

Reducing Lead in Drinking Water in Schools and Child Care Facilities

EPA's 3Ts: TRAINING, TESTING, & TAKING ACTION | May 8th, 2019



OFFICE OF GROUND WATER
AND DRINKING WATER

Health Effects of Lead

- There is no safe level of lead.
- Young children are especially susceptible to lead exposure.
- Pregnant and nursing staff should also be aware of the harmful risks of lead exposure to nursing infants and the developing fetuses of pregnant women.
- Even low blood levels of lead in children have been associated with:
 - Reduced IQ and attention span
 - Learning disabilities
 - Poor classroom performance
 - Hyperactivity
 - Behavioral problems
 - Impaired growth and hearing loss



Sources of Lead

Sources of lead exposure include the lead industry, lead-based paint (e.g., paint chips or dust), lead in water, lead in the air, lead in soil, and lead in consumer products and food.

Lead in Drinking Water

- Lead gets into drinking water as it comes into contact with plumbing materials containing lead.
 - Interior lead pipe and lead solder (commonly used until 1988),
 - brass fittings, valves and
 - various drinking water outlets (e.g., water fountains and faucets)



Lead-based paint



In the air



In the soil



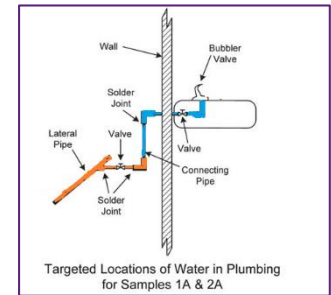
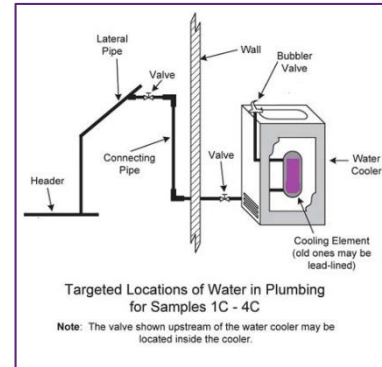
Lead Industry



In consumer products



In water



“Even when water entering a facility meets all federal and state public health standards for lead, older plumbing materials in schools and child care facilities may contribute to elevated levels lead in their drinking water.”



How Lead in Drinking Water is Regulated



The Lead Ban (1986): A requirement that only “lead-free” materials be used in new plumbing and in plumbing repairs.

The Lead Contamination Control Act (LCCA) (1988): The LCCA aimed at the identification and reduction of lead in drinking water at schools and child care facilities, including the recall of drinking water coolers with lead lined tanks.

The Lead and Copper Rule (1991): A regulation by EPA to control the amount of lead and copper in water supplied by public water systems.

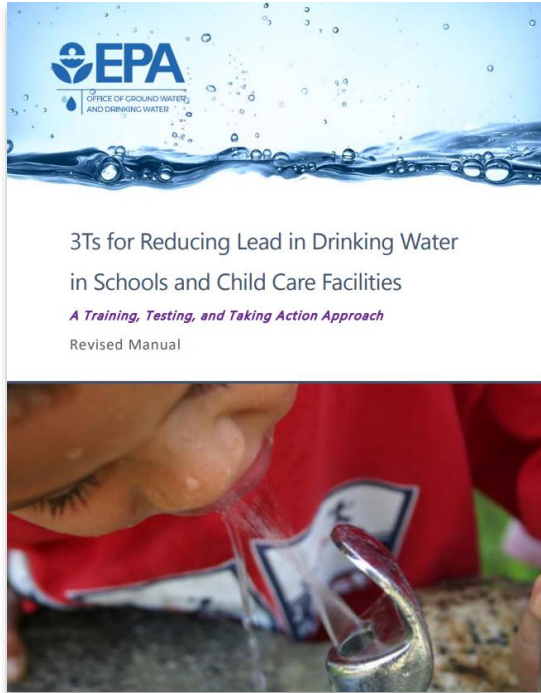
The Reduction Of Lead In Drinking Water Act (2011): This act further reduces lead and redefines “lead-free” under the Safe Drinking Water Act (SDWA).

State Laws: Some states, tribes and local jurisdictions have established regulations for schools and child care facilities.





Revised 3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities



- **Training** school and child care officials to raise awareness of the 3Ts program and summarize the potential causes and health effects of lead in drinking water.
- **Testing** drinking water in schools and child care facilities to identify potential lead problems.
- **Taking action** to reduce lead in drinking water.

← New 3Ts Manual

3Ts 7-Module Toolkit →



Module 1
Communicating the 3Ts



Module 2
Learning About Lead in Drinking Water



Module 3
Planning Your 3Ts Program



Module 4
Developing a Sampling Plan



Module 5
Conducting Sampling & Interpreting Results



Module 6
Remediation & Establishing Routine Practices



Module 7
Recordkeeping

3Ts Tools and Materials



Leaders in Reducing Lead In Drinking Water

https://epa.maps.arcgis.com/apps/Cascade/index.html?appid=9999006a15f14256ad3bdf837016453

EPA Leaders in Reducing Lead In Drinking Water

State 3Ts for Reducing Lead Programs | Revised 3Ts Toolkit | Lead Service Line Replacement Projects | EPA Supporting Lead Service Line Replacement Projects

Click on a state to learn more about their programs supporting the 3Ts for Reducing Lead in school and childcare program drinking water.

TAKING STEPS TO PROTECT CHILDREN FROM LEAD IN DRINKING WATER

OUR PROGRAM

We are training school staff about the potential health effects of lead in drinking water and how to take the steps they need to protect children.

TRAINING: We are training school staff about the potential health effects of lead in drinking water and how to take the steps they need to protect children.

TESTING: We are taking steps to reduce lead in drinking water by testing for lead in drinking water.

TAKING ACTION: We are taking steps to reduce lead in drinking water by testing for lead in drinking water.

AVAILABLE RESOURCES: We are taking steps to reduce lead in drinking water by testing for lead in drinking water.

UPDATING TESTS OR TEST RESULTS: We are taking steps to reduce lead in drinking water by testing for lead in drinking water.

3Ts: TRAINING, TESTING, TAKING ACTION

COMMUNICATE

Module 1: Developing a Communication Plan

Developing a Communication Strategy

Have a Plan

At the heart of an effective communication strategy is preparation and coordination to deliver information with proficiency and consistency. Telling parents and staff about your lead monitoring program will demonstrate your commitment to protecting children and staff health. Lead in drinking water can be an emotional and sensitive issue, especially for parents who are concerned about their children's safety. Communicating early and often about your testing plans, results, and next steps will build confidence in your facility's ability to provide a safe environment.

When developing your communication plan:

- Take the relative to providing information.
- Make sure your information is honest, accurate and comprehensive.
- Speak with one consistent voice.
- Anticipate questions and concerns and address them proactively.
- Be positive and forthcoming.
- Keep your audiences up-to-date as new information becomes available.

Helpful Tip:

To support engagement with the school community and build trust, it is important to begin communication before testing starts and be open and transparent throughout the process.

Follow these steps and utilize the templates in Module 1 to developing a successful and proactive communication plan.

STEP 1: Get Your Team Together

Partner with technical, advisory, and communications expertise. Draw from internal resources as well as technical and leaders in the community. Designate a spokesperson to make announcements, respond to questions, and conduct interviews in order to ensure the accuracy and consistency of public information.

Learn more about other roles in your lead testing program in the [Assign Roles Template](#) under Module 1 Step 3Ts Program.

3Ts for Reducing Lead in Schools and Child Care Facilities Newsletter

Example #1: Lead in Drinking Water Information Display

The school has been tested on the level of lead in the drinking water at the school. The school community members will now be invited to visit the school to see the results of the testing. The school will be providing information on the results of the testing. The school will be providing information on the results of the testing. The school will be providing information on the results of the testing.

Example #2: Lead in Drinking Water Information Display

The school has been tested on the level of lead in the drinking water at the school. The school community members will now be invited to visit the school to see the results of the testing. The school will be providing information on the results of the testing. The school will be providing information on the results of the testing. The school will be providing information on the results of the testing.

TAKING ACTION

Take action to reduce lead in drinking water and communicate school community

Module 6: Remediation & Establishing Routine Practices

Decide When to Take Action

When you receive test results, you should establish a plan on how they can be used to protect the school and the community. This plan should include factors (e.g., age of the plumbing, available resources, the remediation of drinking water, etc.) and state and local health requirements.

