

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

**TITLE: Environmental Education Local Grants Program for Region 4 -- Solicitation Notice for 2021**

**ACTION: Request for Applications (RFA) FUNDING OPPORTUNITY NUMBER: EPA-EE-21-04**

**Catalog of Federal Domestic Assistance (CFDA): 66.951**

**Dates:** The closing date and time for receipt of application submissions is **December 6, 2021, 11:59pm Eastern Time (ET)**.

**Summary:** The purpose of the Environmental Education Local Grants Program in Region 4 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 decisions and take responsible actions toward the environment.

**Funding/Awards:** The total estimated funding for this competitive opportunity in U.S. EPA Region 4 is **up to \$300,000**. The Region expects to award three or four grants for **no less than \$50,000, and no more than \$100,000 each**. Region 4 covers the states of Alabama (AL), Florida (FL), Georgia (GA), Kentucky (KY), Mississippi (MS), North Carolina (NC), South Carolina (SC), and Tennessee (TN).

This RFA is one of 10 being issued nationally, one in each of EPA's ten Regions, for a total funding of **approximately \$3,000,000 nationwide**. EPA expects to award **three or four grants from each of the EPA's 10 Regional Offices** under the Fiscal Year 2021 Environmental Education Local Grants Program, **for a total of approximately 30 to 35 grants nationwide**. The award amount for each of these grants will be **no less than \$50,000, and no more than \$100,000** in federal funds. The award amounts and the number of awards are subject to the availability of funds, the quality and quantity of applications received, and other applicable considerations.

**Contracts, Subawards and "Partnerships":** Prior to naming a contractor (including consultants) or subrecipient as a "partner" or otherwise in your applications, please carefully review the "Contracts and subawards" solicitation provision available at <https://www.epa.gov/grants/epa-solicitation-clauses>. Refer to [EPA's Best Practice Guide for Procuring Services, Supplies, and Equipment Under EPA Assistance Agreements](#) and [Subaward Policy and supplemental Frequent Questions](#) for additional guidance.

**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:** Applications should plan for projects to start **no earlier than July 1, 2022**.

Project periods should be proposed for one or two years or any time period between one and two years.

**COVID-19 UPDATE:** EPA is providing flexibilities to applicants experiencing challenges related to COVID-19. Please see the Flexibilities Available to Organizations Impacted by COVID-19 clause in Section IV of [EPA’s Solicitation Clauses](#).

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## Section I: Funding Opportunity Description

### A. Background

Under this solicitation EPA is seeking grant applications 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 they are located. Selections and awards will be made in Region 4. (Note that separate solicitations will be issued from each of the 10 EPA Regional Offices, and selections and awards will be made in each respective Region.)

EPA interprets the National Environmental Education Act (the Act) to require that exactly 25% of all funds obligated under Section 6 of the Environmental Education Grant Program in a fiscal year be for “subgrant” subawards of not more than \$5,000. Accordingly, each recipient (i.e., the “prime” recipient, which is a “pass-through entity” for the purposes of 2 CFR Part 200) 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 subrecipients in the form of subawards 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**.

Successful applicants may, but are not required to, use fixed amount subawards to meet all or part of their obligation to use 25% of the grant funds for subawards. As provided in 2 CFR 200.1 *Fixed amount awards* are a type of subaward:

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

Additional information on fixed amount awards is available in [2 CFR 200.201\(b\)](#). Pursuant to [2 CFR 200.333](#), pass-through entities must have prior EPA approval to make fixed amount subawards. Section 9.0 of EPA’s [Subaward Policy](#) describes types of fixed amount subawards that EPA will approve. For example, EPA may approve fixed amount awards for training or curriculum development on a milestone completion or unit price basis. Procedures for obtaining EPA approval for fixed amount subawards are described in section E of EPA’s [Subaward Frequent Questions](#). EPA Project Officers will work with successful applicants to facilitate approval for fixed amount subawards.

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

EPA seeks to fund a variety of projects in each competition cycle in order to support a range of educational and environmental priorities, geographic areas, and audiences, especially as

compared to the pool of previously funded projects. In addition, applicants must demonstrate that their application is for a project for which they (the applicant) have not been previously awarded a grant by EPA's Environmental Education (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. Go to the [Environmental Education Grants page](#) to see the list and descriptions of projects previously funded by this program.

## **B. Minority Serving Institutions**

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

1. Historically Black Colleges and Universities, as defined by the Higher Education Act (20 U.S.C. § 1061(2)). A list of these schools can be found at [Historically Black Colleges and Universities](#)
2. Tribal Colleges and Universities (TCUs), as defined by the Higher Education Act (20 U.S.C. § 1059c(b)(3) and (d)(1)). A list of these schools can be found at [American Indian Tribally Controlled Colleges and Universities](#)
3. Hispanic-Serving Institutions (HSIs), as defined by the Higher Education Act (20 U.S.C. § 1101a(a)(5)). A list of these schools can be found at [Hispanic-Serving Institutions](#)
4. Asian American and Native American Pacific Islander-Serving Institutions; (AANAPISIs), as defined by the Higher Education Act (20 U.S.C. § 1059g(b)(2)). A list of these schools can be found at [Asian American and Native American Pacific Islander-Serving Institutions](#); and
5. Predominately Black Institutions (PBIs), as defined by the Higher Education Act of 2008, 20 U.S.C. 1059e(b)(6). A list of these schools can be found at [Predominately Black Institutions](#)

## **C. Goals 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 solicitation. 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.

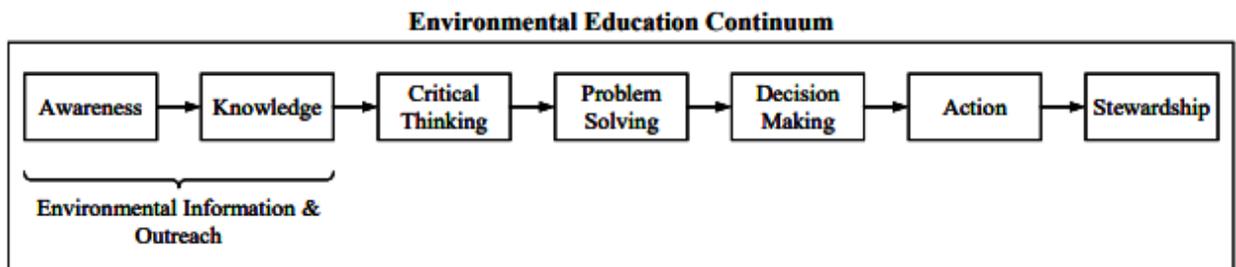
### 2) Definition of Environmental Education (EE)

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 (see photo below) 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 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 and for purposes of 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 restoration of soil health or of a stream's riparian zone.

- 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 and natural resources. Some examples are: living or conducting business in such a way as to minimize or eliminate pollution at its source; using natural resources efficiently; decreasing the use of hazardous chemicals; recycling wastes effectively; and conserving or restoring soil, forests, prairies, wetlands, rivers, and parks. Stewardship can be practiced by individuals, groups, schools, organizations, companies, communities, and state and local governments.
- d) For purposes of this competition and the evaluation of applications, "Underserved Communities" refers to one or more of the following:
  - 1. People/communities of color, tribal and indigenous populations that may be disproportionately impacted by environmental harms and risks
  - 2. High-Poverty Areas<sup>1</sup>
  - 3. Persistent Poverty Counties<sup>2</sup>
  - 4. Title 1 Schools

**Note:** Appendix E contains additional information related to identifying underserved communities.

## **D. Educational and Environmental Priorities**

In order to be eligible, all applications must:

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

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

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<sup>1</sup>High-poverty areas are defined as any census tract or county with a poverty rate of at least 20 percent as measured by the 2014-2018 or 2015-2019 5-year data series available from the American Community Survey of the Census Bureau.

<sup>2</sup>Persistent poverty counties are defined as a county that has had 20 percent or more of its population living in poverty over the past 30 years, as measured by the 1990 and 2000 decennial censuses and the most recent Small Area Income and Poverty estimates.

variety of geographic areas and audiences in both educational and environmental priority categories.

