

FEDERAL AGENCY: ENVIRONMENTAL PROTECTION AGENCY (EPA) Office of Environmental Education

TITLE: Environmental Education Local Grants Program -- Solicitation Notice for 2016

ACTION: Request for Proposals

FUNDING OPPORTUNITY NUMBER: EPA-EE-16-01

Catalog of Federal Domestic Assistance (CFDA): 66.951

Dates: The closing date and time for receipt of proposal submissions is **April 8, 2016, 11:59pm Eastern Time (ET)** in order to be considered for funding. **Proposal packages must be submitted electronically through Grants.gov.** See Section III (C)(2) for more details about the deadline and Section IV (B) for submission instructions.

Summary: The purpose of the Environmental Education Local Grants Program is to support locally-focused environmental education projects that increase public awareness and knowledge about environmental issues and provide the skills that participants in its funded projects need to make informed environmental decisions and take responsible actions toward the environment.

Funding/Awards: The total funding for this competitive opportunity is approximately **\$2,730,000** nationwide. EPA expects to award **three grants from each of the EPA's 10 Regional Offices, for a total of approximately 30 grants nationwide.** The award amount for each of these grants will be approximately, but no more than, **\$91,000** in federal funds. The award amounts and the number of awards are subject to the availability of funds, the quality and quantity of proposals received, and other applicable considerations.

Cost Sharing Requirement: Applicants must demonstrate how they will provide non-federal matching funds of **at least 25% of the total cost** of the project.

Project Period: Proposals should plan for projects to start **no earlier than August 29, 2016.** Project periods should be proposed for one or two years or any time period between one and two years.

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Section I. Funding Opportunity Description

A. Background

Under this solicitation EPA is seeking grant proposals from eligible applicants to support locally-focused environmental education projects that promote environmental stewardship and help develop knowledgeable and responsible students, teachers, and citizens. This grant program provides financial support for projects that design, demonstrate, and/or disseminate environmental education practices, methods, or techniques, as described in this notice, that will serve to increase environmental literacy and encourage behavior that will benefit the environment in the local community(ies) in which it is located. Selections and awards will be made in each of the 10 EPA Regional Offices.

The National Environmental Education Act (Act) requires that exactly 25% of all funds obligated under Section 6, the Environmental Education Grant Program, in a fiscal year be for grant awards of not more than \$5,000. Accordingly, each recipient (i.e., the “prime” recipient) of a grant under this solicitation will be required to **award exactly 25% (no more and no less) of the funds received from EPA to eligible sub-recipients in the form of sub-grants of \$5,000 or less.** **Please note that this is different** from the requirement in the Act that each recipient provide a **cost sharing (match) of 25% or more of the total project amount.**

EPA receives a large number of grant proposals under this program and can fund just a small percentage of those proposals received. To ensure that grant proposals are competitive, applicants should carefully read Sections IV and V regarding how to structure a proposal and what criteria will be used to evaluate proposals.

EPA encourages proposals for funding of projects that provide a variety and range of educational and environmental priorities, geographic areas, and audiences, as compared to the pool of previously funded projects. Go to the EPA website <http://www2.epa.gov/education/environmental-education-ee-grants> to see the list and descriptions of projects previously funded by this program.

B. Goal and Definitions

(1) Goal

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

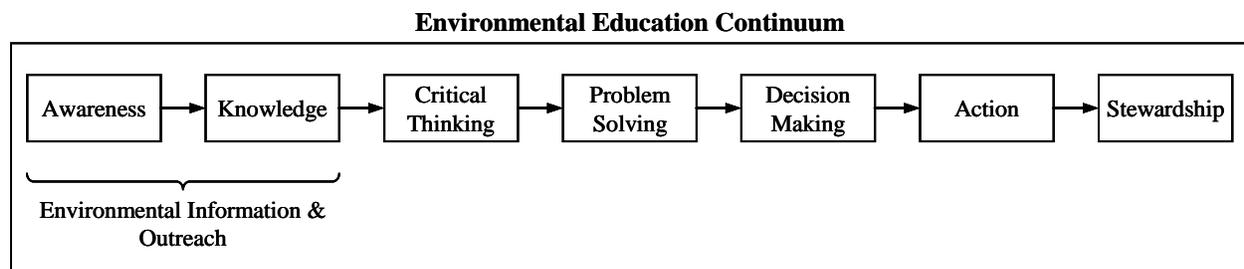
this notice. EPA will provide financial support for projects that promote environmental stewardship and help develop informed, knowledgeable and responsible citizens in the community(ies) in which the project is located.

(2) Definition of Environmental Education (EE)

EE is defined in the Act as:

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

EPA further clarifies that environmental information and outreach may be important elements of EE projects, but these activities by themselves are not EE. By itself, environmental information only addresses awareness and knowledge, usually about a particular environmental issue. Outreach involves information dissemination and requests or suggestions for action on a particular issue (often without the critical thinking, problem solving and decision making steps in between). EE teaches individuals how to weigh various sides of an issue through critical thinking, problem solving and decision making skills on environmental topics. EE is a continuum that covers the range of steps and activities from awareness to action with an ultimate goal of environmental stewardship.



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

(3) Definitions of terms used throughout this solicitation.

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

(b) “Environmental Outreach” disseminates information and sometimes asks audiences to take specific action, but doesn’t necessarily teach people how to analyze an issue. Outreach often presents a particular point of view, and often in pursuit of a particular goal. Examples may include a community meeting to inform residents about a toxic site in their area and where they can go for help, or a campaign to get volunteer participants for a beach or stream cleanup event.

(c) “Environmental Stewardship” is voluntary commitment, behavior, and action that results in environmental protection or improvement. Stewardship refers to an acceptance of personal responsibility for actions to improve environmental quality and to achieve sustainable outcomes. Stewardship involves lifestyles and business practices, initiatives and actions that enhance the state of the environment. Some examples are: living or conducting business in such a way as to minimize or eliminate pollution at its source; using energy and natural resources efficiently; decreasing the use of hazardous chemicals; recycling wastes effectively; and conserving or restoring forests, prairies, wetlands, rivers, and urban parks. Stewardship can be practiced by individuals, groups, schools, organizations, companies, communities, and state and local governments.

C. Educational and Environmental Priorities

In order to be eligible, all proposals must:

- (1) address at least one of the EPA educational priorities listed below,
- (2) address at least one EPA environmental priority listed below; and,
- (3) satisfy the definition of “environmental education” as defined under Section I (B) as discussed above.

The educational and environmental priorities listed below are not in order of importance or preference. Proposals may address more than one priority in each category. However, it is important that the proposal is clear which priority(ies) in each category (educational and environmental) are the focus of the project and why that focus was chosen for the proposed project. The mission of the EPA is to protect human health and the environment. As such, the proposal should demonstrate how the project will result in both educational and environmental outputs and outcomes.

In addition, these priorities focus on environmental challenges that require a population that is diverse, informed, environmentally literate, as well as willing and able to translate their

knowledge and skills into decisions and actions that protect the environment in every community, including but not limited to minority, low income, and tribal communities. We encourage proposals that reach out to a variety of communities, especially those that are or more likely to have been affected adversely (e.g., higher rates of medical problems due to environmental factors) by environmental risks than other communities.

EPA's Educational Priorities:

Proposals must address at least one of these Educational Priorities to be considered eligible.

(1) **EE Capacity Building:** Building the capacity of agencies and organizations to develop, deliver, and sustain comprehensive environmental education programs statewide. Capacity building proposals may focus on one state, multiple states, or a region of the country.

(2) **Educational Advancement:** Utilizing environmental education as a catalyst to advance state or local educational goals and to improve environmental literacy among students in formal education programs.

(3) **Community Projects:** Addressing environmental stewardship in a local formal or non-formal educational context, and using outdoor, place-based, experiential, service learning and/or community-focused stewardship activities as the primary teaching tool(s).

(4) **Human Health and the Environment:** Educating students of any age group and/or training their educators or community leaders on how to teach, in formal and non-formal settings, about human health threats from environmental pollution and how to minimize human exposure to preserve good health.

(5) **EE Teaching Skills:** Providing pre-service and in-service professional development for teachers, faculty, or non-formal educators to improve their environmental education teaching skills and/or knowledge about environmental issues and content.

(6) **Career Development:** Educating students of any age group and/or training their educators or community leaders on how to teach, in formal and non-formal settings, about environmental issues, solutions and stewardship for the purpose of encouraging interest in careers in environmental fields.

A note on training educators:

EPA has previously funded various projects focused on the skills needed to be an effective environmental educator. A resource developed by one of these projects, *Guidelines for the Preparation and Professional Development of Environmental Educators*, is intended to guide other projects that address EE teaching skills. You may download or order a copy of this publication by going to EPA's website at <http://www2.epa.gov/education/environmental-education-ee-publications>.

EPA's Environmental Priorities:

Proposals must address at least one of these Environmental Priorities to be considered eligible.

(1) **Addressing Climate Change and Improving Air Quality** - These efforts help protect the health of all Americans and the ecosystems we depend on by preventing pollution and

increasing energy efficiency, improving indoor and outdoor air quality, reducing industrial air pollution and pollution from vehicles and engines, protecting the stratospheric ozone layer, reducing acid rain, and addressing climate change. See more information at <http://www.epa.gov/air/>.

(2) **Taking Action on Toxics and Chemical Safety** -These efforts protect all Americans and the environment from potential risks from pesticides and toxic chemicals and prevent pollution before it begins. See more information at <http://www2.epa.gov/aboutepa/about-office-chemical-safety-and-pollution-prevention-ocspp>.