3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities

A TRAINING, TESTING, TAKING ACTION Approach

OFFICE OF GROUND WATER AND DRINKING WATER

3Ts for Reducing Lead in Schools and Child Care Facilities

TRAINING - TESTING - TAKING ACTION

Sample speech

Example Public Address: Issue of Lead in School Drinking Water

Good evening everyone, thank you for your attention. **Children's Health** has developed a plan to test for lead in drinking water at our school. We are taking the steps that we can to ensure that we are doing the right thing to protect our children. We are taking the steps that we can to ensure that we are doing the right thing to protect our children.

The U.S. Environmental Protection Agency (EPA) is encouraging **school and child care facilities** to reduce lead in drinking water. We are taking the steps that we can to ensure that we are doing the right thing to protect our children. We are taking the steps that we can to ensure that we are doing the right thing to protect our children.

Everyone has a role to play in reducing lead in drinking water. We are taking the steps that we can to ensure that we are doing the right thing to protect our children. We are taking the steps that we can to ensure that we are doing the right thing to protect our children.

EPA's 3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities campaign aims to encourage voluntary action to reduce potential lead in lead in drinking water through training, testing, and taking action. In response, **Children's Health** is providing information on the results of the testing, and taking action. In response, **Children's Health** is providing information on the results of the testing, and taking action.

- We are launching an education and awareness initiative to provide **information** on the results of the testing, and taking action. In response, **Children's Health** is providing information on the results of the testing, and taking action.
- We are launching a sampling plan so we can conduct **testing** to ensure that we are doing the right thing to protect our children. We are taking the steps that we can to ensure that we are doing the right thing to protect our children.
- We are developing a communication plan to ensure that we are doing the right thing to protect our children. We are taking the steps that we can to ensure that we are doing the right thing to protect our children.
- We are taking steps to reduce lead in drinking water by testing for lead in drinking water. We are taking the steps that we can to ensure that we are doing the right thing to protect our children. We are taking the steps that we can to ensure that we are doing the right thing to protect our children.

Next and next steps: The next step in the process is to test for lead in drinking water. We are taking the steps that we can to ensure that we are doing the right thing to protect our children. We are taking the steps that we can to ensure that we are doing the right thing to protect our children.

Conclusion: Individual school personnel may be asked to provide information on the results of the testing, and taking action. In response, **Children's Health** is providing information on the results of the testing, and taking action.

WE'RE LOOKING OUT FOR YOUR CHILD BY LOOKING OUT FOR LEAD IN DRINKING WATER!

PLACE STAMP HERE

Sample

<Name of School/Child Care Center> wants you to know what we are doing to assure the quality of drinking water at our facility.

TRAINING

TESTING

TAKING ACTION

Module 2: Lead

Modi Deve



Module 6: Remediation & Establishing Best Practices

Take action to reduce lead in drinking water and communicate to parents, staff, and the larger school community

Take Action

level of lead for children. EPA prioritize remediation efforts based and use the steps in the toolkit to sources to reduce their lead levels concentrations.

should establish a plan on how sample results to protect the in drinking water. This may be ops (i.e. age of plumbing, available resources, and other priorities). EPA recommends of outlets with the

ate and local health or even requirements

3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities

A TRAINING, TESTING, TAKING ACTION Approach



OFFICE OF GROUND WATER AND DRINKING WATER



3Ts Highlights

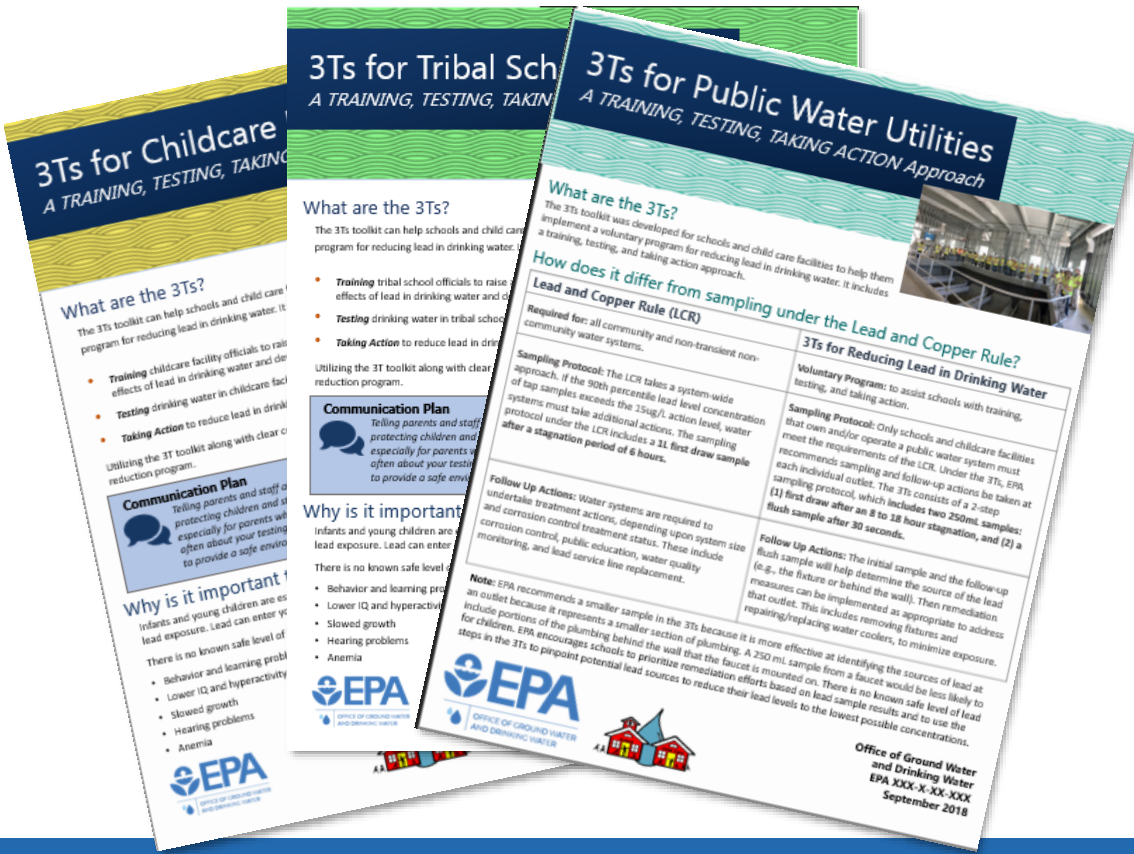
These three brochures contain a snap shot of the 3Ts. They can be printed on legal paper and we will be making a web version. They include:

- 3Ts for Reducing Lead in Drinking Water Highlights
- Training Brochure
- Testing Brochure
- Taking Action Brochure



3Ts Audience Factsheets

- 3Ts for Child Care Facilities
- 3Ts for Tribal Schools
- 3Ts for Public Water utilities



3Ts for Childcare

A TRAINING, TESTING, TAKING ACTION Approach

What are the 3Ts?

The 3Ts toolkit can help schools and child care facilities to help them implement a voluntary program for reducing lead in drinking water. It includes:

- **Training** childcare facility officials to raise awareness of lead in drinking water and the effects of lead in drinking water and of
- **Testing** drinking water in childcare facilities
- **Taking Action** to reduce lead in drinking water

Communication Plan

Telling parents and staff about protecting children and especially for parents who are often about your testing to provide a safe environment.

Why is it important?

Infants and young children are especially vulnerable to lead exposure. Lead can enter your child's body through:

- Behavior and learning problems
- Lower IQ and hyperactivity
- Slowed growth
- Hearing problems
- Anemia

3Ts for Tribal Schools

A TRAINING, TESTING, TAKING ACTION Approach

What are the 3Ts?

The 3Ts toolkit can help schools and child care facilities to help them implement a voluntary program for reducing lead in drinking water. It includes:

- **Training** tribal school officials to raise awareness of lead in drinking water and the effects of lead in drinking water and of
- **Testing** drinking water in tribal schools
- **Taking Action** to reduce lead in drinking water

Utilizing the 3T toolkit along with clear communication and a reduction program.

Communication Plan

Telling parents and staff about protecting children and especially for parents who are often about your testing to provide a safe environment.

Why is it important?

Infants and young children are especially vulnerable to lead exposure. Lead can enter your child's body through:

- Behavior and learning problems
- Lower IQ and hyperactivity
- Slowed growth
- Hearing problems
- Anemia

3Ts for Public Water Utilities

A TRAINING, TESTING, TAKING ACTION Approach

What are the 3Ts?