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

**EPA's Educational Priorities:**

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

1. **Community Projects:** Increasing public understanding of the benefits of and participation in environmental stewardship through community collaboration on issues including, but not limited to climate change, water and soil quality, food waste management, management of ecosystem health and/or local fire or flood prevention. Projects can take place in rural, suburban, and urban settings, in a formal or non-formal educational context, and use outdoor, place-based, experiential, service learning and/or community-focused stewardship activities as the primary teaching tool(s).
2. **Career Development:** Educating students of any age group and/or training their educators or community leaders on how to teach, in formal and non-formal settings, about environmental issues, solutions and stewardship for the purpose of encouraging interest in gratifying careers in environmental fields. These fields include, but are not limited to conservation, natural resources, climate change, water infrastructure, and water and air quality management.
3. **Environmental Education Capacity Building:** Building the capacity of agencies and organizations to develop, deliver, and sustain comprehensive environmental education programs statewide. Capacity building proposals may focus on one state, multiple states, or a region of the country.
4. **Environmental Justice:** For purposes of this solicitation, Environmental Justice refers to activities increasing public awareness and knowledge that disproportionate and adverse environmental, human health, climate-related and other cumulative impacts are more likely to affect or have affected underserved communities. By learning about environmental justice and local environmental issues, program participants will enhance their ability to be meaningfully involved in future discussions, on these subjects, that affect their local environments.

***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.

### **EPA's Environmental Priorities:**

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

1. **Addressing Climate Change and Improving Air Quality:** These efforts help protect the health of all Americans and the ecosystems we depend on by preventing pollution, increasing energy efficiency, improving indoor and outdoor air quality, reducing industrial air pollution and pollution from vehicles and engines, protecting the stratospheric ozone layer, reducing acid rain, and addressing climate change.

#### **Sample Topics**

- a. Educate students and community members about the impacts of climate change and explore local adaptation strategies that reduce vulnerability to the harmful impacts of climate change in schools, homes, and underserved communities.
  - b. Educate students and community members about the impacts of climate change and explore local mitigation strategies that reduce the flow of heat-trapping greenhouse gases into the atmosphere, especially in underserved communities where the adverse impacts of climate change are often disproportionately felt.
  - c. Address gaps between scientific and popular understanding of climate change and climate risk at the local level by exploring local environmental impacts of climate change, such as shifts in weather patterns, the spread of invasive species, changes in water quality or quantity, and sea-level rise.
  - d. Increase climate literacy through interactive lessons or action plans designed to engage adults and children of all ages.
2. **Ensuring Clean and Safe Water:** 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 habitats for fish, plants, and wildlife.

#### **Sample Topics**

- a. Prevent future water quality and human health issues through appropriate communications about the risks of poor water quality in local area(s), especially in communities with existing water quality issues.
- b. Participate in the conservation of quality water resources; e.g., educating school-age children, their parents, and the community about water conservation through the establishment and maintenance of school or community gardens or the removal of invasive plant species and/or planting of native gardens.

- c. Manage nutrients in water systems by reducing the use of non-biodegradable products, pesticides and/or nutrient runoff from soil, while maintaining both quality agricultural yields and minimal environmental harm.
  - d. Prevent future water quality and human health issues through appropriate management for flood and hurricane preparedness.
3. **Cleaning Up our Communities by Revitalizing Land and Preventing Contamination:** These efforts provide guidelines for safe and environmentally friendly practices in waste management and support the redevelopment and reuse of potentially contaminated sites.
- Sample Topics**
- a. Work to manage food waste for environmental benefits (e.g., the benefits of composting, reduction of waste going to landfills, etc.).
  - b. Increase plastic recycling and other efforts to reduce plastic disposal in landfills.
  - c. Educate individuals about human health and environmental risks associated with improper management of waste and the benefits associated with reducing trash, non-biodegradable products, and contaminants in waterways.
  - d. Engage individuals in exploring their local communities to identify previously contaminated sites and develop solutions and actions plans to revitalize the land, making the community safer and greener in the process.

## **E. Partnerships**

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

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

## **F. Linkage to EPA's Strategic Plan and Expected Outputs and Outcomes**

### **1) Linkage to EPA's Strategic Plan**

The activities to be funded under this solicitation support [EPA's FY 2018-22 Strategic Plan](#). Awards made under this solicitation will support Goal 2.2, **to increase transparency and public participation by listening to and collaborating with**

**impacted stakeholders and providing effective platforms for public participation and meaningful engagement** of the EPA Strategic Plan. In addition, because environmental education is an important non-regulatory tool the Agency uses to help meet its mission, the activities to be funded under this announcement are intended to further EPA's current objectives of **Addressing Climate Change and Improving Air Quality, Ensuring Clean and Safe Water, and/or Cleaning Up our Communities by Revitalizing Land and Preventing Contamination**, as outlined in Section I (D) of this solicitation. Applicants must explain in their application how their project will further these current goals and objectives.

EPA also requires that grant applicants adequately describe environmental outputs and outcomes to be achieved under assistance agreements (see [EPA Order 5700.7A1, Environmental Results under Assistance Agreements](#)). Applicants must include specific statements describing the educational and environmental results of the proposed project in terms of well-defined outputs and, to the maximum extent practicable, well-defined outcomes that will demonstrate how the project will contribute to the priorities described above.

## 2) **Expected Outputs and Outcomes** (*See Appendix D*)

The term “**output**” means an environmental activity, effort, and/or associated work product related to an environmental and/or educational goal and objective that will be produced or provided over a period of time or by a specified date. Outputs may be quantitative or qualitative but must be measurable during an assistance agreement funding period. Examples of **outputs** under the awards expected to be made include, but are not limited to:

- Number of individuals recruited for projects that educate teachers, students, parents, and the public about environmental issues
- Number and variety of classroom activities, workshops, or field trips conducted
- Number and variety of training sessions conducted for 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 and natural resources

The term “**outcome**” means the result, effect or consequence that will occur from carrying out an environmental education program or activity that is related to an environmental or programmatic goal or objective. Outcomes may be environmental, educational, behavioral, health-related or programmatic in nature, but must be quantitative. They may not necessarily be achievable within an assistance agreement funding period. Additionally, outcomes should be organized by expected time period (short-term, medium-term, and long-term). Short-term outcomes are expected to occur during the project period and may include changes in knowledge, skills, attitudes, and motivation, as well as immediate benefits to the environment. Medium-term outcomes refer to changes in behavior and actions due to the knowledge acquired and are usually measured within 12-24 months. Long-term outcomes refer to changes in conditions and

are typically measured 2+ years after the launch of a project. Short-, medium-, and long-term outcomes are related and build on one another. Examples of outcomes from the projects to be funded under this announcement include, but are not limited to:

#### Short-Term

- Increase in awareness and knowledge of local environmental issues
- Develop critical thinking skills for effectively addressing local environmental issues
- Greater feeling of connection to nature
- Increased interest in environmental careers

#### Medium-Term

- Increase in time spent on EE in the classroom and outdoors in nature
- Adopting pro-environmental behavior such as changing lifestyle habits, participating in restoration activities, and taking other actions aligned with environmental protection and improvement
- Increase in number of schools with EE
- Increase number of environmental stewards

#### Long-Term

- Increase in the number programs honoring diversity in outdoor spaces
- Improved biodiversity
- Improved educator access to training on environmental topics and EE methods and materials
- Ecosystems become more resilient through their restoration and overall improvement through the implementation of successful managements plans

During the evaluation process for applications, EPA will determine if each work plan contains well-defined EE outputs and outcomes, adequately describes the applicant's plan and approach for tracking and measuring progress towards achieving the outputs and outcomes, and clearly explains how the applicant will achieve the expected outputs and outcomes. Proposed outputs and short-term outcomes must be completed and be reported to EPA within the project period. Progress should at least begin on medium-term or long-term outcomes during the project period. Applications that address one or more of the Short-, Medium-, and Long-term outcomes listed above may receive a higher score in Section V. See **Appendix D** for more detailed information on expected outputs and outcomes from EE grants.

### **G. Required Subawards and Matching Funds**

A grantee under this solicitation will be required to **award exactly 25% (no more and no less) of the funds received from EPA to eligible subrecipients in the form of subawards of \$5,000 or less.** This means that if the total dollar amount proposed to be awarded to subawards in an application is either below or above exactly 25% of EPA funds requested, the application may be deemed ineligible. Note that awarding a contract will not fulfill this requirement. All subawards must be in the form of a grant. Applicants may, but are not required to, indicate that they intend to use fixed amount subawards to meet this requirement. (EPA approval for fixed

amount subawards, if appropriate, will be provided after selection or award depending on when the pass-through entity requests approval). [EPA Subaward Policy](#) has detailed information available for differentiating between contractors and subrecipients.

There is also a **cost sharing (match) requirement that all applicants must meet**, which must be for a **minimum of 25% of the total project amount**. An application 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 subaward requirements can be found in Sections III and IV. Please note that the [EE Grant Calculator](#) can be used as a tool to confirm your subaward and cost share (match) calculations.