(3) **Making a Visible Difference in Communities Across the Country** -These efforts provide guidelines for safe and environmentally-friendly practices in waste management and support the redevelopment and reuse of potentially contaminated sites. See more information at <http://www2.epa.gov/aboutepa/about-office-solid-waste-and-emergency-response-oswer>.

(4) **Protecting Water: A Precious, Limited Resource** -These efforts ensure that drinking water is safe, and restores and maintains oceans, watersheds, and their aquatic ecosystems to protect human health, support economic and recreational activities, and provide healthy habitat for fish, plants, and wildlife. See more information at <http://www2.epa.gov/aboutepa/about-office-water>

(5) **Launching a New Era of State, Tribal, and Local Partnerships** - These efforts provide a sustainable future, through effective collaboration, by expanding investments at the federal, state, and local levels to build capacity via innovative use of skills and technologies in traditionally underrepresented communities. See more information at <http://www.epa.gov/tribal/> and <http://www.epa.gov/ocir/state-local.htm>.

D. Partnerships

Partnerships are not required. However, applicants are encouraged to work with partners to develop, design and implement proposed projects and will be evaluated on their plan to work with partners (or their plan to develop, design and implement the project without partners) under a criterion explained in Section V. Partnerships can strengthen recruitment plans by increasing potential numbers and diversity of audiences, can increase the variety of and accessibility to expertise needed to conduct a successful project, and can assist in meeting the matching funds requirement. See Section III (B) for more information about the matching funds requirement.

E. Linkage to EPA's Strategic Plan and Expected Outputs and Outcomes

(1) Linkage to EPA's Strategic Plan. Environmental education is an important non-regulatory tool the Agency uses to help meet its mission. As such, all proposals to the EE Grant Program must support one or more of the following Strategic Goals of the EPA:

- Goal 1: Addressing Climate Change and Improving Air Quality
- Goal 2: Protecting America's Waters
- Goal 3: Cleaning Up Communities and Advancing Sustainable Development
- Goal 4: Ensuring the Safety of Chemicals and Preventing Pollution

- Goal 5: Protecting Human Health and the Environment by Enforcing Laws and Assuring Compliance

See EPA's 2014-2018 Strategic Plan at <http://www2.epa.gov/planandbudget/strategicplan>.

(2) Expected Outputs and Outcomes (See Appendix D). Recipients of these grants will design, develop and implement locally-focused educational projects that encourage behavior beneficial to the environment through non-regulatory means while raising public awareness of actions that can be taken to promote environmental stewardship. During the evaluation process for proposals, 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, 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. Progress should at least begin on medium-term or long-term outcomes during the project period. For more detailed information on expected outputs and outcomes from environmental education grants, please see Appendix D.

F. Required Sub-grants and Matching Funds

A grant under this solicitation will be required to **award exactly 25% (no more and no less) of the funds received from EPA to eligible sub-recipients in the form of sub-grants of \$5,000 or less.** This means that if the total dollar amount proposed to be awarded to sub-grants in a proposal is either below or above exactly 25% of EPA funds requested, the proposal will be deemed ineligible.

There is also a **cost sharing (match) requirement**, which must be for a **minimum of 25% of the total project amount.** A proposal will be deemed ineligible if funds for less than 25% of the total project amount are proposed as match.

More information about matching funds and sub-grant requirements can be found in Sections III and IV.

G. Other Funding Opportunities

Please note that this is a very competitive grant program. Limited funding is available and not all grant proposals can be funded. If your project is not funded, you may wish to review other available grant funding opportunities on the federal site Grants.gov.

H. Statutory Authority

Section 6 of the National Environmental Education Act of 1990 (Public Law 101-619) authorizes the award of these Environmental Education Grants.

Section II. Award Information

A. Funding Type

The funding for selected projects will be in the form of a grant.

B. Number and Amount of Awards

EPA expects approximately \$2,730,000 in federal funds to be available for grants under this solicitation. **Each of EPA's 10 Regional Offices anticipates funding three grants; each grant will be funded for approximately but no more than \$91,000 in federal funds**, subject to the availability of funds, the quality and quantity of proposals received, and other applicable considerations.

C. Start Date and Length of Project Period

Applicants should plan for their **projects to begin no earlier than August 29, 2016**. Applicants should plan for a flexible start date since the date awards are made varies from one EPA Regional Office to another from year to year. EPA will accept proposals for one or 2 year project periods, but the total funding will be the same regardless of the project period (i.e., if a 2 year project is proposed for \$91,000, the award amount is \$91,000 for the whole 2 years and no additional funding will be issued for the second year.) The proposal must demonstrate clearly how the project will be completed in the time frame proposed.

D. Funding and Partial Funding Provisions

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

EPA also 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 6 months after the original selection decisions.

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

E. Multiple Proposals

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

Section III. Eligibility Information

A. Eligible Applicants

The terms for eligibility to apply for a grant under this RFP are defined in Section 3 of the Act and 2 CFR Part 200.

Any local education agency, college or university, state education or environmental agency, nonprofit organization as described in Section 501(C)(3) of the Internal Revenue Code, or a noncommercial educational broadcasting entity as defined and licensed by Federal Communications Commission may submit a proposal. Applicant organizations must be located in the United States or territories, and the majority of the educational activities must take place in the United States; or in the United States and Canada or Mexico; or in U.S. Territories. A teacher's school district, an educator's nonprofit organization, or a faculty member's college or university may apply, but an individual teacher or faculty member may not apply. Eligibility requirements apply to both "prime" recipients and sub-grantees. "Tribal education agencies" that are eligible to apply include a school or community college which is controlled by an Indian tribe, band, or nation, which is recognized as eligible for special programs and services provided by the United States to Indians because of their status as Indians and which is not administered by the Bureau of Indian Education. Tribal organizations do not qualify unless they meet those criteria or the non-profit criteria listed above and below.

For-profit organizations are not eligible to apply for this funding opportunity. Additionally, non-profit 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.

B. Matching Funds

Non-federal matching funds of at least 25% of the total cost of the grant project are required for awards made under this announcement. The matching requirement is explained in detail in Section IV (E)(3)(b) under Detailed Budget Table and Narrative and Matching Funds Explanation.

In order to be eligible for funding consideration, proposals must demonstrate how the match requirement will be met if selected for an award. Under appropriate circumstances, applicants may use partnerships to assist with matching funds requirements. See Section I (D) above for further information about Partnerships. Applicants must be aware, however, that regardless of

whether it is a partner(s) or their own organization that is providing the matching funds, the applicant itself is responsible for ensuring that the cost share requirement is met.

C. Threshold Eligibility Criteria

Proposals must meet the following threshold criteria to be eligible for funding consideration under this solicitation. **Failure to meet any of the following criteria in the proposal will result in disqualification of the proposal for funding consideration.** Ineligible applicants will be notified by email within 15 calendar days of the determination that they are ineligible based on the threshold criteria.

(1) Proposals must substantially comply with the proposal submission instructions and requirements set forth in Section IV of this announcement or else they will be rejected. Where a page limit is specified in Section IV for the work plan, pages in excess of the page limitation will not be reviewed.

(2) Proposals must be submitted through [Grants.gov](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 proposal [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 proposal/application is timely submitted.

(3) Proposals 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 [Grants.gov](https://www.Grants.gov) or relevant [SAM.gov](https://www.SAM.gov)/ system issues. An applicant's failure to timely submit their proposal/application through [Grants.gov](https://www.Grants.gov) because they did not timely or properly register in [SAM.gov](https://www.SAM.gov)/ or [Grants.gov](https://www.Grants.gov) will not be considered an acceptable reason to consider a late submission. Applicants should confirm receipt of their proposal with Karen Scott at EEGrants@EPA.gov as soon as possible after the submission deadline—failure to do so may result in your proposal [or application] not being reviewed.

(4) The applicant must be an eligible organization as described in Section III (A) above and state in its proposal how it meets that eligibility criterion.

(5) The applicant must demonstrate in its proposal how the non-federal match will be met, as required in Section III (B) above.

(6) Proposals for awards must be for no more than, \$91,000 in federal funds or the proposal will be rejected.

(7) Proposals must describe how the applicant's project will result in the award of exactly (no more and no less than) 25% of the amount awarded by EPA as sub-grants of \$5,000 or less to

eligible sub-grantees. **Note:** This means that if the total dollar amount proposed to be awarded to sub-grants of \$5,000 or less is either below or above exactly 25% of the EPA funds requested, the proposal will be deemed ineligible. This is different from the match requirement, which can be more than 25% of the total project amount. For example, if EPA awards \$91,000 to the prime recipient, then the prime must award exactly \$22,750 in sub-grants of \$5000 or less.

(8) The proposal must be for a project that satisfies the definition of “environmental education” as defined under Section I (B).

(9) The proposal must address at least one of the educational priorities listed in Section I (C).

(10) The proposal must address at least one of the EPA’s environmental priorities listed in Section I (C).

(11) Applicants must demonstrate that their proposal is for a project for which they (the applicant) have not been previously awarded a grant by EPA’s EE program and a statement to this effect must be included in the Project Summary; or the applicant must demonstrate that they are expanding, building on, enhancing or otherwise modifying a project previously funded by EPA’s EE Grant Program.

(12) Applicants can submit more than one proposal under this solicitation so long as each one is for a different project and is separately submitted.