The 3Ts toolkit was developed for schools and child care facilities to help them implement a voluntary program for reducing lead in drinking water. It includes a training, testing, and taking action approach.

How does it differ from sampling under the Lead and Copper Rule (LCR)?

Required for: all community and non-transient non-community water systems.

Sampling Protocol: The LCR takes a system-wide approach. If the 90th percentile lead level concentration of tap samples exceeds the 15µg/L action level, water systems must take additional actions. The sampling protocol under the LCR includes a 1L first draw sample after a stagnation period of 6 hours.

Follow Up Actions: Water systems are required to undertake treatment actions, depending upon system size and corrosion control treatment status. These include monitoring, public education, water quality improvement, and lead service line replacement.

Note: EPA recommends a smaller sample in the 3Ts because it is more effective at identifying the sources of lead at an outlet because it represents a smaller section of plumbing. A 250 mL sample from a faucet would be less likely to include portions of the plumbing behind the wall that the faucet is mounted on. There is no known safe level of lead for children. EPA encourages schools to prioritize remediation efforts based on lead sample results and to use the steps in the 3Ts to pinpoint potential lead sources to reduce their lead levels to the lowest possible concentrations.

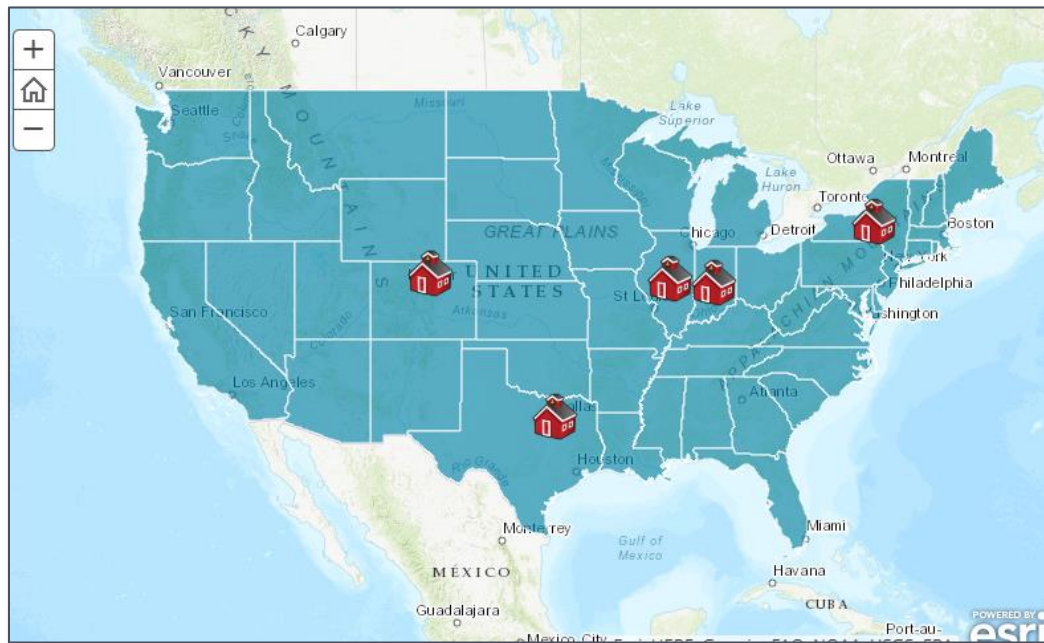
3Ts for Reducing Lead in Drinking Water

Voluntary Program: to assist schools with training, testing, and taking action.

Sampling Protocol: Only schools and childcare facilities that own and/or operate a public water system must meet the requirements of the LCR. Under the 3Ts, EPA recommends sampling and follow-up actions be taken at each individual outlet. The 3Ts consists of a 2-step sampling protocol, which includes two 250mL samples: (1) first draw after an 8 to 18 hour stagnation, and (2) a flush sample after 30 seconds.

Follow Up Actions: The initial sample and the follow-up flush sample will help determine the source of the lead (e.g., the fixture or behind the wall). Then remediation measures can be implemented as appropriate to address that outlet. This includes removing fixtures and repairing/replacing water coolers, to minimize exposure.

Office of Ground Water and Drinking Water
EPA XXX-X-XX-XXX
September 2018



Map of State Programs

Link:

<https://epa.maps.arcgis.com/apps/Cascade/index.html?appid=989f006a15f14256ad8bdfd837016453>



Module 1: Communicating the 3Ts

Develop a Communication Plan

- ❑ Communicating early and often about your testing plans, results, and next steps will build confidence in your ability to provide a safe environment.

- ❑ When developing your communication plan:
 - Take the initiative to communicate with your community
 - Make sure your information is honest, accurate and comprehensive
 - Speak with one consistent voice
 - Anticipate questions and concerns and address them proactively
 - Be positive and forthcoming
 - Keep your audiences up-to-date as new information becomes available



Module 1: Communicating the 3Ts

Develop a Communication Plan

STEP 1: Get Your Team Together

- Assemble a team with technical and communications expertise
- Draw from internal resources as well as professionals and leaders in your community
- Designate a spokesperson to make announcements, respond to questions, and conduct interviews in order to ensure the accuracy and consistency of public information

STEP 2: Create a Contact List

- Having names, phone numbers, and emails at your fingertips is vital when providing a quick response
- Create a contact list and update it regularly
- Include task force members as well as fact-finding and communications contacts (e.g. School Superintendent, State Drinking Water Program, EPA Regional Office)

Module 1: Communicating the 3Ts

Develop a Communication Plan

STEP 3: Identify Your Target Audiences

- School or Child Care Facility Community
- Building Community
- Larger Community
- Local Community Organizations
- State Drinking Water Programs
- Drinking Water Community

STEP 4: Know Your Methods of Communication

- Press Release
- Letters/Fliers
- Mailbox or Paycheck Stuffers
- Staff Newsletter
- Presentations
- Email and Websites
- Social Media



Module 1: Communicating the 3Ts

Develop a Communication Plan

STEP 5: Identify Times for Communicating

- Timely dissemination of communication materials is of the utmost importance
- At a minimum, EPA recommends that schools and child care facilities provide information to members of the local community, building community and the larger community (if appropriate) at the following times:
 - Before the lead in drinking water sampling program begins
 - After obtaining the results of testing:
 - As soon as the results are available
 - When/if corrective measures are decided upon
 - If no corrective measures are appropriate because the lead levels are low
 - In response to periodic interest in the program

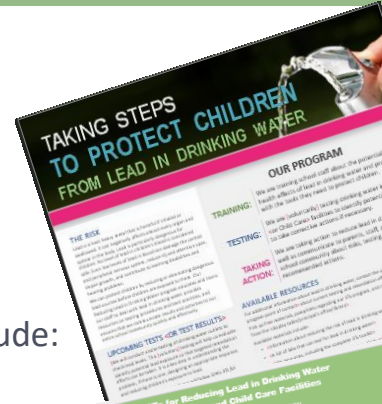
Module 1: Communicating the 3Ts



STEP 6: Start Communicating!

- Launch an ongoing campaign
- Prepare a fact sheet(s)
- Post information on your website
- Make sure your communication materials include:

- Details about the 3Ts Program
- The results of the sampling program
- Plans for correcting any identified problems
- Information on the public health effects
- The significance of other sources
- Information about blood-lead level testing
- Information about testing your home water



Module 2: Learning About Lead in Drinking Water

Health Effects of Lead

- ❑ There is no safe level of lead.
- ❑ Young children are especially susceptible to lead exposure.
- ❑ Pregnant and nursing staff should also be aware of the harmful risks of lead exposure to nursing infants and the developing fetuses of pregnant women.
- ❑ Even low blood levels of lead have been associated with:
 - reduced IQ and attention span
 - learning disabilities
 - poor classroom performance
 - hyperactivity
 - behavioral problems
 - impaired growth and hearing loss



Module 2: Learning About Lead in Drinking Water

Source of Lead

- ❑ Sources of lead exposure include the lead industry, lead-based paint (e.g., paint chips or dust), lead in water, lead in the air, lead in soil, and lead in consumer products and food.