## 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

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

### B. Number and Amount of Awards

EPA Region 4 **anticipates funding three or four grants in Fiscal Year 2021 under this solicitation; each grant will be funded for no less than \$50,000, and no more than \$100,000 in federal funds**, subject to the availability of funds, the quality and quantity of applications received, and other applicable considerations.

### C. Start Date and Length of Project Period

Applicants should plan for their **projects to begin no earlier than July 1, 2022**. Applicants should plan for a flexible start date since the date awards are made depends on a variety of factors. EPA will accept applications 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 \$100,000, the award amount is \$100,000 for the whole 2 years and no additional funding will be issued for the second year). The application 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 applications and make no awards under this announcement or make fewer awards than expected.

EPA reserves the right to make additional awards under this solicitation, consistent with Agency policy and guidance, if additional funding becomes available after the original selections are made. Any additional selections for awards will be made no later than 6 months after the original selection decisions.

In appropriate circumstances, EPA reserves the right to partially fund applications by funding discrete portions or phases of proposed projects. If EPA decides to partially fund an application, it will do so in a manner that does not prejudice any applicants or affect the basis upon which the

application, or portion thereof, was evaluated and selected for award, and therefore maintains the integrity of the competition and selection process.

### **E. Multiple Awards**

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

## **Section III: Eligibility Information**

### **A. Eligible Applicants**

The terms for eligibility to apply for a grant under this RFA are defined in Section 3 of the Act and 2 CFR Part 200 and CFDA 66.951.

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 may submit an application. Applicant organizations must be located in the United States or territories, and the majority (i.e., greater than 50%) 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, a nonprofit organization of which an educator or other individual is a member, or a faculty member's college or university may apply, but an individual, a teacher or a faculty member may not apply on his/her own. **Eligibility requirements apply to both "prime" recipients and subrecipients.** "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, nonprofit organizations described in Section 501(c)(4) of the Internal Revenue Code that engage in lobbying activities as defined in Section 3 of the Lobbying Disclosure Act of 1995 are not eligible to apply.

### **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)(6)(b) under Detailed Budget Table and Narrative and Matching Funds Explanation.

In order to be eligible for funding consideration, applications must demonstrate how the match requirement will be met if selected for an award. Under appropriate circumstances, applicants may use partnerships to assist with matching funds requirements. See Section I (E) 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

Applications 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 application will result in disqualification of the application for funding consideration.** Applicants deemed ineligible for funding consideration as a result of the threshold eligibility review will be notified by email within 15 calendar days of the ineligibility determination.

- 1) Applications must substantially comply with the application submission instructions and requirements set forth in Section IV of this solicitation or else they will be rejected. However, where a page limit is expressed in Section IV with respect to the application, or parts thereof, pages in excess of the page limitation will not be reviewed.
- 2) In addition, initial applications must be submitted through [Grants.gov](https://www.grants.gov) as stated in Section IV of this solicitation (except in the limited circumstances where another mode of submission is specifically allowed for as explained in Section IV) on or before the application submission deadline published in Section IV of this solicitation. Applicants are responsible for following the submission instructions in Section IV of this solicitation to ensure that their application is timely submitted.
- 3) Applications submitted after the submission deadline will be considered late and deemed ineligible without further consideration unless the applicant can clearly demonstrate that it was late due to EPA mishandling or because of technical problems associated with [Grants.gov](https://www.grants.gov) or relevant [SAM.gov](https://www.sam.gov) system issues. An applicant's failure to timely submit their application through [Grants.gov](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 application with Melba Table ([region4ee@epa.gov](mailto:region4ee@epa.gov)) as soon as possible after the submission deadline— failure to do so may result in your application not being reviewed.
- 4) The applicant must be an eligible organization as described in Section III (A) above and state in its application how it meets that eligibility criterion.
- 5) The applicant must demonstrate in its application how the non-federal match will be met, as required in Section III (B).
- 6) Applications for awards must be for no less than \$50,000, and no more than \$100,000, in federal funds or the application will be rejected.
- 7) Applications must describe how the applicant's project will result in the award of exactly (no more and no less than) 25% of the amount awarded by EPA as subawards of \$5,000 (on a cost reimbursement or fixed amount basis) or less to eligible subrecipients. **Note:** This means that if the total dollar amount proposed to be awarded to subawards of \$5,000 or less is either below or above exactly 25% of the EPA funds requested, the application may be deemed ineligible. This is different from the match requirement, which can be more than 25% of the total project amount. For example, if EPA awards \$100,000 to the prime recipient, then the prime must award exactly \$25,000 in subawards of \$5,000 or less. Applicants can use the [EE Grant Calculator](#) (located on right side of the webpage) as a tool to help determine their subaward calculations.
- 8) The application must be for a project that satisfies the definition of "environmental education" as defined under Section I (C).
- 9) The application must address at least one of the educational priorities listed in Section I (D).

- 10) The application must address at least one of the EPA's environmental priorities listed in Section I (D), along with a specific topic related to that priority that is consistent with the Administrator's priorities and the Agency's Strategic Plan.
- 11) Applicants must demonstrate that their application is for a project for which they (the applicant) have not been previously awarded a grant by EPA's EE grant program by including a statement to this effect in the Project Summary; or the applicant must demonstrate that they are expanding, building on, enhancing, or otherwise modifying a project previously funded by EPA's EE Grant Program.
- 12) Applicants can submit more than one application under this solicitation so long as each one is for a different project and is separately submitted.
- 13) Project activities must be located in one or more of the following states in Region 4: AL, FL, GA, KY, MS, NC, SC, TN.

#### **D. Ineligible Activities**

If an application is submitted that includes any ineligible tasks or activities, that portion of the application will be ineligible for funding and may, depending on the extent to which it affects the application, render the entire application ineligible for funding. Activities and tasks ineligible for funding 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 (C)(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: Application and Submission Information**

### **A. Requirements to Submit Through Grants.gov and Limited Exception Procedures**

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

### **B. Submission Instructions**

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. Registration on Grants.gov, SAM.gov, and DUNS number assignment is FREE. Please see [RAIN-2021-G01](#) for information about EPA's implementation of the upcoming Government-wide transition from DUNS to Unique Entity Identifier (UEI).

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

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

You may also be able to access the application package for this announcement by searching for the opportunity on [Grants.gov](#). Go to [Grants.gov](#) and then click on "Search Grants" at the top of the page and enter the Funding Opportunity Number, EPA-EE-21-04, or the CFDA number that applies to the announcement (CFDA 66.951), in the appropriate field and click the Search button.

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

**Application Submission Deadline:** Your organization's AOR must submit your complete application package electronically to EPA through [Grants.gov](#) no later than **11:59pm Eastern Time on December 6, 2021**. 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 accessed using the instructions above.

### **Application Materials:**

#### **The following forms and documents are required under this announcement:**

1. Standard Form 424 (SF-424). *Application for Federal Assistance*. Please note that the organizational Unique Entity Identifier (e.g., DUNS number) must be included on the SF-424.
2. Standard Form 424A (SF-424A). *Budget Information for Non-Construction Programs*
3. EPA Key Contacts Form 5700-54
4. EPA Form 4700-4 – *Pre-award Compliance Review Report*

5. Narrative Application (Project Narrative Attachment Form) - prepared as described in Section IV(E)(6) 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 the Grants.gov website) within 30 days of the application deadline, please contact Melba Table ([region4ee@epa.gov](mailto:region4ee@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](https://www.grants.gov) by an AOR. The AOR should close all other software before attempting to submit the application package. Click the “submit” button of the application package. Your Internet browser will launch and a sign-in page will appear. **Note:** Minor problems are not uncommon with transfers to [Grants.gov](https://www.grants.gov). It is essential to allow sufficient time to ensure that your application is submitted to Grants.gov BEFORE the due date identified in Section IV of the solicitation. The support desk operates 24 hours a day, seven days a week, except Federal Holidays.

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

- 3) Transmission Difficulties. If transmission difficulties that result in a late transmission, no transmission, or rejection of the transmitted application are experienced, and following the above instructions do not resolve the problem so that the application is submitted to [Grants.gov](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 [EEGrants@EPA.gov](mailto:EEGrants@EPA.gov) with the FON (EPA-EE-21-04) in the subject line. Be aware that EPA will only consider accepting applications that were unable to transmit due to [Grants.gov](https://www.grants.gov) or relevant <https://www.sam.gov/SAM/> system issues or for unforeseen exigent circumstances, such as extreme weather interfering with internet access. Failure of an applicant to submit timely because they did not properly or timely register in SAM.gov or Grants.gov is not an acceptable reason to justify acceptance of a late submittal.