D. Ineligible Activities

If a proposal is submitted that includes any ineligible tasks or activities, that portion of the proposal will be ineligible for funding and may, depending on the extent to which it affects the proposal, render the entire proposal ineligible for funding. Activities and tasks ineligible for funding in the EE Grants Program include:

- (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);
- (3) Advocacy promoting a particular point of view or course of action;
- (4) Lobbying or political activities as defined in 2 CFR Part 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. Proposal and Submission Information

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

Applicants, except as noted below, must apply electronically through [Grants.gov](https://www.grants.gov) under this funding opportunity based on the grants.gov instructions in this announcement. If an applicant does not have the technical capability to apply electronically through grants.gov because of limited or no internet access which prevents them from being able to upload the required application materials to [Grants.gov](https://www.grants.gov), the applicant must contact OGDWaivers@epa.gov or the address listed below in writing (e.g., by hard copy, email) *at least 15 calendar days prior to the submission deadline under this announcement* to request approval to submit their application materials through an alternate method.

Mailing Address:

OGD Waivers
c/o Barbara Perkins
USEPA Headquarters
William Jefferson Clinton Building
1200 Pennsylvania Ave., N. W.
Mail Code: 3903R
Washington, DC 20460

Courier Address:

OGD Waivers
c/o Barbara Perkins
Ronald Reagan Building
1300 Pennsylvania Ave., N.W.
Rm # 51267
Washington, DC 20004

In the request, the applicant must include the following information:

Funding Opportunity Number (FON)

Organization Name and DUNS

Organization's Contact Information (email address and phone number)

Explanation of how they lack the technical capability to apply electronically through Grants.gov because of 1) limited internet access or 2) no internet access which prevents them from being able to upload the required application materials through Grants.gov.

EPA will only consider alternate submission exception requests based on the two reasons stated above and will timely respond to the request -- all other requests will be denied. If an alternate submission method is approved, the applicant will receive documentation of this approval and further instructions on how to apply under this announcement. Applicants will be required to submit the documentation of approval with any initial application submitted under the alternative method. In addition, any submittal through an alternative method must comply with all applicable requirements and deadlines in the announcement including the submission deadline and requirements regarding proposal content and page limits (although

the documentation of approval of an alternate submission method will not count against any page limits).

If an exception is granted, it is valid for submissions to EPA for the remainder of the entire calendar year in which the exception was approved and can be used to justify alternative submission methods for application submissions made through December 31 of the calendar year in which the exception was approved (e.g., if the exception was approved on March 1, 2015, it is valid for any competitive or non-competitive application submission to EPA through December 31, 2015). Applicants need only request an exception once in a calendar year and all exceptions will expire on December 31 of that calendar year. Applicants must request a new exception from required electronic submission through Grants.gov for submissions for any succeeding calendar year. For example, if there is a competitive opportunity issued on December 1, 2015 with a submission deadline of January 15, 2016, the applicant would need a new exception to submit through alternative methods beginning January 1, 2016.

Please note that the process described in this section is only for requesting alternate submission methods. All other inquiries about this announcement must be directed to the Agency Contact(s) listed in Section VII of the announcement. Queries or requests submitted to the email address identified above for any reason other than to request an alternate submission method will not be acknowledged or answered.

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](https://www.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. Registrations on grants.gov, SAM.gov, and DUNS number assignment are FREE.

Applicants need to ensure that the AOR who submits the application through Grants.gov and whose DUNS number is listed on the application is an AOR for the applicant listed on the application. Additionally, the DUNS number 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](https://www.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 Grants.gov/web/grants/applicants/adobe-software-compatibility.html.

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-EE-16-01, or the CFDA number that applies to the announcement (CFDA 66.951), in the appropriate field and click the Search button. Alternatively, you may be able to access the application package by clicking on the Package button at the top right of the synopsis page for the announcement on Grants.gov. To find the synopsis page, go to Grants.gov and click “Browse Agencies” in the middle of the page and then go to “Environmental Protection Agency” to find the EPA funding opportunities.

Application Submission Deadline: Your organization’s AOR must submit your complete application package electronically to EPA through Grants.gov no later than **11:59pm Eastern Time on April 8, 2016**. **Please allow for enough time to successfully submit your application package 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 that you downloaded using the instructions above. For additional instructions on completing and submitting the electronic application package, click on the “Show Instructions” tab that is accessible within the application package itself.

Application Materials

The following forms and documents are required under this announcement:

1. Application for Federal Assistance (SF-424)
2. Budget Information for Non-Construction Programs (SF-424A)
3. Narrative Proposal (Project Narrative Attachment Form) - prepared as described in Section IV (E)(3) below

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 **Karen Scott**, at EEGrants@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 the applicant’s AOR, who should have registered with grants.gov before starting the submission of the application. 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 common 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 and time identified in this 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.

Once you have submitted, you will receive the following communications:

- **Submission Receipt Email:** Confirms successful receipt of your application by the Grants.gov system and indicates application status is "Received." This will include a tracking number, which will have the following format: GRANTxxxxxxx
- **Submission Validation –OR– Rejection with Errors Email:** Indicates that your application was either successfully validated or rejected by Grants.gov system prior to transmission to the grantor agency.
- If your application is rejected with errors, you may resolve these errors and attempt to submit again as long as the submission deadline has not already passed. Please note that Grants.gov does not review application content for award determination.
- Once your application package has passed validation, it is available for the awarding agency to retrieve to perform further review and award determination. After the federal agency confirms receipt of your application, Grants.gov will send you a third email to indicate the Received by Agency status.

If you do not receive the above emails, please contact 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. Note: Grants.gov issues a “case number” upon a request for assistance.

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](https://www.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 Karen Scott at EEGrants@EPA.gov with the FON in the subject line. If you are unable to email, contact Karen Scott at 202-564-2194 and leave a brief message. Be aware that EPA will only consider accepting applications that were unable to transmit due to [Grants.gov](https://www.grants.gov) or relevant [SAM.gov](https://www.sam.gov)/ system issues or for unforeseen exigent circumstances, such as extreme weather interfering with internet access. Failure of an applicant to submit by the deadline 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.

a. If you are experiencing problems resulting in an inability to upload the application to Grants.gov, it is essential to call [Grants.gov](https://www.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 Karen Scott at 202-564-2194 and leave a brief message.

b. 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, send an email message to Karen Scott at EEGrants@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.

c. 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, promptly send an email to Karen Scott at EEGrants@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.

D. Format of Proposal Submission

Proposal applications must include the information described below, and it is highly recommended that proposals 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 proposal as the reviewers will evaluate only the materials provided in the proposal.

The portion of the Narrative Proposal referred to as the Work Plan (which includes the Project Summary, Detailed Project Description, and Project Evaluation) shall not exceed 8 single-spaced pages. Pages in excess of the page limit will not be reviewed. "One page" refers to one side of a single-spaced typed page. The pages must be letter-sized (8 ½ X 11 inches); recommended font size is no smaller than 10 point. The remaining pieces of the Narrative Proposal – the Detailed Budget and the Appendices (i.e., Timeline, Logic Model, Programmatic Capabilities and Past Performance, and Partnership Commitment Letters) - are not included in the page limit.

E. Contents of Submission

A complete proposal package must contain all of the information outlined below. Please see the additional instructions provided under "Instructions" below, as well as Appendix C: Environmental Education Proposed Checklist.

- (1) Standard Form (SF) 424, Application for Federal Assistance
- (2) SF 424A, Budget Information
- (3) Narrative Proposal
 - (a) Work Plan - not to exceed 8 single spaced pages total:
 - (i) Project Summary (recommended, one page);
 - (ii) Detailed Project Description;
 - (iii) Project Evaluation;
 - (b) Detailed Budget (no page limit)
 - (c) Appendices (no page limit):
 - (i) Timeline;
 - (ii) Logic Model;
 - (iii) Programmatic Capability and Past Performance; and
 - (iv) Partnership Letters of Commitment (only if you have partner organizations making a commitment to the project – please NO letters of endorsement or recommendation)

Instructions:

(1) Standard Form (SF) 424 – Application for Federal Assistance. Complete the form. Refer to Appendix A for additional instructions.

(2) Standard Form (SF) 424A – Budget Information. Complete only Section B with the EPA funds and matching funds in separate columns and with the totals in column 5. Do **not** complete Section A, C, D, E or F of this form. Refer to Appendix A for additional instructions.

NOTE: Only finalists will be asked to submit additional federal forms necessary to process a federal grant.

(3) Narrative Proposal. You must include a narrative proposal, which will consist of a work plan that describes your proposed project, a detailed budget, and appendices. The narrative proposal must address the requirements in Section I of this solicitation as well as any applicable threshold eligibility requirements in Section III and the evaluation criteria in Section V. Grant reviewers look at many proposals; providing your information in the order and format outlined below is highly recommended, as it prevents information from being overlooked. Your proposal should use ordinary terms to provide reviewers with an understanding of the purpose and expected outcomes of your project. A person unfamiliar with your project, its location/setting, and its topics should be able to read the proposal and understand it without further research. The narrative proposal will be scored based on the ranking factors identified in Section V.

(a) **Work Plan.** The work plan must not exceed 8 single-spaced pages total; excess pages will not be reviewed. The work plan must include items i-iii below.

(i) **Project Summary:** Provide a concise overview of your entire project in the following format.

(1) **Organization and Partnerships.** Briefly describe:

- a) your organization and how it meets the eligibility requirement described in Section III(A).
- b) who will manage and implement your project.
- c) the key partners for this grant, if applicable. Partnerships are not required but are considered a contribution to the success of projects. See Section I (D) for more information about the use of partnerships in proposals submitted under this solicitation. **Note:** If you have partner(s), Letters of Commitment from those partners stating their role in the project must be included with your proposal. Full details about your organization and staff will be in an appendix.