Lead in Drinking Water

- ❑ Lead gets into drinking water as it comes into contact with plumbing materials containing lead.
 - ❑ Interior lead pipe and lead solder (commonly used until 1988),
 - ❑ brass fittings, valves and
 - ❑ various drinking water outlets (e.g., water fountains and faucets)
- ❑ **Even when water entering a facility meets all federal and state public health standards for lead, older plumbing materials in schools and child care facilities may contribute to elevated levels lead in their drinking water.**



Lead-based paint



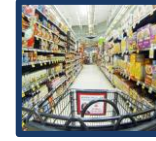
In the air



In the soil



Lead Industry



In consumer products



In water

Module 2: Learning About Lead in Drinking Water

How Lead in Drinking Water is Regulated

- ❑ **The Lead Ban (1986):** A requirement that only “lead-free” materials be used in new plumbing and in plumbing repairs.
- ❑ **The Lead Contamination Control Act (LCCA) (1988):** The LCCA aimed at the identification and reduction of lead in drinking water at schools and child care facilities, including the recall of drinking water coolers with lead lined tanks.
- ❑ **The Lead and Copper Rule (1991):** A regulation by EPA to control the amount of lead and copper in water supplied by public water systems.
- ❑ **The Reduction Of Lead In Drinking Water Act (2011):** This act further reduces lead and redefines “lead-free” under the Safe Drinking Water Act (SDWA).
- ❑ **State Laws:** Some states, tribes and local jurisdictions have established regulations for schools and child care facilities.

Module 3: Planning a 3Ts Program



3Ts Checklist

These three brochures contain a snap shot of the 3Ts. They can be printed on legal paper and we will be making a web version. They include:

- 3Ts for Reducing Lead in Drinking Water Highlights
- Training Brochure
- Testing Brochure
- Taking Action Brochure

3Ts for Reducing Lead in Drinking Water
Establishing a Lead Testing Program
The 3Ts Checklist

Establishing a Lead Testing Program
The 3Ts toolkit assists you with the steps needed to create a program to reduce children's exposure to lead in drinking water. Utilizing the 3Ts toolkit along with clear communication will help ensure a successful lead in 3Ts program.

Before sampling, facilities should establish a plan on how they will respond to their sample results to protect the school or child care facility population from lead in drinking water. You should consider potential partners, funding options, and how frequent testing will occur.

Communication Plan
Telling parents and staff about your lead monitoring program will demonstrate your commitment to protecting children and staff health. Communicating early and often about your testing plans, results, and next steps will build confidence in your facility's ability to provide a safe environment for students and staff.

3Ts Toolkit
<http://epa.gov/safewater/3ts>
Build a team and make a plan! Protecting school and child care facility drinking water is a group effort and you will need to have a plan for who you will work with, how you will test and how you will address elevated lead that may be found. Make sure you are transparent in your communications with your community. The 3Ts toolkit includes modules and helpful resources you can use to implement a successful program!

The steps in the checklist are intended to help you learn about lead in drinking water, develop a program, test for lead, communicate the results, and take remediation actions where needed. The checklist includes things to consider in the TRAINING, TESTING and TAKING ACTION sections of the 3Ts, as well as important COMMUNICATION and RECORDKEEPING items. This checklist is designed to provide easy-to-follow steps. You may not have to complete all the steps or follow the steps in the exact order presented to have an effective program. Your 3Ts program should be tailored for your school or child care facility.

Office of Water (4606H)
EPA 815-F-18-014
October 2018

COMMUNICATING TRAINING TESTING TAKING ACTION

This checklist is designed to provide easy-to-follow steps. You do not have to complete all the steps or follow the steps in the exact order presented. Your 3Ts program should be tailored for your school.

Checklist Item	Module
Learn about lead problems in drinking water: Have you made a concerted effort to become educated on the health effects of lead, sources of lead, and how lead gets into drinking water?	1
Become familiar with Regulations: Do you understand current Regulations pertaining to lead in drinking water? Contact your state to learn more about state guidance or regulations.	1
Records: Have you developed a record of training activities?	1
Historical information: Has the school looked into records to learn more about previous testing the school might have already conducted?	1
Partnerships: Has the school contacted: • Water Systems? • Health Office? • Drinking Water Program? Health and/or Education program? • Other Organizations?	1
Responsibility within the program: Have you begun identifying people to be contacted for the lead program? • Sampling plan? • Samples? • Remediation? • Testing? • Communicating with the public? • Trainers?	1
Consider how the school will keep its community, parents, and staff informed of school efforts and sampling results. • Implemented routine practices such as cleaning, disinfecting, or improving water quality? • Record of routine practices, including: • Cleaning? • Disinfecting? • Improving water quality?	1
Community: Has the school reached out to its community to let them know it will be sampling for lead in drinking water and if the school is already implementing (e.g., routine testing, water treatment, etc.)?	1

Module 3: Planning a 3Ts Program

Establishing Partnerships

□ Entities like the public water system, local health offices, state drinking water programs, certified laboratories and local community organizations may be able to provide assistance in testing the drinking water for lead.

- **Assistance from Public Water Systems**
- **Assistance from Local Health Offices**
- **Assistance from the State Drinking Water, Health and Education Programs**
- **Assistance from Certified Laboratories**
- **Assistance from Local Community Organizations**



Module 3: Planning a 3Ts Program



Working with Your Water System

- ❑ A critical partner in any program to reduce lead in drinking water is the local water system.
- ❑ Water systems can help:
 - Provide information that may be helpful
 - Assist with determining if lead is present
 - Support the you in developing your sampling plan
 - Collect and analyze samples
 - Help interpret results and determine potential lead sources
 - Communicate with the school and child care facility, and the public

3Ts for Public Water Utilities

A TRAINING, TESTING, TAKING ACTION Approach

What are the 3Ts?

The 3Ts toolkit was developed for schools and child care facilities to help them implement a voluntary program for reducing lead in drinking water. It includes a training, testing, and taking action approach.

How does it differ from sampling under the Lead and Copper Rule?

Lead and Copper Rule (LCR)	3Ts for Reducing Lead in Drinking Water
Required for: all community and non-transient non-community water systems.	Voluntary Program: to assist schools with training, testing, and taking action.
Sampling Protocol: The LCR takes a system-wide approach. If the 90th percentile lead level concentration of tap samples exceeds the 15ug/L action level, water systems must take additional actions. The sampling protocol under the LCR includes a 1L first draw sample after a stagnation period of 6 hours.	Sampling Protocol: Only schools and childcare facilities that own and/or operate a public water system must meet the requirements of the LCR. Under the 3Ts, EPA recommends sampling and follow-up actions be taken at each individual outlet. The 3Ts consists of a 2-step sampling protocol, which includes two 250mL samples: (1) first draw after an 8 to 18 hour stagnation, and (2) a flush sample after 30 seconds.
Follow Up Actions: Water systems are required to undertake treatment actions, depending upon system size and corrosion control treatment status. These include corrosion control, public education, water quality monitoring, and lead service line replacement.	Follow Up Actions: The initial sample and the follow-up flush sample will help determine the source of the lead (e.g., the fixture or behind the wall). Then remediation measures can be implemented as appropriate to address that outlet. This includes removing fixtures and repairing/replacing water coolers, to minimize exposure.

Note: EPA recommends a smaller sample in the 3Ts because it is more effective at identifying the sources of lead at an outlet because it represents a smaller section of plumbing. A 250 mL sample from a faucet would be less likely to include portions of the plumbing behind the wall that the faucet is mounted on. There is no known safe level of lead for children. EPA encourages schools to prioritize remediation efforts based on lead sample results and to use the steps in the 3Ts to pinpoint potential lead sources to reduce their lead levels to the lowest possible concentrations.

OFFICE OF GROUND WATER AND DRINKING WATER

Office of Ground Water and Drinking Water
EPA XXX-X-XX-XXX
September 2018

Module 3: Planning a 3Ts Program

Assigning Roles

Role	Responsibilities
3Ts Program Contact	Act as the point of contact for the Program. Communicate with the other teams, external resources, and program partners.
Public Communications Contact	Communicate testing plans, results and remediation efforts to the public (e.g., to the school and child care facility community, media outlets, civic groups)
Partner Liaison Contact	Work with certified laboratories, interest groups, the school board and other partners supporting the 3Ts Program. Schedule activities and maintain communication.
Sampling Activities Contact	Lead the effort to develop and implement a sampling plan. Engage with other program points of contact and external resources and partners as appropriate.
Remediation Activities Contact	Lead the remediation efforts, if necessary. Engage with other program points of contact and external partners as appropriate, acting as the Program point of contact for those resources.
Recordkeeping Contact	Ensure a central repository is created to house all 3Ts Program documents. Lead effort to create, maintain and update documentation with the team annually.