If you are experiencing problems resulting in an inability to upload the application to Grants.gov, it is essential to call [Grants.gov](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, email [EEGrants@EPA.gov](mailto:EEGrants@EPA.gov) as soon as internet access is available and explain the circumstances.

- 4) Unsuccessful transfer of the application package. If a successful transfer of the application cannot be accomplished even with assistance from a Grants.gov due to electronic submission system issues or unforeseen exigent circumstances, and you have already attempted to resolve the issue by contacting Grants.gov, send an email message to [EEGrants@EPA.gov](mailto: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.
- 5) Grants.gov rejection of the application package. If a notification is received from Grants.gov stating that the application has been rejected for reasons other than late submittal and it is too late to reapply, promptly send an email to [EEGrants@EPA.gov](mailto:EEGrants@EPA.gov) with the Funding Opportunity Number (EPA-EE-21-04) 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 an attachment of the entire application in PDF format.

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

#### **D. Format of Application Submission**

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

The portion of the Narrative Application 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; and margins no less than 1 inch. The remaining pieces of the Narrative Application – 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. While there is no page limit on appendices, typically the range is 8-10 total pages for all appendices. However, all pages of an application appendix will be reviewed regardless of whether they fall into the typical 8–10-page range.

It is strongly advised that applicants organize their applications in the order presented in Section IV (E) of this solicitation (see below) and limit the number of attachments associated with the required Project Narrative content to no more than 6 when submitting an application via grants.gov.

#### **E. Contents of Submission**

A complete application package must contain all of the information outlined below. Please see the additional instructions provided under “Instructions” below, as well as Appendix F.

1. Standard Form 424 (SF-424). *Application for Federal Assistance*. Please note that the organizational DUNS number must be included on the SF-424. Refer to Appendix A for additional instructions.
2. Standard Form 424A (SF-424A). *Budget Information for Non-Construction Programs*. 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.
3. EPA Key Contacts Form 5700-54
4. EPA Form 4700-4 – *Pre-award Compliance Review Report*
5. Project Narrative
  - 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)

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

- 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.e., *Project Summary*, *Detailed Project Description*, and *Project Evaluation*). Each Work Plan should be organized in the order and with the headings and information requested below.
  - i. **Project Summary:** Provide a concise overview of your application in the following format. The primary purpose of this part of the work plan is to help determine the eligibility of the applicant and/or application. Detailed explanations should be provided in the Detailed Project Description, not in the Project Summary.
    1. **Organization**
      - Name of organization.
      - Name and email of staff member who will manage and implement the project.

- How does your organization meet the eligibility requirement described in Section III (A)?
- If applicable, list the names of your project partners.

**2. Costs** - List the following information in dollar amounts only (round up to the nearest dollar, do not use cents).

- The dollar amount of funding you are requesting from EPA.
- The total dollar amount of your project costs.
- The dollar amount of matching funds you will be providing. (**Note:** This amount must be at least 25% of the total budget for the project.)
- The dollar amount you will be awarding to subrecipients. (**Note:** This amount must be exactly 25% of the dollar amount you are requesting from EPA.)

**Note:** The SF-424A and the Detailed Budget are where you will include your full allocation of costs.

**3. Environmental Education**

- Briefly describe (no more than one paragraph) how your project will meet the definition of EE. See Section I (C) for the definition of EE.
- Identifying Priorities:
  - The educational priority(ies) listed in Section I (D) that your project addresses.
  - The environmental priority(ies) listed in Section I (D) that your project addresses, along with the specific topic(s) related to that priority that your project will address.

**4. Subawards**

- List the names of your subrecipient organizations and how each subrecipient meets the eligibility criteria in Section III (A). If you don't yet know which entities will receive subawards, you must outline the process and criteria that will be used for selecting eligible subrecipients.
- Describe your plan to ensure that subrecipients implement EE activities that contribute to the success of the project you are proposing and how you plan to ensure that ***EXACTLY (no more than, no less than) 25% of the EPA funds*** awarded will be used ***for subawards of \$5,000 or less*** to eligible subrecipients.

**5. 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 must list any projects previously funded by the EPA's EE Grant Program, and also list all previously EPA funded projects your organization has received in the past three years. In addition, all these previously funded grants should be labeled as "EPA EE Grants" under the Past Performance section of your application.

## 6. Brief Project Description

- Describe in 300 words or less, the location of the project, the project need, the major environmental and educational project activities, the anticipated deliverables and expected outcomes, the target audience (identify audiences by specific types – students, teachers, general public – and other relevant demographics like minority populations, low income, urban/rural, etc., including the number reached), the rationale for the work proposed, and any other unique, interesting, or relevant information. **Note:** Brief Project Descriptions of applications that receive funding may be posted on program-related websites, such as the [EE Grant Descriptions](#) page, and/or included in notices that EPA may send to members of Congress.
- Applicants can review brief project descriptions of previously funded projects at <https://www.epa.gov/education/environmental-education-grant-descriptions>.

ii. **Detailed Project Description:** Under the headings *Community Description*, *What*, and *How*, 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, who it will reach; and whether or not the project activities will occur in underserved communities. It is highly recommended that you explain each aspect of your application clearly and address each topic by following the format below, include the headings as given, and do not reorder the paragraphs. **Note:** Citations and lists of sources may be submitted as a separate attachment and not counted in the page limit for the Work Plan.

1. **Community Description:** Explain where the project will take place and how the environmental issue(s) being addressed is relevant to the local community(ies) in which the project is located. This explanation should include:

- A brief description of the specific target area(s) where you plan to perform eligible activities, such as a neighborhood, a number of neighboring towns, a district, a city, state, or region, along with a description of current environmental challenges faced by the local community(ies) and the degree to which the proposed environmental

education project will address community needs and benefit local community members and the environment.

- Demographic information that demonstrates how one or more of your target community(ies) and the populations you aim to serve meet the definition of underserved communities in Section I (C) of the solicitation. Be sure to list the names of all Title I Schools, high-poverty areas, and persistent poverty counties where project activities will take place. **See Appendix E** for guidance on identifying high-poverty areas, persistent poverty counties, and Title I Schools.
- Describe in detail your target audience, such as educators and students (with specific grade levels) or community members, and the numbers of individuals your project is expected to reach, the environmental literacy needs of that audience as they relate to the goals and objectives of your project.
- Describe how the project will reach a diverse audience, including but not limited to minority, low income and tribal or rural communities, and how the project will help address the environmental issues that are more likely to adversely affect the audience(s) targeted.
- 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:** Cite studies or sources, where appropriate, that verify the need for your project and that your target community(ies) and the populations you aim to serve meet the definition of underserved communities in Section I (C). Citations and lists of sources may be submitted as a separate attachment and not counted in the Work Plan page limit.

2. **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). Do not reference your logic model (see Appendix D) in your response. The description should include:

- Your project goals and specific, measurable, achievable, relevant, time-based (i.e., within project period) objectives.
- A description of the activities, methods, and materials your project will undertake to address the educational and environmental priorities you have chosen to focus on, along with the specific topic(s) related to your environmental priority(ies).

**Note:** Please see the information provided in the [EE Grant FAQs](#) about developing, evaluating, and selecting educational materials to be used as part of your application. The “Excellence in EE” series of publications listed in the [Environmental Education \(EE\) Guidelines](#)

includes guidelines for: developing and evaluating educational materials; the initial preparation of environmental educators; and using environmental education to support local elementary, middle and high school education.

### 3. How:

- Explain how you will reach your educational and environmental goals/objectives and how you will achieve your expected outputs and outcomes as described in your Logic Model (see Appendix D). **Note:** Be specific in explaining how your project will increase environmental literacy and encourage behavior that improves the environment (i.e., increases environmental stewardship, as defined in Section I (C), in the community in which it is located).
- Please describe your plan to continue project activities if you were to experience pandemic-related challenges during the project period (e.g., restrictions to field trips, in-person learning, workshops, community-based field work, etc.).

#### iii. **Project Evaluation:** In this section, you must explain:

1. Plans for tracking and measuring your progress, and that of your subrecipients, toward meeting the goals and objectives of your project and achieving the expected educational and environmental outputs and short-term outcomes. Examples include, but are not limited to pre- and post-tests, participant interviews, questionnaires, and focus groups.
2. Evaluation of your medium- and long-term outcomes if they can also be measured within the project period.
3. Approach, procedures, and controls for ensuring that awarded grant funds, including those to be used for subawards, will be expended in a timely and efficient manner.