(2) **History of Receiving EE Grants.** Provide a concise statement that your organization is not currently receiving and has not previously received funding for this project from EPA's EE Grant Program, or explain clearly how a project previously funded by EPA's EE Grant Program is being expanded, built on, enhanced or otherwise modified by these additional funds. **Note:** Grantees currently or previously funded by EPA's EE grant program who are interested in applying under this solicitation also must list all of the previously funded projects of the last three (3) years, clearly labeled as "EPA EE Grants", in the Past Performance Appendix in their narrative proposal.

(3) Goals and Objectives.

- a) State the project goals and list specific, measurable, achievable, realistic, time-based objectives.
- b) Describe how these goals and objectives meet the definition of environmental education in Section I (B).

(4) Priorities. Identify:

- a) the educational priority or priorities listed in Section I (C) that your project addresses;
- b) the environmental priority or priorities listed in Section I (C) that your project addresses.

(5) Local Relevance. Briefly explain where the project will take place, and how the environmental issue being addressed is relevant to the local community(ies) in which the project is located.

(6) Implementation/Delivery Method. Briefly outline:

- a) how you will educate your audience and encourage participation in environmental stewardship; such as through workshops, field trips, interactive programs, conferences, etc.
- b) how the awarding of sub-grants will be used in the implementation of the project.

(7) Audience: Summarize the demographics of your target audience including:

- a) the number and types you expect to reach, such as educators and students, and specific age/grade levels.
- b) where appropriate, how the project will reach diverse and/or underserved communities, including but not limited to minority, low income and tribal communities.

(8) Costs: List the main types of expenses on which you will spend the majority of the **EPA portion** of the grant funds, including the required sub-grants. (**Note:** The form 424A and the Detailed Budget are where you will include your full allocation of costs.)

(ii) Detailed Project Description: Under the headings What, Why, How and Who, describe precisely what your project will achieve, especially how it will serve to increase environmental literacy and encourage behavior that will benefit the environment in the local community in which it is located; why the goals and priorities of the project were

chosen; how it will achieve its goals, including how it will use sub-grants in amounts of \$5,000 or less each to carry out its goals; and who it will reach. It is highly recommended that you explain each aspect of your proposal clearly and address each topic by following the format below, include the headings as given, and do not reorder the paragraphs, or you risk the possibility of information being left out by you as the applicant, or overlooked or not fully comprehended by the reviewers when the project is scored.

(1) **What:** Provide a detailed description of the activities that will occur under your project. Clearly identify your activities as well as the materials and implementation/delivery methods that will be used. Do not omit steps that lead up to or follow the actual delivery methods (e.g., if you plan to make a presentation about your project at a conference, specify where).

- a) Describe what your project will be doing to address the educational priority or priorities you have chosen to focus on. **Note:** Please see the information provided in the online Frequently Asked Questions (FAQs) at <http://www2.epa.gov/education/frequently-asked-questions-about-environmental-education-grants-program> about developing, evaluating, and selecting educational materials to be used as part of your proposal. The “Excellence in EE” series of publications listed at <http://www2.epa.gov/education/environmental-education-ee-publications> includes guidelines for: developing and evaluating educational materials; the initial preparation of environmental educators; and using environmental education in grades K-12 to support state and local education advancement goals
- b) Describe what your project will be doing to address the environmental priority or priorities you have chosen to focus on, especially as the priority(ies) relate to the local community in which the project is located.

Note: Your project may address more than one environmental and/or educational priority. However, it is important that a proposal is clear as to what the primary focus of the project will be and how that focus will serve to increase environmental literacy and encourage behavior that benefits the environment in the local community in which it is located.

(2) **Why:**

- a) Explain why you are proposing this particular project, why you have chosen these goals, and the need for this project to increase environmental literacy and encourage behavior that benefits the environment in the local community in which it is located.

- b) Explain why you have chosen the educational and environmental priorities on which you are focusing, including why they are important to your specific goals and to your audience.
- c) Cite studies or sources, where appropriate, that verify the need for your project. (Citations and lists of sources may be submitted as a separate Attachment and not counted in the page limit for the Work Plan.)

(3) How:

- a) Explain how you will reach your educational goals and objectives and how you will achieve your expected educational outputs and outcomes as described in your Logic Model (see Appendix D). Be specific in explaining how your project will increase environmental literacy in the local community in which it is located.
- b) Explain how you will reach your environmental goals and objectives and how you will achieve your expected environmental outputs and outcomes as described in your Logic Model (see Appendix D). Be specific in explaining how your project will encourage behavior that improves the environment (i.e., increases environmental stewardship as defined in Section I) in the community in which it is located.
- c) Explain how you will use a sub-grant program to attain your goals and objectives and how you will ensure that exactly 25% (no more, no less) of the EPA funds awarded will be used for sub-grants of \$5000 or less to eligible sub-grantees (e.g., if EPA awards \$91,000 to the prime recipient, then the prime must award exactly \$22,750 in sub-grants of \$5000 or less). See Section III (A) for eligibility information. Include clear explanations of how you will select the sub-grantees and ensure that all sub-grant activities address at least one educational and one environmental priority of EPA and all are fundamentally educational (not just outreach or information distribution, as defined in Section I). Proposals must also explain how the prime recipient will ensure that eligible sub-grantees implement EE activities that encourage behavior that benefits the environment through non-regulatory means, increase environmental literacy, and raise public awareness of actions that can be taken to promote environmental stewardship. This includes explanations of how the prime recipient will monitor the sub-grantees' activities, materials, and delivery methods to ensure that they achieve the project's expected outputs and outcomes.

(4) Who:

- a) Describe in detail your target audience and the numbers of individuals your project is expected to educate. Discuss the environmental literacy

needs of that audience as they relate to the environmental priority(ies), goals and objectives of your project.

- b) Explain your recruitment plan to attract your target audience, and identify incentives that will be used to facilitate recruitment, such as teacher stipends, continuing education credits, or partnerships.

Note: An important priority for EPA is reaching a variety of audiences. Proposals should be clear about how they will reach a variety of audiences, including but not limited to minority, low income, and tribal communities.

(iii) Project Evaluation: In this section, you must explain:

- (1) Your plans for tracking and measuring your progress, and that of your sub-grantees, toward meeting the goals and objectives of your project and achieving the expected educational and environmental outputs and short-term outcomes.
- (2) Your evaluation of your medium- and long-term outcomes, if they can also be measured within the project period.
- (3) Your approach, procedures, and controls for ensuring that awarded grant funds, including those to be used for sub-grants, will be expended in a timely and efficient manner.

For additional information on project outputs and outcomes, please refer to Appendix D. Evaluation plans may be quantitative and/or qualitative and may include, for example, evaluation tools, observation, or outside consultation. Pre- and post-activity assessments are recommended to determine if your performance measures for environmental literacy and stewardship are being satisfied.

Please be sure to include project evaluation tasks in your Timeline of activities. Also, be sure your evaluation plan is accounting for the measurement of the outputs and outcomes you describe in your Logic Model. A Timeline and a Logic Model are both required to be included in your Narrative Proposal.

If funded by EPA, grant recipients must report evaluation results to EPA, including their success in increasing environmental literacy and encouraging behavior that benefits the environment in the local community in which the project is located, and the success of their sub-grants and how they contribute to the achievement of the project goals.

Note: Section I (E)(1) above explains that all EE grants must support the EPA Strategic Plan. In addition, all EPA grants must have an outcome of environmental improvement or protection over time.

(b) Detailed Budget Table and Narrative. Make sure you:

- (i) Create a detailed budget table using the same order and headings listed on the Budget Form 424A.
 - (1) Across the top, create three columns titled “EPA Funds”, “Non-EPA Funds”, and “Total” to show how EPA funds and non-federal matching funds will be used.
 - (2) The line items or cost categories that should be listed along the left side of the table are (as appropriate, since not all applicants will use every cost category): personnel/salaries; fringe benefits; travel; equipment over \$5000; supplies; contract costs; other costs; and indirect costs.
- (ii) Demonstrate how you will meet the non-Federal match requirement (a minimum of 25% of the total budget) described in Section III (B) of this solicitation.
- (iii) Describe how you will ensure that exactly 25% of the federal funds received from EPA are awarded to sub-grants of \$5,000 or less.
- (iv) Factor in the costs for all proposed activities; clarify which will be paid by EPA and which will be paid with matching funds.
- (v) In a narrative within the table or as a separate attachment, provide details for each expense, such as personnel (number of staff, title or role in project, hourly wage, and percentage of time spent on project), travel (reasons for travel, costs and locations of trips, and costs per mile for travel and per diem per person), supplies (provide categories and detailed listings according to the project tasks in which they will be used), and “other” expenses. “Other” expenses may include costs such as stipends for teachers, expenses for field trips, entrance fees to parks and science centers, printing, postage, conference fees for booths, and other costs that do not fall under the categories listed above. Sub-grant funds also should be listed as “Other”.

See Appendix A, Instructions for the SF424 Application, which includes instructions for preparing a detailed budget, and Appendix B, which provides an example of a Detailed Budget.

Please note the following funding restrictions:

Indirect costs: Generally applicants are allowed to include indirect costs; such as expenses for rent, supplies and other administrative and office support costs on the "indirect costs" line of their proposed budget as long as they have a federally approved/negotiated indirect cost rate agreement in place. Usually organizations without a federally approved/negotiated indirect cost rate agreement must submit an indirect cost rate application to their cognizant Federal agency (with copy to EPA if EPA is not the cognizant agency) for approval within 90 days of the

date of being awarded a grant if they wish to be reimbursed for indirect costs. In such cases, recipients are not allowed to seek reimbursement for indirect costs until an approved indirect cost rate is obtained.