Module 4: Developing a Sampling Plan



Conduct a Walkthrough

- Conduct a walkthrough of the facility and create an inventory.
- Take note of all sinks and fountains used for consumption.
- It may be helpful to take pictures when conducting this walkthrough.
- Make sure to identify any outlet noted as having lead-lined storage tanks or lead parts listed in EPA's 3Ts. **These should be removed immediately.**

Module 4: Developing a Sampling Plan

Determine Sample Locations

- ❑ Sample sites include drinking fountains, kitchen and classroom sinks, home economics sinks, teachers' lounge, and other sites used for consumption.
- ❑ EPA recommends all outlets used for consumption be sampled; prioritizing outlets:
 - That are used by children under the age of 6 years or pregnant women
 - That are frequently used by students and staff
 - Are older and/or have never been tested
- ❑ Faucets that are not used for human consumption, such as sinks in janitor's closets or outdoor hoses, do not need to be sampled and clear signage should be used to notify people that it is not for drinking.
- ❑ **Important:** schools and child care facilities should not use sample results from one outlet to characterize potential lead exposure from all other outlets in their facility. This approach could miss localized lead problems that would not be identified.

Examples of Sample Sites:
Drinking fountains, nurses' office sinks, kitchen kettles, classrooms used for early childhood education, etc.

Module 4: Developing a Sampling Plan

Determine Your Sampling Frequency

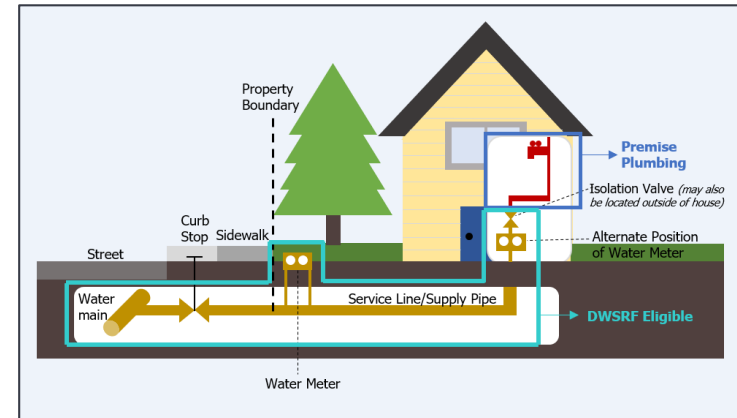
- ❑ How frequently your facility can and should test for lead in drinking water is dependent on a variety of factors
 - (e.g. plumbing, water quality, lead results, budget, and competing priorities).
- ❑ **Schools and child care facilities should make testing drinking water a part of their regular building operations.**
- ❑ Annual monitoring provides information on changes in the lead levels and the effectiveness of remediation or treatment efforts.



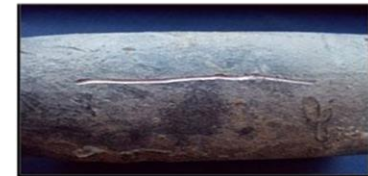
Module 4: Developing a Sampling Plan

Do You Have a Lead Service Line?

- ❑ Lead pipes are used for service connections, or service lines, in some locations.
- ❑ Other materials used for service lines include copper, galvanized steel, plastic and iron.
- ❑ Lead is less practical for the larger service lines typically used in larger buildings; however, many child care facilities reside in small buildings and are at a higher likelihood of being served by lead lines.
- ❑ **Regardless of building size, make sure to check the service line. The water utility may be able to provide information about whether there is a lead line or can help identify the service line for the school.**



Lead service lines may be visible and are generally a dull gray color and very soft.



Module 4: Developing a Sampling Plan

Understanding the Sampling Procedures

❑ The Who, What, Where, and When of Sampling:

- Who should collect 3Ts Samples?
- What is the recommended sample volume?
- What are the recommended types of samples? (e.g. first-draw samples, flush samples, sequential samples)
- When should samples be collected?
- When should I take action?



Module 4: Developing a Sampling Plan

When to Take Action

- EPA encourages schools to prioritize remediation efforts based on lead sample results
- Before sampling*, facilities should establish a plan on how they will respond to their sample results to protect the school and child care facility population from lead in drinking water.
- Make sure to also check with your state and local health department. They may have guidance or even requirements that include a lead remediation trigger.

Important Note:

EPA's Lead and Copper Rule (LCR) establishes a lead action level of 15 parts per billion (ppb) for water systems and facilities that have and/or operate their water source (e.g., own their own well). The LCR takes a system-wide approach. If the 90th percentile lead level of tap samples exceeds the 15ug/L action level, water systems must take additional actions. The action level for lead is not a health-based standard. It is a screening tool for determining when certain treatment technique actions are needed.

Module 5: Conducting Sampling and Interpreting Results

Conducting Sample

- ❑ EPA recommends that schools and child care facilities conduct a **2-step sampling procedure to identify if there is lead in the outlet** (e.g. faucet, fixture, or water fountain) or behind the wall (e.g. in the interior plumbing).
- ❑ Collect all water samples before the facility opens and before any water is used.
- ❑ Ideally, the water should sit in the pipes unused for at least 8 hours but not more than 18 hours before a sample is taken.



Step 1 250-mL First Draw Sample

Take a 250mL first draw sample at all taps used for consumption to identify potential lead in the fixture.

Step 2 250-mL Flush Sample

If the result of Step 1 is high, take a 30-second flush sample to identify lead in the plumbing behind the fixture.

Module 5: Conducting Sampling and Interpreting Results

Conducting Sample (Continued)

Taking Them at the Same Time

- ❑ These samples can be taken in the same sampling event, which can reduce cost, and provide you with more information on lead levels.
- ❑ If not taking these samples at the same time, and elevated lead levels have been found in Step 1, the water should not be consumed while preparing to take the following up flush sample.

Helpful Tip...

For further potential cost savings, you or lab can collect, preserve, and hold (but not analyze) the second sample at the same time the first sample is collected, then analyze only selected Step 2 samples based on review of the Step 1 results. Most commercial labs will “Hold” samples until the client advises to dispose (at nominal cost) or analyze those samples.

Step 1 250-mL First Draw Sample

Take a 250mL first draw sample at all taps used for consumption to identify potential lead in the fixture.

Step 2 250-mL Flush Sample

If the result of Step 1 is high, take a 30-second flush sample to identify lead in the plumbing behind the fixture.



Module 5: Conducting Sampling and Interpreting Results

Interpreting Results Example

Example of Prioritizing Results

- ❑ A school takes initial (first draw) samples at all of its outlets used for drinking and cooking (e.g. 4 drinking water fountains, 1 kitchen sinks, 1 kitchen kettle, 2 classroom sinks, and 3 bathroom sinks)
 - A total of 11 sites
- ❑ The sample results are shown to the right.

Sample Location	Sample Result
003-112-DW-P-001	ND
003-124-KF-P-005	ND
003-124-KK-P-006	23 ppb
003-130-BF-P-009	ND
003-130-BF-P-010	ND
003-130-BF-P-011	ND
003-143-CF-P-007	7 ppb
003-167-DW-P-002	11 ppb
003-212-DW-P-003	ND
003-230-CF-P-008	ND
003-267-DW-P-004	3 ppb

Sample coding is available in the 3Ts Toolkit

Module 5: Conducting Sampling and Interpreting Results

Interpreting Results

Implement Immediate Steps
(e.g. remove from service)

Example of Prioritizing Results

- ❑ A school takes initial (first draw) samples at all of its outlets used for drinking and cooking (e.g. 4 drinking water fountains, 1 kitchen sinks, 1 kitchen kettle, 2 classroom sinks, and 3 bathroom sinks)
 - A total of 11 sites
- ❑ The sample results are shown to the right.

Sample Location	Sample Result
003-124-KK-P-006	23 ppb
003-167-DW-P-002	11 ppb
003-143-CF-P-007	7 ppb
003-267-DW-P-004	3 ppb
003-112-DW-P-001	ND
003-124-KF-P-005	ND
003-130-BF-P-009	ND
003-130-BF-P-010	ND
003-130-BF-P-011	ND
003-212-DW-P-003	ND
003-230-CF-P-008	ND

Module 5: Conducting Sampling and Interpreting Results

Interpreting Results Example

Example of Prioritizing

- ❑ A school takes initial (first draw) samples for drinking and cooking (e.g. 4 drinking water fountains, 1 kitchen sinks, 1 kitchen kettle, 2 classroom sinks, and 3 bathroom sinks)
 - A total of 11 sites
- ❑ The sample results are shown to the right.