For additional information on project outputs and outcomes, please refer to Section I (F)(2) and 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.

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 Project Narrative. If funded by EPA, grant recipients must report evaluation results to EPA.

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

- b. **Detailed Budget Table and Narrative (See Appendix B)** – 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”, “Matching Funds” and “Total Project Cost” 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 \$5,000; supplies); contractual; other costs (including subaward costs); indirect costs; and program income.
  - 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 subawards 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. Subaward 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 and template of a Detailed Budget (<https://www.epa.gov/grants/rain-2019-g02>).

Additionally, EPA has developed an online training course (<https://www.epa.gov/grants/how-develop-budget>) designed to introduce EPA grant applicants and recipients to key aspects of grant budget development.

**Please note** the following funding restrictions:

**Indirect costs: Indirect costs (IDCs) may be budgeted and charged by recipients of Federal assistance agreements in accordance with [2 CFR Part 200](#). EPA’s [Indirect Cost Policy for Recipients of EPA Assistance Agreements](#) (IDC Policy) implements the Federal regulations, and the following applies to all EPA assistance agreements, unless there are [statutory or regulatory limits on IDCs](#).**

In order for an assistance agreement recipient to use EPA funding for indirect costs, the IDC category of the recipient’s assistance agreement award budget must include an amount for IDCs and at least one of the following must apply:

- With the exception of “exempt” agencies and Institutions of Higher Education as noted below, all recipients must have one of the following current (not expired) IDC rates, including IDC rates that have been extended by the cognizant agency
  - Provisional;
  - Final;
  - Fixed rate with carry-forward;
  - Predetermined;
  - 10% de minimis rate authorized by 2 CFR 200.414(f)
  - EPA-approved use of one of the following:
    - 10% de minimis as detailed in section 6.3 of the IDC Policy; or
    - Expired fixed rate with carry-forward as detailed in section 6.4.a. of the IDC Policy.
- “Exempt” state or local governmental departments or agencies are agencies that receive up to and including \$35,000,000 in Federal funding per the department or agency’s fiscal year, and must have an IDC rate proposal developed in accordance with [2 CFR 200 Appendix VII](#), with documentation maintained and available for audit.
- Institutions of Higher Education must use the IDC rate in place at the time of award for the life of the assistance agreement (unless the rate was provisional at time of award, in which case the rate will change once it becomes final). As provided by [2 CFR Part 200, Appendix III\(C\)\(7\)](#), the term “life of the assistance agreement”, means each competitive segment of the project. Additional information is available in the regulation.

IDCs incurred during any period of the assistance agreement that are not covered by the provisions above are not allowable costs, and must not be drawn down by the recipient.

Recipients may budget for IDCs pending approval of their IDC rate by the cognizant Federal agency or an exception granted by EPA under section 6.3 or 6.4 of the IDC Policy. However, recipients may not draw down IDCs until their rate is approved or EPA grants an exception.

The IDC Policy does not govern indirect rates for subrecipients or recipient procurement contractors under EPA assistance agreements. Pass-through entities are required to comply with [2 CFR 200.331\(a\)\(4\)](#) when establishing indirect cost rates for subawards.

See the [Indirect Cost Guidance for Recipients of EPA Assistance Agreements](#) for additional information.

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

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

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

**IMPORTANT:** The required matching non-federal share is at least 25% of the ENTIRE cost of the project. To calculate 25% of the entire cost of the project, determine how much you will spend on the entire project from beginning to end, including both federal funds and your own funds, and divide this amount by 4. The amount resulting will be the amount you will need to contribute to the project as the minimum match. For example, if the total cost of the project is \$133,333, divide this amount by 4, which equals \$33,333. Your match needs to be at least \$33,333 and the amount you request from EPA would be \$100,000. (Some applicants find it easier to calculate their match requirement by dividing the amount of federal funds by 3; e.g.,  $\$100,000/3 = \$33,333$ ). The EE Grant Calculator, available on the [EE Grant webpage](#), can be used as a tool to confirm your minimum non-federal cost share (match) calculations.

<b>Federal Funds</b>	<b>Minimum Match</b>	<b>Total Project Cost</b>
\$100,000	\$33,333	\$133,333

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

- 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 (if applicable) will occur, including the awarding of subawards, and the major activities carried out by subrecipients if subrecipients have already been selected. **Appendix C** contains a Timeline Example and Template.

- 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(ies) in which the project is located, and that account for the anticipated accomplishments of the subawards to be awarded as part of the project. 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 project specific data and submit with your proposal (see “[Helpful Resources](#)” at the Environmental Education (EE) Grants page). Refer to **Appendix D** for additional instructions and information on outputs and outcomes.
- iii. **Programmatic Capability and Past Performance** - Submit a list of federally and/or non-federally if offices want to allow that also 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 years (no more than 5 agreements, and preferably EPA agreements) and describe (i) whether, and how, you were able to successfully complete and manage those agreements and (ii) your history of meeting the reporting requirements under those agreements including whether you adequately and timely reported on your progress towards achieving the expected outputs and outcomes of those agreements (and if not, explain why not) and whether you submitted acceptable final technical reports under the agreements. In evaluating applicants under these factors in Section V, EPA will consider the information provided by the applicant and may also consider relevant information from other sources, including information from EPA files and from current/prior grantors (e.g., to verify and/or supplement the information provided by the applicant). If you do not have any relevant or available past performance or past reporting information, please indicate this in the application and you will receive a neutral score for these factors (a neutral score is half of the total points available in a subset of possible points). If you do not provide any response for these items, you may receive a score of 0 for these factors.
- Note:** If you have received or are receiving grant funds from EPA’s EE Grant program in the past three (3) years, you must clearly label those as “EPA EE Grants” when responding to this item. You must list all previously EPA funded EE grants from the last three (3) years, even if you are proposing to expand, build on, enhance, or otherwise modify a project previously funded by EPA’s EE Grant Program and for which you are seeking funding under this RFA.
- iv. **Partnership Letters of Commitment** - Partnerships are not mandatory, and therefore partnership letters of commitment are not mandatory either. However, if the applicant organization has partners, such as commercial (for-profit) enterprises, non-profit organizations, schools or school districts, federal, state or local agencies, or other entities, letters of commitment should be included from partners **explaining their role** in and/or funding of the proposed project. If no letters are included, it will

be assumed the applicant has no partners. Applicants must be aware, however, that regardless of whether it is their partners or their own organization that proposes providing the matching funds, the applicant itself is responsible for ensuring that the cost share requirement described in Section III (B) of the announcement is met. See Section I (E) 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. Applications will be evaluated on their use of partnerships to develop, design, and implement their project, as described in Section V, or their explanation of how they will develop, design, and implement the project without partners.

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

## **F. Pre-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 the [Environmental Education Grants webpage](#) to view webinar announcement details, including dates/times and call-in numbers. Applicants can also 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 webinars.

Answers to frequently asked questions about this program are listed on the [Frequent Questions about the Environmental Education Grants Program](#) page. For information on whom to contact, please see Section VII of this announcement. Email inquiries only.

## **G. Contracts and Subawards**

Exactly 25% (no more and no less) of the funding received by an applicant from EPA under this solicitation must be used for subawards in the amounts of \$5,000 or less. If the applicant uses EPA funds to make any subawards beyond the ones covered by the 25% requirement, then those subawards must be for an amount greater than \$5,000. The applicant may also choose to fund subawards out of their matching funds, but those subawards will not count toward the 25% (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). Provisions that contain standard language about requirements with which applicants to any EPA grant program who plan to use project funds for contracting or subawards must comply can be found in section [d. Contracts and Subawards](#) of the [EPA Solicitation Clauses page](#). [EPAs Subaward Policy](#) also has detailed information available for differentiating between contractors and subrecipients. **Note:** Subaward recipients are subject to the same eligibility requirements as “prime” recipients. Examples of eligible subrecipients include, but are not limited to local education agencies, NGOs, and universities. See Section III (A) for detailed subrecipient eligibility 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 subawards under grants, and proposal assistance and communications, can be found at the [EPA](#)

[Solicitation Clauses](#) page. These, and the other provisions that can be found at the web site link, are important, and applicants must review them when preparing applications for this solicitation. If you are unable to access these provisions electronically at the web site, please communicate with an EPA contact listed in this solicitation to obtain the provisions.