However, if the recipient is a non-profit and does not have a current negotiated indirect cost rate or application, and if EPA is the recipient's cognizant agency, EPA can allow the non-profit recipient to charge a flat indirect cost rate of 10% of salaries and wages (see 2 CFR Part 200). Recipients that opt to use the 10% flat rate are obligated to use the flat rate for the life of the grant award. To find more information on indirect cost rate agreements, see Appendix A, Instructions for the SF424 Application and/or go to [http://www2.epa.gov/grants/sample-indirect-cost-proposal-format-nonprofit-organizations#Indirect costs](http://www2.epa.gov/grants/sample-indirect-cost-proposal-format-nonprofit-organizations#Indirect%20costs).

If you anticipate earning program income as a result of your EPA award, show the estimated amount, explain how it is to be earned (the source of income – e.g., workshop fees), and how it will be used to enhance your project. When you do use program income on your project, it is important that you include the amount in your detailed budget.

Construction and Acquisition of Property: EPA's EE Grant Program will not fund the acquisition of real property (including buildings) or the construction or modification of any building. EPA may, however, fund activities such as creating a nature trail with educational signs or building a bird watching station, as long as these items are an integral part of the environmental education project, and the cost is a relatively small percentage of the total amount of federal funds requested.

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

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

IMPORTANT: The required matching non-federal share is at least 25% of the ENTIRE cost of the project. To calculate 25% of the entire cost of the project, determine how much you will spend on the entire project from beginning to end, including both federal funds and your own funds, and divide this amount by 4. The amount resulting will be the amount you will need to

contribute to the project as the minimum match. For example, if the total cost of the project is \$121,333, divide this amount by 4, which equals \$30,333. Your match needs to be at least \$30,333 and the amount you request from EPA would be \$91,000. (Some applicants find it easier to calculate their match requirement by dividing the amount of federal funds by 3; e.g., \$91,000/3 = \$30,333)

<u>Federal Funds</u>	<u>Minimum Match</u>	<u>Total Project Cost</u>
\$ 91,000	\$ 30,333	\$121,333

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

(c) Appendices. Include the following appendices, as applicable.

- (i) **Timeline** – Include a timeline to link your activities to a clear project schedule and indicate at what point over the months of your budget period each action, event, milestone, product development, and evaluation will occur, including the awarding of sub-grants and the major activities carried out by them.
- (ii) **Logic Model** – Provide a graphic to display the educational and environmental outputs and outcomes that are planned to be developed specifically to accomplish the goals and objectives of the project. Include outputs and outcomes that directly relate to increasing environmental literacy and encouraging behavior that benefits the environment in the local community in which the project is located, and that account for the anticipated accomplishments of the sub-grants to be awarded as part of the project. An example of a basic logic model is attached in Appendix D of this document. The EPA EE website has a blank logic model template where you can enter your data and print a copy to submit with your proposal (see “Helpful Resources” at <http://www2.epa.gov/education/environmental-education-ee-grants>). Refer to Appendix D for additional instructions and information on outputs and outcomes.
- (iii) **Programmatic Capability and Past Performance** – Attach a description of your programmatic capabilities and ability to successfully implement and manage the proposed project, including staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them, to successfully achieve the goals of the project, and your organizational experience and past history in performing tasks similar to the proposed project. Include a paragraph describing the qualifications of each of the key personnel conducting the project and how each will contribute to the timeliness and

success of the educational and environmental outputs and outcomes of your project. If you send resumes for the key personnel conducting the project, please keep them to a maximum of 3 one-page resumes.

Please also submit a list of federally funded assistance agreements (assistance agreements include Federal grants and cooperative agreements, but not Federal contracts) similar in size, scope and relevance to the proposed project that your organization performed within the last three (3) years (no more than 5 agreements, and preferably EPA agreements) and describe:

- 1) whether, and how, you were able to successfully complete and manage those agreements;
- 2) your history of meeting the reporting requirements under those agreements, including whether you adequately and timely reported on your progress towards achieving the expected outputs and outcomes of those agreements (and if not, explain why not) and whether you submitted acceptable final technical reports under the agreements.

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

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

(iv) **Partnership Letters of Commitment** – Partnerships are not mandatory, and therefore partnership letters of commitment are not mandatory either. If the applicant organization has partners, such as commercial enterprises, non-profit organizations, schools or school districts, state and local agencies, or other entities, letters of commitment should be included from partners **explaining their role** in and/or funding of the proposed project. If no letters are included, it will be assumed the applicant has no partners. Applicants must be aware, however, that regardless of whether it is their partners or their own organization that proposes providing the matching funds, the applicant itself is responsible for ensuring that the cost share requirement described in Section III (B) of the announcement is met. See Section I (D) for further information about the value of partnerships. If an applicant does not have partners for this project, the proposal should be clear about how the project will be completed effectively without partners. Proposals will be evaluated, as described in Section V, on their use of

partnerships to develop, design and implement their project (or their explanation of how they will develop, design and implement the project without partners).

Note: All letters of commitment must be received by the close of the application period, preferably with the proposal. Do **not** include letters of endorsement or recommendation. Regardless of the source, letters of endorsement or recommendation will **not** be considered in evaluating proposals.

F. Pre-Proposal/Proposal Assistance and Communications

At least one conference call or webinar will be conducted by EPA staff during the application period to clarify the contents of this solicitation notice for potential applicants. Please go to <http://www2.epa.gov/education/environmental-education-ee-grants> for announcements of dates/times and call-in numbers, or to sign up to be on an EE email list for newsletters which will contain, among other announcements, notifications of dates/times and call-in numbers for the open solicitation call(s).

Answers to frequently asked questions about this program will be listed on the website (<http://www2.epa.gov/education/frequently-asked-questions-about-environmental-education-grants-program>). For information on whom to contact, please see Section VII of this announcement. Email inquiries only.

G. Contracts and Sub-awards/Sub-grants

Note: Exactly 25% (no more and no less) of the funding received by an applicant from EPA under this solicitation must be used for sub-grants in the amounts of \$5,000 or less. If the applicant uses EPA funds to make any sub-grants beyond the ones covered by the 25% requirement, then those sub-grants must be for an amount greater than \$5,000. The applicant may also choose to fund sub-grants out of their matching funds, but those sub-grants will not count toward the 25% (of EPA funds) requirement and therefore are not subject to a dollar restriction (i.e., they may be awarded for any amount of money deemed suitable by the applicant). The following is standard language about requirements with which applicants to any EPA grant program who plan to use project funds for contracting or sub-grants must comply.

According to 2 CFR 200.330, Sub-recipient and contractor determinations, “In accordance with its agreement, (a sub-grantee) uses Federal funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity (which is what a contractor does).”

EPA awards funds to one eligible applicant as the “pass through entity”, or prime recipient, even if other eligible applicants are named as partners. The prime recipient is accountable to EPA for the proper expenditure of funds.

Funding used to provide sub-grants of financial assistance, which includes using sub-grants to fund partnerships, must comply with applicable requirements for sub-grants including those contained in 2 CFR Part 200. The prime recipient may run a competition to select and award sub-grants, but it is not required.

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

Applicants are not required to identify sub-grantees and/or contractors (including consultants) in their proposal/application. However, if they do, the fact that an applicant selected for award has named a specific sub-grantee, contractor, or consultant in the proposal/application EPA selects for funding does not relieve the applicant of its obligations to comply with sub-grant and/or competitive procurement requirements as appropriate. Please note that applicants may not award sole source contracts to consulting, engineering or other firms assisting applicants with the proposal solely based on the firm's role in preparing the proposal/application.

Successful applicants cannot use sub-grants to avoid requirements in EPA grant regulations for competitive procurement by using these instruments to acquire commercial services or products from for-profit organizations to carry out its assistance agreement. The nature of the transaction between the prime recipient and the sub-grantee or contractor must be consistent with the standards for distinguishing between vendor transactions and sub-assistance found at 2 CFR 200.330 , and the definitions of sub-grantee at 2 CFR 200.92 and sub-recipient/contractor at 2 CFR 200.93. EPA will not be a party to these transactions. Applicants acquiring commercial goods or services must comply with the competitive procurement standards in 2 CFR 200.317-326 and cannot use a sub-grant as the funding mechanism.

Section V of the announcement describes the evaluation criteria and evaluation process that will be used by EPA to make selections under this announcement. During this evaluation, except for those criteria that relate to the applicant's own qualifications, past performance, and reporting history, the review panel will consider, as appropriate and relevant, the qualifications, expertise, and experience of:

(i) an applicant's named sub-grantees identified in the proposal/application if the applicant demonstrates in the proposal/application that if it receives an award that the sub-grant will be properly awarded consistent with the applicable regulations in 2 CFR Part 200. For example, applicants must not use sub-grants to obtain commercial services or products from for-profit firms or individual consultants.

(ii) an applicant's named contractor(s), including consultants, identified in the proposal/application if the applicant demonstrates in its proposal/application that the contractor(s) was selected in compliance with the competitive procurement standards in 2 CFR 200.317-326. For example, an applicant must demonstrate that it selected the contractor(s) competitively or that a proper non-competitive sole-source award consistent with the

regulations will be made to the contractor(s), that efforts were made to provide small and disadvantaged businesses with opportunities to compete, and that some form of cost or price analysis was conducted. EPA may not accept sole source justifications for contracts for services or products that are otherwise readily available in the commercial marketplace.