Take a closer look, do follow-up sampling, check and clean aerators, implement routine flushing

Sample Location	Sample Result
003-124-KK-P-006	23 ppb
003-167-DW-P-002	11 ppb
003-143-CF-P-007	7 ppb
003-267-DW-P-004	3 ppb
003-112-DW-P-001	ND
003-124-KF-P-005	ND
003-130-BF-P-009	ND
003-130-BF-P-010	ND
003-130-BF-P-011	ND
003-212-DW-P-003	ND
003-230-CF-P-008	ND



Learn about cleaning aerators! They may be a potential source of lead

Module 5: Conducting Sampling and Interpreting Results

Interpreting Results Example

Example of Prioritizing Results

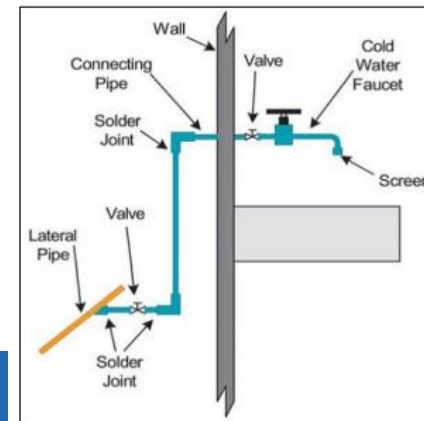
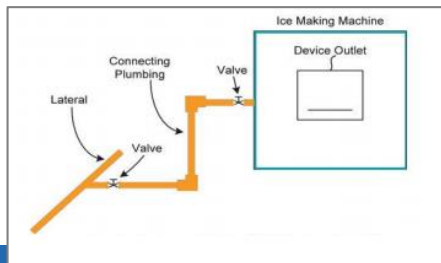
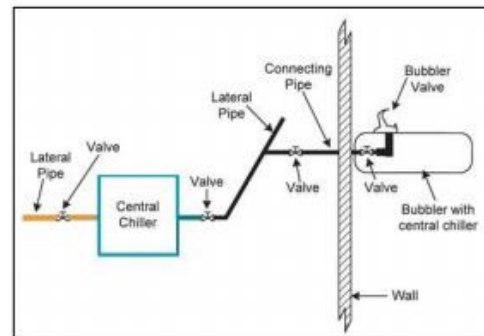
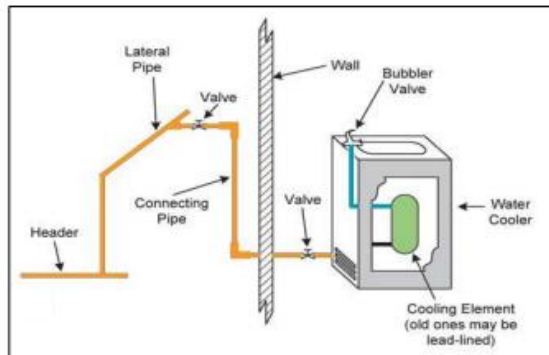
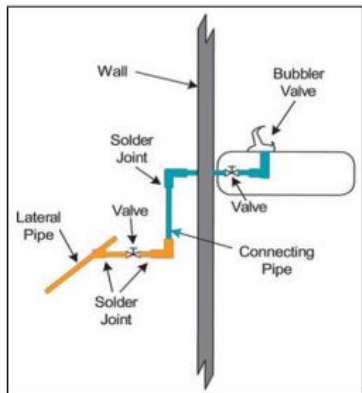
- ❑ A school takes initial (first draw) samples at all of its outlets used for drinking and cooking (e.g. 4 drinking water fountains, 1 kitchen kettle, 2 classroom sinks, and 3 bathrooms).
 - A total of 11 sites
- ❑ The sample results are shown to the right.

Routinely sampling for lead at all outlets

Sample Location	Sample Result
003-124-KK-P-006	23 ppb
003-167-DW-P-002	11 ppb
003-143-CF-P-007	7 ppb
003-267-DW-P-004	3 ppb
003-112-DW-P-001	ND
003-124-KF-P-005	ND
003-130-BF-P-009	ND
003-130-BF-P-010	ND
003-130-BF-P-011	ND
003-212-DW-P-003	ND
003-230-CF-P-008	ND

Module 5: Conducting Sampling and Interpreting Results

Detailed Fixture Evaluation



Module 5: Conducting Sampling and Interpreting Results

Sampling Dos and Don'ts

Do:

- Follow the instructions provided by the laboratory for handling sample containers to ensure accurate results.
- Assign a unique sample identification number to each sample collected. Use a coding scheme to help differentiate samples, and don't forget to label.
- Collect all water samples before the facility opens and before any water is used. Ideally, the water should sit in the pipes unused for at least 8 hours but not more than 18 hours before a sample is taken.
- Learn how water flows in your facility. If there are multiple floors, it is typically recommended to sample from the bottom floor and continue up. Start sampling closest to the main and work away.

Don't:

- Remove aerators prior to sampling. Potential lead contributors may be missed if aerators are removed since debris could be contributing to the lead in drinking water if particles containing lead are trapped behind aerator screens.
- Flush water prior to sampling, unless instructed to do so. Flushing can be a tool to improve water quality, especially after long holidays or weekends. However, flushing prior to sampling may cause samples to not be representative of daily consumption.
- Close the shut-off valves to prevent their use prior to sample collection. Minute amounts of scrapings from the valves could produce inaccurate results showing higher-than-actual lead levels in the water.

Module 6: Remediation and Establishing Routine Practices

Remediation

- ❑ **Solutions to lead problems typically should be addressed on both a short-term and a long-term basis.**
- ❑ **Tips when doing remediation:**
 - Work closely with maintenance staff and plumbers who may make repairs to ensure that the chosen remediation options will remove lead from the water and to understand the benefits and considerations associated with each option.
 - Ensure that your school and/or child care facility population are familiar with the use of new fixtures or technology that may be installed.
 - Engage the local health department, public water system and other available resources
 - Ask vendors for information on the schedule, health precautions, and request regular status updates on their progress prior to agreeing to work with any particular organization.
 - Identify an individual that is responsible for working with the remediation contractors.

Module 6: Remediation and Establishing Routine Practices

Remediation – Immediate Response

- ❑ **Shut off problem outlets:** If initial sample results from an outlet exceed the remediation level, the outlet can be shut off or disconnected until the problem is resolved
- ❑ **Share Test Results:** Notify staff, parents, and students of test results and actions the school is taking
- ❑ **Increase Awareness and Public Education:** If the remediation trigger is exceeded, take the initiative by providing information to your school community



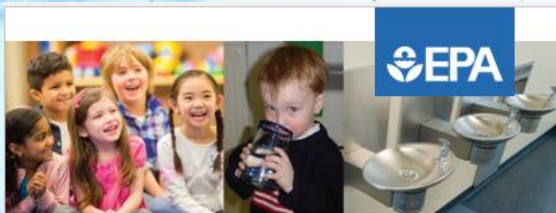
Module 6: Remediation and Establishing Routine Practices

Remediation – Short Term Control Measures

- ❑ **Provide Filters at Problem Taps:** Point of use (POU), or filter, units are commercially available and can be effective in removing lead.
- ❑ **Flush Taps Prior to Use:** Flushing individual problem outlets or all outlets may also represent a short-term solution. Learn how to use flushing as a tool appropriately in the [3Ts Flushing Best Practices](#).
- ❑ **Provide Bottled Water:** This can be an expensive alternative but might be warranted if schools expect or are aware of widespread contamination and other remediation is not an option.



Module 6: Remediation and Establishing Routine Practices



DRAFT FACTSHEET

3Ts Flushing Best Practices

Flushing is a tool schools can use as a general best practice to improve overall water quality and during flush sampling (i.e. samples targeting the plumbing inside of the wall).

LEAD IN DRINKING WATER IN SCHOOLS

The potential for lead to leach into water can increase the longer the water remains in contact with lead in plumbing. As a result, facilities with intermittent water use patterns, such as schools, may have elevated lead concentrations.

Testing helps evaluate plumbing systems and materials so that targeted remediation efforts can be taken. It is a key step in understanding the problem, if there is one, and designing an appropriate response.