## Section V: Application 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 applications that meet all of the eligibility criteria listed in Section III. Eligible applications will be reviewed and ranked on a 100-point scale using the criteria and scoring system described below. Applicants should address these criteria in their applications.

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

- i. **Project Summary – Maximum Score: 6 Points.** Under this criterion, applications 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)(5)(a)(i).
- ii. **Detailed Project Description – Maximum Score: 46 points**
  1. **Community Description – Maximum Score: 22 Points.** Refer to Section IV (E)(5)(a)(ii)(1) for further information. Under this criterion, EPA will evaluate applications based on the quality and extent to which the applicant demonstrates:
    - How one or more of your target community(ies) and the populations you aim to serve meet the definition of underserved communities in Section I (C) of this solicitation. Be sure to list the names of Title I Schools, high-poverty areas, and persistent poverty counties where your EE project activities will take place and demographic information for each target community. Please note that addressing the needs of more than one underserved community will not increase your score. **See Appendix E** for further guidance on this sub-factor. (4 points)
    - The impact environmental issues have on the local community(ies) and the degree to which the proposed EE project, such as one proposed to increase environmental literacy, plans to address community needs and benefit the environment and local audiences (especially audiences that may be disproportionately impacted by these environmental issues). Clearly indicate the reasoning why you are focusing on particular goals and priorities. (9 points)
    - Describe in detail your target audience, such as educators and students (with specific grade levels) or community members, their environmental literacy needs, the total number of individuals your project expects to reach, and a recruitment plan. The recruitment plan can include incentives such as teacher stipends or continuing education credits and if/how your strategic partner(s) will help with recruitment.

Also be sure to include detailed information on how you plan to reach a diverse audience, including but not limited to minority, low income and tribal or rural communities. (9 points)

2. **What - Maximum Score: 12 points.** Refer to Section IV (E)(5)(a)(ii)(2) for further information. Under this criterion, EPA will evaluate applications based on the substance, clarity, and completeness of the explanation of:
    - Specific, measurable, achievable, relevant, time-based (i.e. within project period) project objectives. (4 points)
    - What activities, methods, and materials your project (including those of the subawards) will undertake to address the educational and environmental priorities described in Section I and the specific, related environmental topic(s) on which you have chosen to focus. (8 points)
  3. **How - Maximum Score: 12 points.** Refer to Section IV (E)(5)(a)(ii)(3) for further information. Under this factor, applications will be evaluated based on the substance, clarity, and completeness of the explanation of:
    - How the project's activities, delivery methods, and materials will accomplish its educational and environmental goals and objectives, including an increase in environmental literacy in the community in which the project is located. And how you plan to accomplish your project goals and objectives if you experience pandemic-related challenges during the project period (e.g., restrictions to field trips, in-person learning, workshops, community-based field work, etc.). (12 points)
- iii. **Project Evaluation – Maximum Score: 10 points.** Refer to Section IV (E)(5)(a)(iii) for further information. Under this factor, applications 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, tracked and measured. This includes evaluating the applicant's:
- Plan for tracking and measuring your progress, and that of your subrecipients, toward achieving proposed educational and environmental outputs and short-, medium-, and long-term outcomes, if applicable. (8 points)
  - Approach, procedures, and controls for ensuring that awarded grant funds, including those used for subawards, are expended in a timely and efficient manner. (2 points)
- iv. **Detailed Budget – Maximum Score: 13 points.** Refer to Section IV (E)(5)(b) for further information. Under this factor, applications will be evaluated on:
- How well the budget information clearly, consistently, and accurately shows how funds will be used (including how the subaward program funds will be distributed) in a narrative within the table or as a separate attachment. (7 points)

- How the applicant plans to meet the non-federal match and subaward requirements (described in Section III (B) and Section III (C)(7) of the solicitation. (2 point)
  - Costs are reasonable to accomplish the proposed goals, objectives, and measurable environmental outcomes (4 points)
- v. **Appendices – Maximum Score: 25 points.** Under this factor, applications 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)(5)(c) for information on what content and format is expected in each of these appendices.
1. **Timeline – Maximum Score: 5 points.** 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 activity, event, milestone, product development (if applicable), subaward award, and evaluation activity.
  2. **Logic Model – Maximum Score: 5 points.** The extent to which the logic model 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 subawards to be awarded as part of the project. Applications that address one or more of the short-, medium-, and long-term outcomes listed in Section I (F)(2) may be scored higher under this sub-factor.
  3. **Programmatic Capability and Past Performance – Maximum Score: 10 points.** Under this criterion, applicants will be evaluated based on their ability to successfully complete and manage the proposed project taking into account their:
    - Past performance in successfully completing and managing the assistance agreements identified in response to Section IV (E)(5)(c)(iii) of the announcement. (2 points)
    - History of meeting the reporting requirements under the assistance agreements identified in response to Section IV (E)(5)(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. (4 points).
    - Staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them, to successfully achieve the goals of the proposed project. (4 points)

**Note:** In evaluating applicants under items the first and second bullet points 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. 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.

**4. Partnership Letters of Commitment – Maximum Score: 5 points.**

Applications 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 explain and demonstrate how they will be able to effectively perform and complete the project without such collaboration.

## **B. Review and Final Selections**

Applications will first be reviewed in Region 4 for threshold eligibility purposes. All eligible applications will then be evaluated on the 100-point scale described above by a review panel established by the EPA Regional Office. The panel will be comprised of EPA staff and external reviewers approved by EPA. Applications 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 final funding decisions. In addition to providing the rankings and scores to the Selection Official, EPA staff will also brief the Selection Official on the EPA educational and environmental priorities, geographic areas, and audiences that are addressed in the highest ranked applications.

Final funding selection decisions will be made by the EPA Region's Selection Official based on the rankings and the scoring by the review panel. In making the final funding decisions, the Selection Official may also consider the balance of educational and environmental priorities, the variety of types of audiences, and the geographic diversity of funds. Once final decisions have been made, applicants who are selected as finalists may be asked to submit additional

information, after which a funding recommendation will be developed and forwarded to the EPA Award Official.

### **C. Additional Provisions Incorporated by Reference**

Additional provisions that apply to this solicitation and/or awards made under this solicitation including the clause on Reporting and Use of Information Concerning Recipient Integrity and Performance can be found on the [EPA Solicitation Clauses page](#). These, and the other provisions that can be found at the website link, are important, and applicants must review them when preparing applications for this solicitation. If you are unable to access these provisions electronically at the website above, please communicate with the EPA contact listed in this solicitation to obtain the provisions.

## **Section VI: Award Administration Information**

### **A. Notification to Applicants**

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

Note that if the applicant receives notification that its application 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 Audit Management Section.

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: <https://www.epa.gov/grants/epa-policies-and-guidance-grants>.

### **C. Reporting Requirements**

Quarterly progress reports and a detailed final report will be required. Specific details on the content of these reports will be provided in the Programmatic Terms and Conditions and Welcome Packet, after awards are made. The schedule for submission of quarterly reports will be established by EPA, after the grants are awarded. The final report shall be submitted to EPA within 120 calendar days of the completion of the period of performance. Award recipients may

be provided with additional information and guidance on reporting performance measures and project progress after award.

#### D. Disputes

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

#### E. Additional Provisions for Applicants Incorporated into the Solicitation

Additional provisions that apply to this solicitation and/or awards made under this solicitation, including but not limited to those related to DUNS, SAM, copyrights, disputes, and administrative capability, can be found at [EPA Solicitation Clauses](#). These, and the other provisions that can be found at the website link, are important, and applicants must review them when preparing applications for this solicitation. If you are unable to access these provisions electronically at the website above, please communicate with the EPA contact listed in this solicitation to obtain the provisions.

### Section VII: Agency Contacts

#### A. Internet

Please visit [Environmental Education \(EE\) Grants](#) to view or download Budget, Timeline, and Logic Model templates (under “Helpful Resources”), descriptions of projects funded under this program in each state and U.S. territory (under “Grants Awarded”), [Frequent Questions about the Environmental Education Grants Program](#), and other education links and resource materials.

#### B. Regional Contact for Submission and Exception Procedures

Applications will NOT be accepted in hard copy unless an exception is granted to the applicant. See Section IV (A) for information about requesting exceptions. If such an exception is granted, please contact the EPA Regional EE Coordinator in the Region in which your project will be located to get information on where to send the application and the exception approval letter. **All applications must be received by December 6, 2021.**

Region 4 – AL, FL, GA, KY, MS, NC, SC, TN	Melba Table ( <a href="mailto:region4ee@epa.gov">region4ee@epa.gov</a> )
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#### C. For Further Information

1. Applicants who need clarification about specific requirements in this Solicitation Notice may contact **Michael Band** in the Office of Environmental Education at EPA Headquarters in Washington, D.C. at [EEGrants@EPA.gov](mailto: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 [Frequent Questions about the Environmental Education Grants Program](#) regarding this grant 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 [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. Go to the [Environmental Education \(EE\) Grants site](#) to sign up for the EE Grants Listserv to receive emails from OEE. These emails will contain information on the EE Grant Program, news and announcements related to the EE field, and notifications of new solicitation notices.