EPA will not consider the qualifications, experience, and expertise of named sub-grantees and/or named contractor(s) during the proposal/application evaluation process unless the applicant complies with these requirements.

H. 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 confidential business information, contracts and sub-awards under grants, and proposal assistance and communications, can be found at http://www.epa.gov/ogd/competition/solicitation_provisions.htm. These, and the other provisions that can be found at the web site link, are important, and applicants must review them when preparing proposals for this solicitation. If you are unable to access these provisions electronically at the web site, please communicate with an EPA contact listed in this solicitation to obtain the provisions.

Section V. Proposal Review Information

A. Evaluation and Scoring

This section describes the merit review process that will be used by each of the EPA Regional Offices to evaluate proposals that meet all of the eligibility criteria listed in Section III. Eligible proposals will be reviewed and ranked on a 100-point scale using the criteria and scoring system described below. Applicants should take these criteria into consideration when designing proposals and should address them directly in their proposals.

The following criteria and points will be used to score eligible proposals:

(1) Project Summary – Maximum Score: 5 points. Under this factor proposals will be evaluated based on the extent to which the project summary clearly and completely addresses the content and format described in Section IV (E)(3)(a)(i).

(2) Detailed Project Description – Maximum Score: 45 points

(i) What: Maximum Score: 10 points. Under this factor proposals will be evaluated based on the substance, clarity and completeness of the explanation of what the project will entail, including:

- a) what activities, methods and materials your project (including those of the sub-grants) will undertake to address the educational priority or priorities described in Section I that you have chosen to focus on. (5 points)
- b) what activities, methods and materials your project (including those of the sub-grants) will undertake to address the environmental priority or priorities described in Section I that you have chosen to focus on. (5 points)

Please refer to Section IV (E) (3)(a)(ii)(1) for more information.

(ii) **Why: Maximum Score: 10 points.** Under this factor proposals will be evaluated based on the substance, clarity and completeness of the explanation of the need for a project such as the one proposed to increase environmental literacy and encourage behavior that benefits the environment in the local community in which it is located, including why the particular goals, priorities and audience(s) have been chosen. See Section IV (E) (3)(a)(ii)(2) for further information.

(iii) **How: Maximum Score: 15 points.** See Section IV (E) (3)(a)(ii)(3) for further information. Under this factor proposals will be evaluated based on the substance, clarity and completeness of the explanation of:

- a) how the project's activities, delivery methods, and materials will accomplish its educational goals and objectives, including an increase in environmental literacy in the community in which the project is located. (5 points)
- b) how the project's activities, methods and materials will accomplish its environmental goals and objectives, including the encouragement of behavior that leads to environmental stewardship, especially in the local community in which the project is located. (5 points)
- c) the approach for selecting and managing sub-grants, including how applicants will be ensuring that exactly 25% (no more and no less) of the grant funds awarded are distributed through sub-grants of \$5000 or less to eligible sub-recipients. For example, if EPA awards \$91,000 to the prime recipient, then the prime must award exactly \$22,750 in sub-grants of \$5000 or less. Applicants will also be evaluated on the substance, clarity and completeness of their explanation of how the sub-grant program will be integrated into and contribute to the success of the project they are proposing. (5 points)

(iv) **Who: Maximum Points: 10 points.** See more at Section IV (E) (3)(a)(ii)(4). Under this factor proposals will be evaluated based on how well the project:

- a) identifies the target audience and their environmental literacy needs, the numbers to be reached, and clearly explains the recruitment plan, including incentives to be used such as teacher stipends or continuing education credits and if/how the applicant's partner(s) will help with recruitment. (5 points).
- b) reaches a diverse audience, including but not limited to minority, low income and tribal communities, and demonstrates how the project will help address environmental issues that are more likely to adversely affect the audience(s) targeted. (5 points).

(3) Project Evaluation – Maximum Score: 12 points. Under this factor proposals will be evaluated based on the substance, clarity and completeness of the explanation of how the project's success in meeting its goals and objectives will be achieved and tracked and measured. This includes evaluating the applicant's plan for tracking and measuring:

- a) progress toward achieving the project's proposed educational outputs and outcomes, especially the success of the project's increase of environmental literacy in the local community in which the project is located; (3 points)
- b) progress toward achieving the project's proposed environmental outputs and outcomes, especially the success of the project's support of EPA's Strategic Plan, the encouragement of behavior leading to environmental stewardship in the local community in which it is located, and the improvement of the environment over time; (3 points)
- c) the success of its sub-grants, especially in how they contribute to the achievement of the project's educational and environmental goals; (3 points)
- d) the approach, procedures, and controls for ensuring that awarded grant funds, including those used for sub-grants, are expended in a timely and efficient manner. (3 points)

See Section IV (E) (3)(a)(iii) for more information.

(4) Budget – Maximum Score: 8 points. Under this factor, proposals will be evaluated on:

- a) Consistency and Accuracy: How well the budget information clearly, consistently, and accurately shows how funds will be used (including how the sub-grant program funds will be distributed). (4 points)
- b) Return on Investment: Whether the funding request is reasonable given the activities proposed and demonstrates a good return on the investment. (4 points)

(5) Timeline, Logic Model, and Partnership Letters of Commitment – Maximum Score: 15 points. Under this factor proposals will be evaluated on the extent to which they clearly and completely address the content of each of the following. Please review Section IV (E)(3)(c) for information on what content and format is expected in each of these appendices.

- a) Timeline:** The extent to which the timeline links the educational and environmental activities to a clear project schedule and clearly indicates realistic goals, objectives and timing of each action, event, milestone, product development, sub-grant award and activity, and evaluation activity. (5 points)
- b) Logic Model:** The extent to which the logic model graphic displays both educational and environmental outputs and outcomes developed through the project in accordance with the instructions and information in Appendix D, including outputs and outcomes that directly relate to the increase of environmental literacy and the encouragement of behavior that leads to environmental stewardship in the local community in which the project is located, and that account for the anticipated accomplishments of the sub-grants to be awarded as part of the project. (5 points)
- c) Partnership Letters of Commitment:** Proposals will be evaluated based on the extent to which the applicant will engage with other partners to effectively develop and implement the project in the local community in which it is located. If the applicant has partners, then letters of commitment from the partners should be provided. A letter of commitment should provide details about the partner's role in the project, including any matching funds they are providing for the project. Partnerships are not mandatory, and therefore partnership letters of commitment are not mandatory either. If no letters of commitment are provided, it will be assumed the applicant has no partners for the project. Please do not send letters of endorsement or recommendation; they will not be considered.

Applicants that do not plan on collaborating with other groups in project performance will be evaluated based on the extent to which they demonstrate how they will be able to effectively perform and complete the project without such collaboration. (5 points)

(6) Programmatic Capability and Past Performance – Maximum Score: 15 points. Under this criterion, applicants will be evaluated based on their ability to successfully complete and manage the proposed project taking into account the applicant's:

- a) past performance in successfully completing and managing the assistance agreements identified in response to Section IV (E)(3)(c)(iii) of the announcement. (3 points)**

- b) history of meeting the reporting requirements under the assistance agreements identified in response to Section IV (E)(3)(c)(iii) of the announcement including whether the applicant submitted acceptable final technical reports under those agreements and the extent to which the applicant adequately and timely reported on their progress towards achieving the expected outputs and outcomes under those agreements and if such progress was not being made whether the applicant adequately reported why not. (2 points).
- c) organizational experience and plan for the timely and successful achievement of the objectives of the proposed project, including the proposed approach, procedures, and controls for ensuring the timely and efficient expenditure of grant funds. (5 points).
- d) staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them, to successfully achieve the goals of the proposed project. (5 points)

Note: In evaluating applicants under items (a) and (b) of this criterion, the Agency will consider the information provided by the applicant and may also consider relevant information from other sources including agency files and prior/current grantors (e.g., to verify and/or supplement the information supplied by the applicant). If you do not have any relevant or available past performance or past reporting information, please indicate this in the proposal and you will receive a neutral score for these sub-factors - items (a) and (b) above. A neutral score is half of the total points available in a subset of possible points. If you do not provide any response for these items, you may receive a score of 0 for these factors.

B. Review and Final Selections

The review process to be used by EPA is described below. Proposal applications will be reviewed by the EPA Office in the Region in which the project will be located. The contacts for all 10 EPA Regional Offices are listed in Section VII (Agency Contacts). Do NOT submit any proposal applications to Regional Offices. All applications must be submitted through [Grants.gov](https://www.grants.gov).

Proposals will first be reviewed for threshold eligibility. All eligible proposals will then be evaluated on the 100 point scale described above by a review panel established by the EPA Regional Office of the Region in which the project will be located. The panel will include reviewers knowledgeable in the field of environmental education and will be comprised of EPA staff and/or external peer reviewers approved by EPA. Proposals will be reviewed and scored, and then will be ranked based on the reviewers' scores, and the scores and rankings will be provided to the EPA Region's Selection Official for this solicitation for final funding decisions. In addition to providing the rankings and scores to the Selection Officials, EPA staff will also brief the Selection Officials on the EPA educational and environmental priorities, geographic areas, and audiences that are addressed in the highest ranked proposals.

Final funding selection decisions will be made by the EPA Regions' Selection Officials based on the ranking and the preliminary recommendations of the scoring by the review panel. In making the final funding decisions, the Selection Official may also consider programmatic priorities and geographic diversity of funds. Once final decisions have been made, applicants who are selected as finalists will be asked to submit additional information, after which a funding recommendation will be developed and forwarded to the EPA Award Official.