EPA developed the *3Ts for Reducing Lead in Drinking Water* to assist schools and child care facilities with their drinking water testing program. The 3Ts applies a Training, Testing, and Taking Action approach.

WHAT IS FLUSHING?

"Flushing" involves opening taps and letting the water run to remove water that has been standing in the interior pipes and/or the outlets. The flushing time can vary by the type of outlet being cleared.

The degree to which flushing helps reduce lead levels can also vary depending upon the age and condition of the plumbing and the corrosiveness of the water.

Flushing is a tool, but only when used appropriately. This fact sheet helps you understand when flushing should be used, when it shouldn't, the pros and cons, and how to conduct flushing in your facility.

FLUSHING TO IMPROVE WATER QUALITY

In schools and child care facilities, establishing an ongoing flushing program is one of the quickest and easiest solutions to ensure the water quality is preserved by decreasing water age.

In addition, flushing does not require installation or maintenance of water treatment equipment or complex instructions. Flushing can be used as a regular practice to ensure the water is regularly moving.



Flushing Best Practices

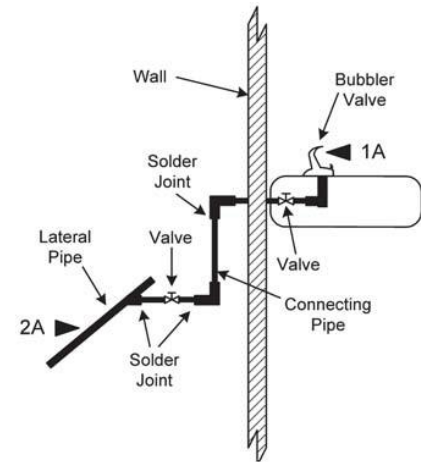
The potential for lead to leach into water increases the longer the water remains in contact with leaded plumbing materials. This document will discuss:

- **Lead in Drinking Water**
- **What is Flushing?**
- **Flushing to Improve Water Quality**
- **Flushing and Sampling for Lead**
- **Flushing and Remediation**
- **Flushing Dos and Don'ts**
- **Tips for Developing a Flushing Plan**

Module 6: Remediation and Establishing Routine Practices

Remediation – Permanent Control Measures

- ❑ **Replacement of Outlets:** If the sources of lead contamination are localized and limited to a few outlets, replacing these outlets or upstream components may be the most practical solution.
- ❑ **Pipe Replacement:** Lead pipes within the school and those portions of the lead service lines under the public water system's jurisdiction can be replaced.
- ❑ **Provide Filters at Problem Taps:** Some facilities may choose to use filters or Point of use (POU) units as a long-term or permanent control measure. It is important to follow manufacturer instructions for maintaining filters (e.g., change the cartridge).
- ❑ **Reconfigure Plumbing:** Ongoing renovation of school or childcare buildings may provide an opportunity to modify the plumbing system to redirect water supplied for drinking or cooking to bypass sources of lead contamination.



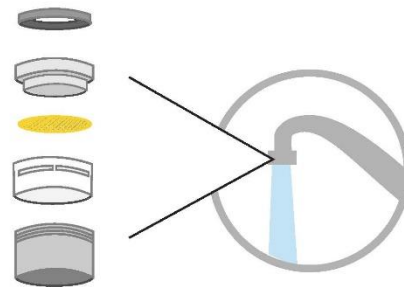
Module 6: Remediation and Establishing Routine Practices

Establishing Routine Practices

- ❑ Establish routine practices to reduce exposure to lead and other environmental hazards (e.g., bacteria).
- ❑ These activities should not be conducted immediately prior to collecting a water sample but should be planned as part of the school's or child care facility's water management program to improve overall drinking water quality. These could include:
 - Clean water fountains, aerators and screens
 - Use only cold water for food and beverages
 - If filters are used, make sure they are maintained
 - Create and post placards near sinks where water should not be consumed
 - Regularly flush all water outlets, particularly after weekends and vacations

Clean Faucet Aerators

- ❶ Unscrew the end-piece of your faucet where the water comes out. This is the aerator. (Make note of how the pieces come off, to put back together. Parts vary.)
- ❷ Remove the screen and rinse out any dirt that has collected.
- ❸ Screw it back on.



Module 7: Recordkeeping



Keep Records

- ❑ Keep a record of sampling and remediation efforts that have been conducted and schedules that have been created to continue to maintain water quality
- ❑ It is important to keep an ongoing record of public outreach and communication activities
- ❑ Keep copies of past communication materials and the dates they were sent out
- ❑ Strong recordkeeping can prove to be helpful in ensuring the longevity of the program
- ❑ The 3Ts includes recordkeeping templates

3Ts: TRAINING, TESTING, TAKING ACTION

Module 7: Recordkeeping

Assigning Roles

3Ts Team Roles and Responsibilities

This table provides an example of how to assign roles to members of the program team and to document their responsibilities. Roles and responsibilities are not necessarily distinct and can overlap. Documentation of responsibilities can ensure efforts are coordinated and effective.

Back-up

3Ts: TRAINING, TESTING, TAKING ACTION

Module 7: Recordkeeping

Partners

Assistance from Partner Organizations

Ensure that communications with partners are documented and kept in a centrally accessible repository, either online or in the facility. Documenting who the school or child care facility is working with and how partners are supporting the program will provide staff with additional points of contact should the program termination is needed.

3Ts: TRAINING, TESTING, TAKING ACTION

Module 7: Recordkeeping

Example Sampling Field Form

Building Name:		Sample Date (MM/DD/YYYY):		Sampler's Email:			
Building Number:		Sampler's Name:		Sampler's Phone:			
Sample ID = Building Number-Floor-Room Number-Outlet Type-Sample Number (e.g. 01-03-312-DW-P-015)							
Outlet Type Codes: DW = drinking water fountain KF = kitchen faucet WC = water cooler (chiller unit) BF = bathroom faucet CF = classroom faucet NS = nurse's office sink							
Sample ID	Model #	Time	Color (describe)	Filter	Filter Date (MM/DD/YYYY)	Location Notes	Lab Sample ID (Lab use only)
01-03-312-DW-P-015	SF-7080	5:30am		Yes	No	10/04/2016	DW in next to room 312
Chain of Custody:							
1. Released By:		Received By:		Date/Time:		#of Samples:	
2. Released By:		Received By:		Date/Time:		#of Samples:	
3. Released By:		Received By:		Date/Time:		#of Samples:	
General Notes:							

3Ts: TRAINING, TESTING, TAKING ACTION

Module 7: Recordkeeping

Example Sampling Field Form

Building Name: _____ Sample Date (MM/DD/YYYY): _____ Sampler's Email: _____

Building Number: _____ Sampler's Name: _____ Sampler's Phone: _____

Sample ID = Building Number-Floor-Room Number-Outlet Type-Sample Number (e.g. 01-03-312-DW-P-015)

Outlet Type Codes: DW = drinking water fountain KF = kitchen faucet WC = water cooler (chiller unit) BF = bathroom faucet CF = classroom faucet NS = nurse's office sink

Sample ID	Model #	Time	Color (describe)	Filter	Filter Date (MM/DD/YYYY)	Location Notes	Lab Sample ID (Lab use only)
01-03-312-DW-P-015	SF-7080	5:30am		Yes	No	10/04/2016	DW in next to room 312

Chain of Custody:

1. Released By: _____ Received By: _____ Date/Time: _____ #of Samples: _____

2. Released By: _____ Received By: _____ Date/Time: _____ #of Samples: _____

3. Released By: _____ Received By: _____ Date/Time: _____ #of Samples: _____

General Notes: _____



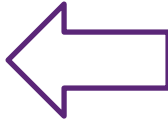
**LEAD IN SCHOOL AND CHILD CARE
PROGRAM DRINKING WATER GRANT**

SDWA 1464(d)

Water Infrastructure Improvements for the Nation Grant Opportunities



- **Assistance for Small and Disadvantaged Communities – SDWA §1459A**
 - approximately \$42.8 million in funding. Grants will be awarded as non-competitive grants to states, with a 2 percent tribal allotment of \$875K.
- **Reducing Lead in Drinking Water – SDWA §1459B**
 - Approximately \$25 million in funding. This will be a competitive grant.
- **Lead Testing in School And Child Care Program Drinking Water – SDWA §1464(d)**
 - approximately \$43.7 million in funding. Grants will be awarded to states to assist local educational agencies. The tribal allotment is approximately \$875K.