**For inquiries about this solicitation, please contact:**

U.S. EPA Headquarters  
Environmental Education Grant Program, Office of Environmental Education  
Michael Band ([EEGrants@EPA.gov](mailto: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. Please note that Appendix A serves as instructions only. Additional instructions can be found here:

<https://www.grants.gov/web/grants/forms/sf-424-family.html>, but please fill out the SF 424 in the Grants.gov Workspace you created to apply for this opportunity, not on the website above.

1. Select "Application."
2. Select "New."
3. Leave blank.
4. Leave blank.
- 5a. Leave blank.
- 5b. Leave blank.
6. Leave blank
7. Leave blank
- 8a. Enter the legal name of the applicant **organization**.
- 8b. Enter the Employee/Taxpayer Identification Number as assigned by the Internal Revenue Service (IRS).
- 8c. Enter the DUNS number of the applicant organization.
- 8d. Enter the address (including street, city, state, and zip code) of the applicant organization.
- 8e. Enter information as appropriate.
- 8f. Enter the name, telephone number, fax, and e-mail address of the person to be contacted on matters involving this proposal. Middle name and suffix are optional.
9. Enter the appropriate letter to identify the applicant organization. If a not-for-profit organization, the organization must be categorized as a 501(c)(3) by the IRS to be eligible for this grant program.
10. Enter "Environmental Protection Agency."
11. Enter "66.951."
12. Enter "EPA-EE-21-04"
13. Leave blank.
14. List only the major areas affected by the project.
15. Enter the title of the project for which you are applying (**brief title** such as "*Climate Literacy in Action*")
- 16a. List the Congressional District where the applicant organization is located.
- 16b. List the Congressional District(s) affected by the project. If the project affects an entire state, enter "STATEWIDE." To identify the appropriate Congressional District, go to <http://www.house.gov/>.

17. Enter the project start and end dates for the project (e.g., 8/30/22 to 7/31/23).
18. Enter the amount of funding requested or to be contributed during the funding/budget period.
  - a. Enter the amount of money you are requesting from EPA.
  - b. Enter the amount of money the applicant organization is contributing.
  - c. Enter the amount of money a state organization is contributing, as appropriate.
  - d. Enter the amount of money a local organization is contributing, as appropriate.
  - e. Enter the amount of money another organization is contributing, as appropriate.
  - f. Enter the amount for any program income which you expect will be generated by the project: e.g., income from admission fees to a workshop financed by the grant funds. In your detailed budget (see Appendix B) explain how the income will benefit the project.
  - g. Enter the total amount of the project. The total of lines (b-e) must be at least 25% of the amount entered into (g) because this grant program has a minimum matching requirement of 25% of the total allowable project costs. **Divide the total amount entered in (g) by 4 to determine the minimum match required for your proposal.** A simple calculator provided at the [Environmental Education \(EE\) Grants](#) page can help you figure out your requirements
19. Select "c. Program is not covered by E.O. 12372."
20. Answer as appropriate.
21. Enter the name, title, telephone number and e-mail of the person authorized to contract or obligate the applicant organization to the terms and conditions of the grant. **The person listed on this line will be the one to receive all notifications about this application.**

### Supplementary Instructions for the SF-424A – Budget

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

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

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

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

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

Line 6(j) - Show the amount of indirect costs. **Note:** if you are claiming indirect costs, you **MUST** either: 1) have an Indirect Cost (IDC) Rate Agreement on file with a Federal Agency, or 2) submit an indirect cost rate application to the EPA or other Federal agency (with copy to EPA) for approval within 90 days of being awarded a grant. Recipients are not allowed to seek reimbursement for indirect costs until an approved indirect cost rate is obtained. If a 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.

## Appendix B: Detailed Budget

### Instructions for the Detailed Budget

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

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

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

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

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

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

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

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

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

**Indirect Costs:** Provide the percentage rate used and explain how charges were calculated for this project. **Note:** if you are claiming indirect costs, you MUST either: 1) have an Indirect Cost Rate Agreement on file with a Federal Agency, 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.

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

### Detailed Budget Table - Example and Template

The following presents an example of a detailed budget table based on a funded application that has been edited for content. The example shows an appropriate level of detail to explain the dollars requested. It is very important that the numbers in the detailed budget table match the numbers in your SF-424 and SF-424A. Note that Environmental Education grants are required to have a non-federal match of at least 25 percent of the total cost of the project. Additionally, EPA has developed an online training course (<https://www.epa.gov/grants/how-develop-budget>) designed to introduce EPA grant applicants and recipients to key aspects of grant budget development.

### Budget Example:

Line Item	EPA Funds	Matching Funds	Total Project Cost
<b>Personnel</b>	<b>\$40,000</b> Huang ( <i>Executive Director</i> ): \$15,000 (EPA funds cover ½ of \$30,000 salary) Lee ( <i>Project Manager</i> ): \$15,000 (EPA funds cover ½ of \$30,000 salary) Garcia ( <i>Program Coordinator</i> ): \$10,000 (EPA funds cover 400 hours x hourly rate of \$25 over entire project period)	<b>\$8,000</b> Huang: \$3,000 Lee: \$3,000 Garcia: \$2,000	<b>\$48,000</b>
<b>Fringe Benefits</b>	<b>\$4,000</b> 10% of salaries above for health insurance	<b>\$0</b>	<b>\$4,000</b>
<b>Travel</b>	<b>\$2,000</b> 1 trip to Montana to present project at outdoor education conference, including 2 staff for 2 nights each: \$800 for lodging and per diem (@ \$200 per day per person); \$1,000 for airfare (@ \$500 per person); \$200 for local travel (@ \$100 per person)	<b>\$333</b> Local travel costs reimbursed to 10 project staff members for trainings: \$33.30 per staff member based on 55.5 miles @ \$0.60 per mile	<b>\$2,333</b>
<b>Equipment</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Supplies</b>	<b>\$10,000</b> 100 water monitoring kits @ \$100 each	<b>\$5,000</b> 5 laptops for recipient staff @ \$1,000 each	<b>\$15,000</b>

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

### Optional Budget Template:

Compare your Detailed Budget to your Work Plan, SF 424, and SF 424A to ensure that all numbers and dollar amounts in all categories are consistent from document to document. To download a word document version of this template visit:

<https://www.epa.gov/education/grants#helpful>.

Line Item	EPA Funds	Matching Funds	Total Project Cost
<b>Personnel</b>			
<b>Fringe Benefits</b>			
<b>Travel</b>			
<b>Equipment</b>			
<b>Supplies</b>			
<b>Contractual</b>			

<b>Other</b>			
<b>Indirect Cost</b>			
<b>Program Income</b>			
<b>TOTAL</b>			

## Appendix C: Timeline Example and Template

Applicants must include a project timeline that links all major project activities, events, and milestones to a specific project schedule. The following table presents examples of activities that could be documented in the project timeline.

### Timeline Example

<b>Project Activities/Events/Milestones</b>	<b>Schedule (specific start and end date or month and year)</b>
Host meeting with partners and subrecipient	August 2022
Attend meetings with teachers to build relationships and co-plan lessons	September – December 2022
Host Professional Development Workshop for 20 middle school educators	December 2022
Conduct evaluation of the Professional Development Workshop	January 2023
Conduct outreach meeting with teachers, parents, and administrators from schools attended by underserved communities	February 2023
Submit final report	September 2023

### Optional Project Timeline Template

The template below is provided as a reference only and grant applicants are not required to use it. Grant applicants may develop their own format for linking major project activities, events, milestones to a specific project schedule. To download a word document version of this template visit: <https://www.epa.gov/education/grants#helpful>.