Section VI. Award Administration Information

A. Notification to Applicants

EPA anticipates notification to applicants will be made via e-mail by the appropriate Regional contact (see Section VII for list of EPA Regional contacts). The notification will be sent to the original signer of the proposal or the project contact listed in the proposal (**line #21 of the SF 424**).

Note that if the applicant receives notification that its proposal has been selected and is being recommended for award, this notification 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, which must be approved by EPA, before the grant can officially be awarded. The EPA Regional contact will inform the selected applicants about which additional documents and forms are required. 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> .

Executive Order 12372, Intergovernmental Review of Federal Programs may be applicable to awards, resulting from this announcement. Applicants selected for funding may be required to provide a copy of their proposal to their State Point of Contact (SPOC) for review, pursuant to

Executive Order 12372, Intergovernmental Review of Federal Programs. This review is not required with the application and not all states require such a review. A listing of state Point of Contacts (SPOC) may be viewed at: https://www.whitehouse.gov/omb/grants_spoc/.

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 EPA grant award agreement. Grant recipients must submit periodic (i.e., quarterly, semi-annually, and annually) formal progress reports, as instructed in the Terms and Conditions of the award agreement. Also, two copies of a Final Technical Report and two copies of all work products must be sent to the EPA project officer within 90 days after the expiration of the project period.

Progress reports should summarize technical progress, planned activities for the next reporting period, and a summary of expenditures as required in the Terms and Conditions. The final technical report should include: summary of the project activities (including those of the sub-grantees), outputs and outcomes achieved (including both educational and environmental results), description of audience(s) and the number of project participants reached, and a breakdown of the costs of the project activities (including those of the sub-grantees) according to whether they were paid for by EPA or with non-EPA (matching) funds.

D. Disputes

Assistance agreement competition-related disputes will be resolved in accordance with the dispute resolution procedures published in 70 FR (Federal Register) 3629, 3630 (January 26, 2005) which can be found at <http://www2.epa.gov/grants/dispute-resolution-procedures>. Copies of these procedures may also be requested by contacting the person listed in Section VII of the announcement.

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 <http://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 proposals 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

A. Internet: <http://www2.epa.gov/education/environmental-education-ee-grants>

Please visit our website where you can view or download: a basic logic model template (under "Helpful Resources"), descriptions of projects funded under this program in each state and U.S.

territory (under “Grants Awarded”), Frequently Asked Questions (at <http://www2.epa.gov/education/frequently-asked-questions-about-environmental-education-grants-program>), and other education links and resource materials.

B. Notification of Future Environmental Education Grant Cycles

If you wish to be notified when the next Solicitation Notice is issued, you should visit our website (<http://www2.epa.gov/education/environmental-education-ee-grants>), where you can sign up to receive e-newsletters from EPA’s Office of Environmental Education. The e-newsletters will contain news and announcements related to the field of environmental education, as well as notifications of new solicitation notices and other information on EPA’s EE Grants Program.

C. Regional Contacts

Proposals will NOT be accepted in hard copy unless an exception is granted to the applicant. See Section IV(A) for information about exceptions. If such an exception is granted, please contact the EPA Regional EE Coordinator in the Region in which your project will be located to get information on where to send the application and exception approval letter. **All applications must be received by April 8, 2016.**

Region 1 - CT, ME, MA, NH, RI, VT	Kristen Conroy conroy.kristen@epa.gov
Region 2 - NJ, NY, Puerto Rico, Virgin Islands	Jennifer May-Reddy may.jennifer@epa.gov
Region 3 - DE, DC, MD, PA, VA, WV	Kathy Kirkland kirkland.kathleen@epa.gov
Region 4 - AL, FL, GA, KY, MS, NC, SC, TN	Jason McDonald mcdonald.jason@epa.gov
Region 5 - IL, IN, MI, MN, OH, WI	Megan Gavin gavin.megan@epa.gov
Region 6 - AR, LA, NM, OK, TX	Bonnie King king.bonita@epa.gov
Region 7 - IA, KS, MO, NE	Kathleen Fenton fenton.kathleen@epa.gov

Region 8 -CO, MT, ND, SD, UT, WY	Wendy Dew dew.wendy@epa.gov
Region 9 - AZ, CA, HI, NV, American Samoa, Guam, Mariana Islands	Jorine Campopiano campopiano.jorine@epa.gov
Region 10 - AK, ID, OR, WA	Sally Hanft hanft.sally@epa.gov

D. For Further Information

(1) Applicants who need clarification about specific requirements in this Solicitation Notice may contact Karen Scott in the Office of Environmental Education at EPA Headquarters in Washington, D.C. at EEgrants@epa.gov. **Information given to applicants in response to inquiries is solely for the purpose of clarifying specific requirements in this Solicitation Notice. Email inquiries only.**

(2) Please review the list of **Frequently Asked Questions (FAQs)** regarding this grant program online at <http://www2.epa.gov/education/frequently-asked-questions-about-environmental-education-grants-program> **before contacting EPA with a question.** The FAQs are updated during the open solicitation period, so please check the list for new questions and answers before submitting your proposal.

(3) EPA's Office of Environmental Education will hold at least one conference call or webinar for potential applicants. Announcements of dates, times and call-in numbers for the conference call(s) will be posted online at <http://www2.epa.gov/education/environmental-education-ee-grants>. It is anticipated that the first of possibly several calls will be held within 30 days of the publication of this solicitation notice.

(4) You can also go to <http://www2.epa.gov/education/environmental-education-ee-grants> to sign up for the EE grants listserv, which provides periodic e-newsletters with information regarding the Environmental Education Grants Program at EPA.

For inquiries about this solicitation, please contact:

U.S. EPA Headquarters
Environmental Education Grant Program, Office of Environmental Education
Karen Scott (EEgrants@epa.gov)

Appendix A: Federal Forms and Instructions

Supplementary Instructions for the SF 424 – Application for Federal Assistance

This is a federal government Standard Form (SF) to be used by applicants as a required face sheet for the Environmental Education Grants Program.

1. Select "Application."
2. Select "New."
3. Leave blank.
4. Leave blank.
5. a. Leave blank.
b. Leave blank.
6. Leave blank.
7. Leave blank.
8. a. Enter the legal name of the applicant **organization**.
b. Enter the Employee/Taxpayer Identification Number as assigned by the Internal Revenue Service (IRS).
c. Enter the DUNS number of the applicant organization.
d. Enter the address (including street, city, state, and zip code) of the applicant organization.
e. Enter information as appropriate.
f. Enter the name, telephone number, fax, and e-mail address of the person to be contacted on matters involving this proposal. Middle name and suffix are optional.
9. Enter the appropriate letter to identify the applicant organization. If a not-for-profit organization, the organization must be categorized as a 501(c)(3) by the IRS to be eligible for this grant program.
10. Enter "Environmental Protection Agency."
11. Enter "66.951."
12. Enter "EPA-EE-16-01"
13. Leave blank.
14. List only the major areas affected by the project.
15. Enter the title of the project for which you are applying (**brief title** such as "Place-Based EE for Students and Teachers")
16. a. List the Congressional District where the applicant organization is located.
b. List the Congressional District(s) affected by the project. If the project affects an entire state, enter "STATEWIDE." To identify the appropriate Congressional District, go to <http://www.house.gov/>.
17. Enter the project start and end dates for the project (e.g., 8/29/16 to 8/29/17).
18. Enter the amount of funding requested or to be contributed during the funding/budget period.
 - a. Enter the amount of money you are requesting from EPA.
 - b. Enter the amount of money the applicant organization is contributing.
 - c. Enter the amount of money a state organization is contributing, as appropriate.
 - d. Enter the amount of money a local organization is contributing, as appropriate.
 - e. Enter the amount of money another organization is contributing, as appropriate.

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

g. Enter the total amount of the project. The total of lines (b-e) must be at least 25% of the amount entered into (g) because this grant program has a minimum matching requirement of 25% of the total allowable project costs. **Divide the total amount entered in (g) by 4 to determine the minimum match required for your proposal.**

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

20. Answer as appropriate.

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

Supplementary Instructions for the SF-424A - Budget

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

Section A - Budget Summary –Do NOT complete – Leave whole page blank for this program.

Section B - Budget Categories - Complete Columns (1), (2) and (5) as stated below.

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

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

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

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

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

Instructions for the Detailed Budget (See Example in Appendix B)

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

Personnel: List by position title all personnel who will work directly on this project. Give the percentage of the budget period for which they will be fully employed on the project (e.g., half-time for half the budget period equals 25%, full-time for half the budget period equals 50%, etc.). The detail should include for each person: percentage of time on project x annual salary and/or hourly wage = Personnel Cost.

Fringe Benefits: Indicate percentage of basic salary and what it includes, such as health insurance.

Travel: If travel is budgeted, show trips, travelers, destinations, costs per mile, per diem and purpose of travel.

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

Supplies: List categories of supplies, e.g., laboratory supplies and office supplies, for items that can be grouped. If the supply budget is less than 2% of total costs, you do not need to itemize.

Contractual: Specify the nature and cost of such services and how costs were determined, such as by using estimates or historical information. Explain (in Detailed Budget and/or in Work Plan) how you will select your contractor. EPA may require review of contracts for personal services prior to their execution to assure that all costs are reasonable and necessary to the project.

Note: Sub-grant funds do not get listed here. Those funds should be listed under the category "Other".

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

Other: Specify all other costs under this category. These may include costs such as: stipends for teachers, expenses for field trips, fees for entrance to parks and nature centers, printing, postage, conference fees for booths, and other costs that do not fall under the categories listed above. Sub-grant funds also should be listed here. Make sure that the total dollar amount for sub-grants of \$5000 or less is exactly 25% (no more, no less) of the dollar amount being requested from EPA.

