 1. Illegal dumping in and near streams**
- 2. Inactive and active landfills**
- 3. Non-point source pollution into streams and ocean**

The Ka Wai Ola O Waianae, the living waters of Wai‘anae, level II (2011) project engaged the community to care for their environment, educated the community on how their actions impact their environment and how they can mitigate those impacts, executed activities in the community to reduce pollutants and evaluate for success in changing behaviors and preventing future pollution.

## **Advice & Tips for NGOs Applying for and Managing Federal Grants**

- Research the intent and purpose of the federal agency that will be administering the grant.
- Thoroughly read the Request for Applications (RFA).
- Take advantage of opportunities to ask questions of the grants coordinator/manager and participate in the scheduled grants information conference calls before writing your grant proposal.
- Write your grant proposal so that it tells your story AND answers the specific questions being asked in the RFAs.
- If approved, reach out to your designated Project Officer to begin relationship building through the life of the grant.
- If not approved, ask for reviewer notes to help you with the next opportunity.
- Keep in constant contact with your Project Officer as an integral member of your Project Team vs. just as a compliance officer.
- Communication and engagement are key factors to success.
- Encourage site visits as often as possible.

*Aloha Ke Akua, Aloha I loko, Aloha Kekahi I Kekahi*

*... Aloha 'Āina*





# Questions & Contact Information

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To receive updates on EJ tools and resources from across the federal government, sign up for EPA's Environmental Justice Listserv by sending a blank email to: **[join-epa-ej@lists.epa.gov](mailto:join-epa-ej@lists.epa.gov)**