The Objectives of this Program are to:

Reduce

Reduce children's exposure to lead in drinking water;

Encourage

Encourage efficient use of existing resources and exchange of information in various educational and health sectors;

Develop

Develop strategies to provide funding for schools unable to pay for testing and facilities serving vulnerable a population;

Utilize

Utilize the 3Ts model or model no less stringent to establish best practices for a lead in drinking water prevention program;

Collaborate


Collaborate with partners and foster sustainable partnerships at the state and local level; and

Enhance


Enhance community, parent, and teacher cooperation and trust.

Allocation of Funds

- EPA will award approximately \$43.7 million in funding for the Lead Testing in School and Child Care Program Prinking Water Grant Program.
- Based on an algorithmic formula that includes factors for population, disadvantaged communities, and lead exposure risk.
- Approximately 6.44% will be allotted for assistance to tribal educational agencies.



UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
WASHINGTON, D.C. 20460



MEMORANDUM

SUBJECT: Final Allotments of FY 2018 and FY 2019 Testing in School and Child Care Program Section 2107 of the Water Infrastructure Improvement Act

FROM: Anita M. Thompkins, Director
Drinking Water Protection Division (DWPD)

TO: Water Division Directors
Regions 1-10

Attached are the final FY 2018 and FY 2019 Voluntary Lead Testing in School and Child Care Program Drinking Water Grant allotments, authorized under Section 2107 of the Water Infrastructure Improvement Act (WIIN Act). The final FY 2018 and FY 2019 allotments total \$43,729,000. Attached are the state and territorial allotment support tribal water systems.

The following steps support implementation of this grant:

- Early this summer, DWPD will publish an implementation sample workplan, which will be made available at [www.epa.gov/dwpd](#).
- The regions will then work with the applicants to revise the workplan.
- Late in the summer, DWPD will open the grant application period for comments.
- The regions will approve the final grant application packages.

If you have any questions regarding this grant program, please contact the Director of the Drinking Water Protection Division at (202) 564-2703 or Davis.Catherine.M@epa.gov.

**Final FY 2018 and FY 2019 Allotments for
WIIN Voluntary Lead Testing in School and Child Care Program Drinking Water Grants
Based on Appropriations of \$43,729,000**

National Allotment
American Indian & Alaska Native Communities \$2,815,000*

Alabama	\$545,000	Montana	\$192,000
Alaska*	\$225,000	Nebraska	\$522,000
Arizona	\$622,000	Nevada	\$260,000
Arkansas	\$420,000	New Hampshire	\$414,000
California	\$3,878,000	New Jersey	\$1,537,000
Colorado	\$1,222,000	New Mexico	\$294,000
Connecticut	\$831,000	New York	\$1,960,000
Delaware	\$209,000	North Carolina	\$964,000
District of Columbia	\$158,000	North Dakota	\$122,000
Florida	\$1,752,000	Ohio	\$1,361,000
Georgia	\$1,102,000	Oklahoma	\$669,000
Hawaii	\$134,000	Oregon	\$1,102,000
Idaho	\$285,000	Pennsylvania	\$1,740,000
Illinois	\$1,582,000	Rhode Island	\$703,000
Indiana	\$753,000	South Carolina	\$519,000
Iowa	\$466,000	South Dakota	\$298,000
Kansas	\$472,000	Tennessee	\$697,000
Kentucky	\$576,000	Texas	\$3,331,000
Louisiana	\$581,000	Utah	\$434,000
Maine	\$406,000	Vermont	\$180,000
Maryland	\$513,000	Virginia	\$737,000
Massachusetts	\$967,000	Washington	\$723,000
Michigan	\$1,190,000	West Virginia	\$262,000
Minnesota	\$752,000	Wisconsin	\$912,000
Mississippi	\$618,000	Wyoming	\$123,000
Missouri	\$719,000		

* Allotment for Alaska includes \$114,000 of funding for Native Communities from the total \$2,815,000 American Indian & Alaska Native Communities national allotment.

To Be Used for Testing at *Local Education Agencies* and *Child Care Programs*

- The SDWA section 1464(d)(1) defines child care programs and local education agencies as:

(A) Child Care Program- The term 'child care program' has the meaning given the term 'early childhood education program' in section 103(8) of the Higher Education Act of 1965 (20 U.S.C. 1003(8)).

(B) Local Education Agency- The term 'local education agency' means:

(i) a local education agency (as defined in section 8101 of Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801));

(ii) a tribal education agency (as defined in section 3 of the National Environmental Education Act (20 U.S.C. 5502)); and

(iii) a person that owns or operates a child care program facility.

- Private schools are not included within the LEA definition.
- **States can use grant funding to test lead in drinking water at public and private child care facilities.**

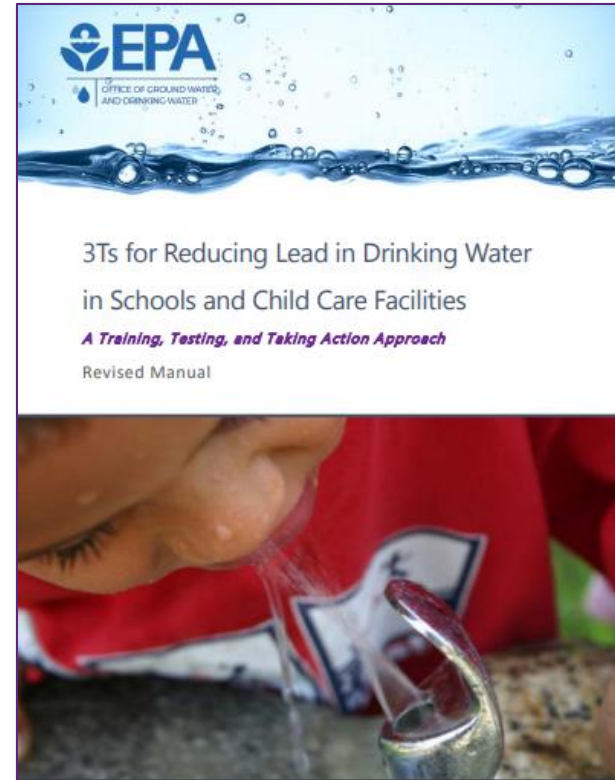
Eligible Uses

Funds for the eligible activity of testing for lead in drinking water in schools and child care facilities must be used in accordance with the following:

- The EPA's 3Ts for Reducing Lead in Drinking Water guidance (found at www.epa.gov/safewater/3ts);

OR

- Applicable state regulations or guidance regarding reducing lead in drinking water in schools and child care facilities that are not less stringent.



Priorities

States must prioritize to target:

- Schools and child care programs in low-income areas (e.g., Schools with at least 50% of the children receiving free and reduced lunch and Head Start facilities);

EPA recommends states also prioritize:

- Elementary and child care programs that primarily care for children 6 years and under;
- Older facilities that are more likely to contain lead plumbing; schools and child care facilities built before 1988 are more likely to have lead pipes, fixtures, and solder; and
- Established and sustainable child care programs without factors indicating that the building may not be serving as a child care facility in the future.



Timeline and Next Steps



Timing	Item
September 21, 2018	EPA Office of Ground Water and Drinking Water (OGWDW) sends to Governors of all eligible states the letter announcing the FY 2019 grant program; EPA initiates tribal consultation, to end on October 22, 2018
February 11, 2019	Extended deadline for all participating states and territories to submit a Notice of Intent to Participate (NOIP) to OGWDW via email (WIINDrinkingWaterGrants@epa.gov)
April 29, 2019	OGWDW will inform the states and territories of their final allocation via email
May 2019	Implementation Document and Workplan Sample available to states
June 2019 (30 days after implementation materials are available)	Deadline for states to submit final draft workplans and budget narratives to their EPA Regional Office for review
July 2019 (60 days after implementation materials are available)	Deadline for participating states to submit their final application package to www.Grants.gov



RESOURCES

Questions? 3Ts@epa.gov

WIIN Webpage: <https://www.epa.gov/safewater/grants>

3Ts Webpage: <https://www.epa.gov/safewater/3Ts>

Upcoming Webinars on WIIN and 3Ts

Thursday, **May 16, 2019** 3:00-4:00pm EDT

[Assistance for Small and Disadvantaged Communities Grant Information for States](#)

Tuesday, **July 9, 2019**, 2:00-3:00pm EDT

[EPA's Webinar on Water Quality Funding Sources for Schools and Child Care Facilities](#)