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

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

Appendix B: Example of a Detailed Budget Table

Compare your Detailed Budget to your Work Plan, SF 424 and SF 424A to ensure that all numbers and dollar amounts in all categories are consistent from document to document.

Line Item	EPA Funds	Matching Funds	Total Project Cost
Personnel	\$40,000 (Smith and Jones @ ½ of \$30k each = \$30k; Johnson @ ¼ of \$40k=\$10k)	\$8,000 (10 volunteers in Chicago area school districts @ \$10/hr equivalent pay for 80 hrs each)	\$48,000
Fringe Benefits	\$4,000 (1/10 of salary: health insurance)	\$0	\$4,000
Travel	\$1,950 (1 trip of 3 nights for 3 staff to Minneapolis @ \$150/day lodge & per diem + \$200 airfare per person to present project at state outdoor education conference)	\$333 (miscellaneous local travel costs reimbursed to volunteers)	\$2,283
Equipment	\$0	\$0	\$0
Supplies	\$9,300 (100 water monitoring kits @ \$43.00 each + 1000 seedlings @ \$5 each)	\$4,000 (field notebooks, pens, pencils for 400 students, teachers and volunteers)	\$13,300
Contractual	\$9,000 (current market rates; competed; evaluation of project)	\$5,000 (contribution of partner toward evaluation of project)	\$14,000
Other	\$22,750 (4 sub-grants of \$5000 each: 4 school districts in Chicago area for teacher workshops. 2 sub-grants of \$1375 each to nature centers in Chicago area for naturalists' time)	\$13,000 (partner's contribution, to be used for sub-grants to nature centers for misc. expenses for field studies for 400 students, teachers and volunteers)	\$35,750
Indirect Cost	\$4,000 (10% of personnel salaries)	\$0	\$4,000
Income	\$0	\$0	\$0
TOTAL	\$91,000	\$30,333	\$121,333

Appendix C: Environmental Education Grant Proposal Checklist

Applicants may choose to use this checklist as a tool to help organize their proposal and to assist them in submitting a complete and accurate proposal. This checklist is not required and does not need to be included with the proposal.

- Please indicate what type of eligible organization you are:
 - local education agency
 - college or university
 - state education or environmental agency
 - nonprofit organization as defined in Sec. 501(C)(3) of Internal Revenue Code
 - a noncommercial educational broadcasting entity as defined/licensed by FCC
 - tribal education agency

- Please indicate your environmental priority(ies):
 - Addressing Climate Change and Improving Air Quality
 - Taking Action on Toxics and Chemical Safety
 - Making a Visible Difference in Communities Across the Country
 - Protecting Water: A Precious, Limited Resource
 - Launching a New Era of State, Tribal, and Local Partnerships

- Please indicate your educational priority(ies):
 - EE Capacity Building
 - Educational Advancement
 - Community Projects
 - Human Health and the Environment
 - EE Teaching Skills
 - Career Development

- Please indicate where your project will take place.

- Have you demonstrated clearly in the Project Summary and Detailed Project Description how your project will increase environmental literacy and encourage behavior that benefits the environment in the local community(ies) in which the project is located?
 - Yes
 - No

- Please ensure the following dollar amounts are consistent in all documents in your Proposal: SF 424, SF 424A, Work Plan and Detailed Budget Table/Narrative. (Examples given for this RFP. Be sure to check your math, especially if you do not use these exact figures.):
 - Total project amount _____ (e.g., \$121,333)
 - Match (at least – can be more than - 25% of Total project amount) _____ (e.g., 25% of \$121,333 = \$30,333)
 - Federal requested amount _____ (e.g., \$91,000)
 - Sub-award amount (exactly – no more & no less than - 25% of Federal requested amount) _____ (e.g., 25% of \$91,000 = \$22,750)

Check that you have submitted all aspects of the proposal. Please submit only the following documents.

_____ Standard Federal Application Form (SF-424)

_____ Budget Form (SF-424A) – only Section B

Work Plan (8 page limit), including:

_____ a. Project Summary

_____ b. Detailed Project Description

_____ c. Project Evaluation

_____ Detailed Budget Table and/or Narrative

Appendices

_____ Timeline listing all major activities and milestones over entire project period

_____ Logic Model showing educational and environmental outputs and outcomes

_____ Programmatic Capability and Past Performance

_____ Letters of Commitment from partners explaining the tasks or funding they will provide

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

Appendix D: Expected Outputs and Outcomes and a Sample Logic Model

Expected Outputs and Outcomes.

Expected outputs and outcomes of your proposed project are outlined in a Logic Model, which is an Appendix to your proposal. Both educational and environmental outputs and short-term outcomes must be completed and reported to EPA within the project period. Progress should at least begin on medium-term or long-term outcomes during the project period. Recipients of these grants will further EPA's strategic goals by implementing educational projects that improve environmentally responsible behavior through non-regulatory means, raise public awareness of actions that can be taken to improve the environment or prevent it from being damaged, reach a variety of audiences, and promote environmental stewardship. At least some of the outputs and outcomes should directly relate to the increase of environmental literacy and encouragement of behavior that benefits the environment in the local community(ies) in which the project is located, and should account for the anticipated accomplishments of the sub-grants to be awarded as part of the project. During the evaluation process for proposals, EPA will determine if each work plan contains well-defined outputs and outcomes.

(a) **Outputs** are activities, efforts, and/or work products that the applicant proposes to produce or provide during the project period to support both educational and environmental goals.

Expected outputs funded under this announcement may include (examples only):

- number of individuals recruited for projects that educate teachers, students, and the public about environmental issues;
- number and variety of classroom activities, workshops, or field trips conducted;
- number and variety of effective training sessions conducted for formal and informal educators;
- number and kind of educational materials and websites developed;
- new methods designed to measure knowledge acquired or benefits to the environment;
- number and kind of actions taken to benefit the environment;
- number of sub-grants awarded; and
- reports of results to EPA.

Grant proposals must clearly define measurable quantitative or qualitative outputs that can be reported during the funding period. After the project is implemented, grant recipients are required to submit to EPA status reports about their progress in achieving educational and environmental outputs and outcomes according to the terms and conditions outlined in the award. A final technical report is required from grant recipients at the close of a project.

(b) **Outcomes** are the results, effects, or consequences that will occur from carrying out the activities or outputs of the environmental education project that is supportive of an EPA strategic goal. Outcomes may have behavioral or health-related elements, but all must be environmental, educational and quantitative. EPA encourages outcomes that include efforts to reach traditionally under-served audiences such as tribes, communities of color, economically

distressed communities and/or geographically isolated communities. Not all outcomes will necessarily be achievable during the project period. Outcomes are classified as short-term, medium-term, and long-term. Short-term outcomes may include increased learning, knowledge, skills, attitudes, and motivation, as well as immediate benefits to the environment, like reduced trash in a landfill due to a recycling activity. This type of outcome is expected to occur during the project period. Medium-term outcomes include decisions, actions, practices, and behavior that are the foundations of stewardship to protect the environment. For example, a project that teaches students about an environmental issue may also teach students how to create action plans to clean up a stream or beach, or enhance a nature trail. A community-based EE project may include outcomes like homeowners gaining knowledge on how to use more environmentally friendly methods in their landscaping or how to make more energy efficient choices for their homes. Most projects will accomplish some medium-term outcomes during the project period. Long-term outcomes for the grants funded under this solicitation may occur after the project closes and should include a sustained EE program that increases environmental literacy and enhances civic responsibility among the citizens of the local community(ies) in which the project is located. Long-term outcomes should also include on-going environmental improvements due to an increased willingness among citizens to take action to restore or protect their local environment. Anticipated outcomes for environmental education grants may include:

- Promotion and expansion of environmental stewardship;
- Increased environmental knowledge and public awareness of environmental issues as measured by pre- and post-training assessments or other evaluation techniques;
- Improved environmental literacy among students as measured by improved scores on standardized achievement tests or other evaluation techniques;
- Improved educator access to training on environmental topics and EE methods and materials;
- Sustainable environmental education programs.

Example of a Logic Model. This chart provides broad examples of some outputs and outcomes EE Grants may produce. It is intended as guidance only. A blank logic model template can be found on the EPA Environmental Education web site (see “Helpful Resources” at <http://www2.epa.gov/education/environmental-education-ee-grants>) and can be used to create a specific version that complements your grant proposal.

Sample Logic Model (with broad examples of outputs and outcomes for an EE project)			
OUTPUTS		OUTCOMES	
Short-term	Short-term	Medium-term	Long-term
Recruitment of teachers, students, or other target audience	Increased access to environmental education resources and programs	Increased ability to think critically about issues and decisions that affect the environment	Establishment of sustainable environmental education programs
Training	Increased teaching skills among educators	Students and community leaders start making decisions to improve their environment	Improved environmental literacy and environmental change for the better
Workshops/Clinics	Increased environmental knowledge	Specific actions are taken to improve the environment	Increased stewardship leads to civic responsibility for environmental protection, habitat preservation, and prevention of environmentally induced human health problems
Courses	Increased empowerment and skills in becoming stewards of wildlife habitats and the environment	Environmental stewardship is underway	Assessment of actions to improve the environment; measuring success
Field Trips	Assessment of learning; measuring success	Assessment of actions to improve the environment; measuring success	Assessment of actions to improve the environment; measuring success
Educational Materials			
Videos, CDs, DVDs, web sites			
Conferences and presentation of results			