<b>Project Activities/Events/Milestones</b>	<b>Schedule</b>

## Appendix D: Logic Model Components, Example Entries, and Template

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

### Components of a Logic Model

<u>Inputs/Resources</u>	<u>Project Activities/ Workplan Tasks</u>	<u>Outputs</u>	<u>Outcomes and Status</u>		
			<u>Short-Term</u> (6-12 months)	<u>Medium-Term</u> (12-24 months)	<u>Long-Term</u> (2+ years)
<p>Resources that are invested into a project to reach your educational and environmental goals.</p> <p>Examples of inputs include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Staff time</li> <li>• Money</li> <li>• In-kind contributions</li> </ul>	<p>Activities you and partners do to produce the desired outcomes and reach the educational and environmental goals of your project.</p> <p>Examples of project activities include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Development of work products</li> <li>• Actions taken to benefit the environment and natural resources</li> </ul>	<p>Number and types of activities, efforts, and/or work products that you produce or provide during the project period, as well as the audiences that participate in those activities.</p> <p>Examples of outputs include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Events</li> <li>• Publications</li> <li>• Curricula</li> </ul>	<p>Immediate effects of the program or intervention activities, often focusing on changes in the knowledge and attitudes of the intended audience.</p> <p>Examples of short-term outcomes include but are not limited to changes in:</p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills</li> <li>• Awareness</li> <li>• Motivation</li> </ul>	<p>Changes or human actions resulting from the achievement of the short-term outcomes.</p> <p>Examples of medium-term outcomes include but are not limited to changes in:</p> <ul style="list-style-type: none"> <li>• Behavior</li> <li>• Practices</li> <li>• Procedures</li> </ul>	<p>Desired results of the program, which can take years to accomplish (i.e., after the project period of the grant).</p> <p>Examples of long-term outcomes include but are not limited to expected changes in:</p> <ul style="list-style-type: none"> <li>• Environmental conditions</li> <li>• Social conditions</li> <li>• Economic conditions</li> <li>• Policies</li> </ul>

## Example Logic Model Entries

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

<u>Inputs/Resources</u> (What you invest)	<u>Project Activities/ Workplan Tasks</u> (What you do)	<u>Outputs</u> (What you produce or deliver and to whom)	<u>Outcomes and Status</u> (The desired results or effects)		
			<u>Short-Term</u> (6-12 months)	<u>Medium-Term</u> (12-24 months)	<u>Long-Term</u> (2+ years)
<ul style="list-style-type: none"> <li>• 4 project staff</li> <li>• 7 volunteers</li> <li>• \$1,000 in-kind from partner organization</li> </ul>	Hold 3 two-day Garden Educator Workshops on integrating outdoor learning and stewardship activities into science lesson plans	<ul style="list-style-type: none"> <li>• 3 two-day training workshops, each attended by 50 K-12 teachers</li> <li>• 150 educators each receive 10 native seed packets with instructions to start school gardens</li> </ul>	<ul style="list-style-type: none"> <li>• 150 educators are empowered to integrate outdoor learning and hands-on environmental stewardship activities into their science lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• 500 K-5 students are empowered to change their behavior in ways that decrease pollution, build and improve soil structure, increase biodiversity, and protect the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Children and youth are actively improving environmental sustainability through their daily actions, sharing their knowledge with their families, and leading change in their communities</li> </ul>
<ul style="list-style-type: none"> <li>• 5 project staff</li> <li>• 2 volunteers</li> <li>• 1 subaward awarded for \$4,000</li> </ul>	Create a <i>Farm to School in Indian Country Resource Guide</i>	<ul style="list-style-type: none"> <li>• Production of ~100 copies of a new <i>Farm to School in Indian Country Resource Guide</i></li> </ul>	<ul style="list-style-type: none"> <li>• Distribution of the resource guide to 100 state schools</li> </ul>	<ul style="list-style-type: none"> <li>• 25 state schools adopt the practices outlined in the resource guide and start a “Native Farm to School Program”</li> </ul>	<ul style="list-style-type: none"> <li>• Students report eating more locally grown fruits and vegetables</li> </ul>
<ul style="list-style-type: none"> <li>• 2 project staff</li> <li>• 12 students</li> </ul>	Conduct student-led community service projects at schools in underserved neighborhoods	<ul style="list-style-type: none"> <li>• 12 high school students conduct projects</li> <li>• 300 students at Title I school reached</li> </ul>	<ul style="list-style-type: none"> <li>• Improved environmental literacy of underserved students</li> </ul>	<ul style="list-style-type: none"> <li>• Increased environmental stewardship within the underserved community</li> </ul>	<ul style="list-style-type: none"> <li>• Improved environmental conditions in the underserved community</li> </ul>



## Appendix E: Identifying Underserved Communities

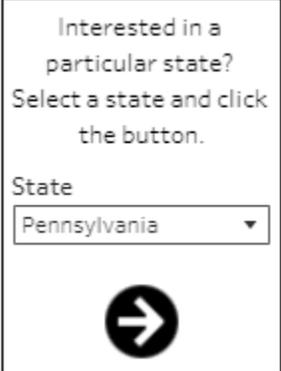
### Instructions

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

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

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

1. Go to <https://www.census.gov/library/visualizations/interactive/acs-percentage-poverty-2015-2019.html>
2. Select the state(s) where your project activities will take place and click the arrow icon below the “State” field to search

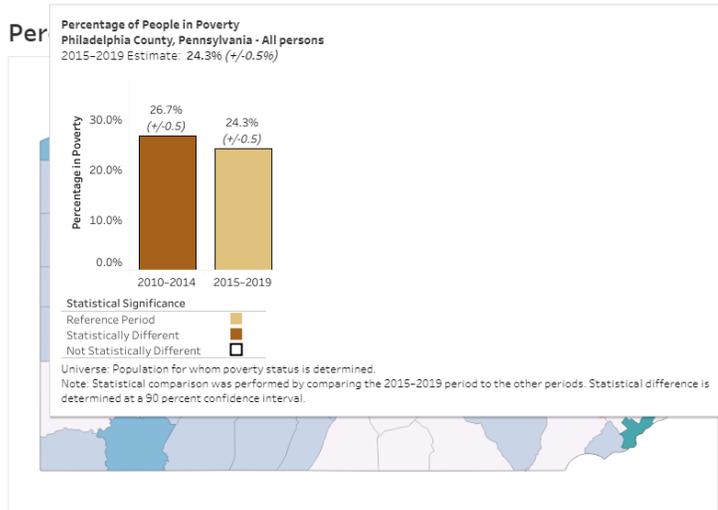


Interested in a particular state?  
Select a state and click the button.

State  
Pennsylvania ▼

➔

3. In the image of your state, click on the county(ies) where you will be conducting your EE project activities

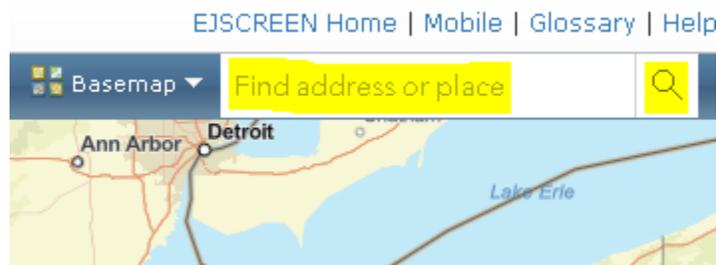


4. If the 2015-2019 data reveals the “Percentage in Poverty” in this county is greater than 20%, then you will be working in a high-poverty area
5. Repeat steps 2-4 if you plan to conduct your primary EE project activities in multiple counties.

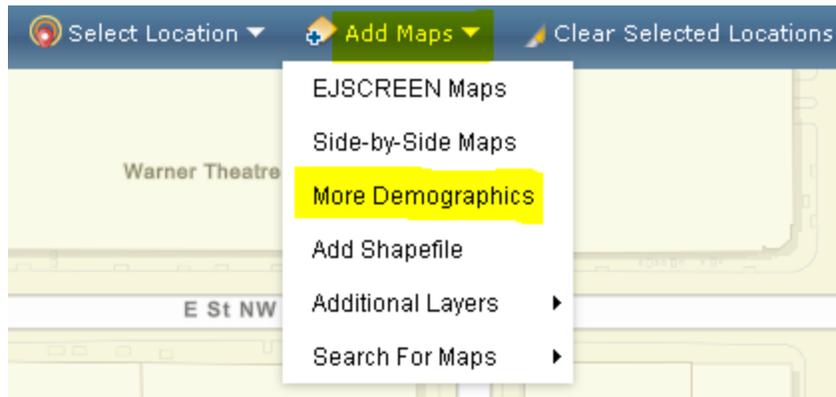
**Note:** If the county(ies) where your EE project activities will take place is located in a high-poverty area, there is no need to determine the poverty rate of the individual census tract.

### **Determining if a Census Tract is Located in a High-Poverty Area**

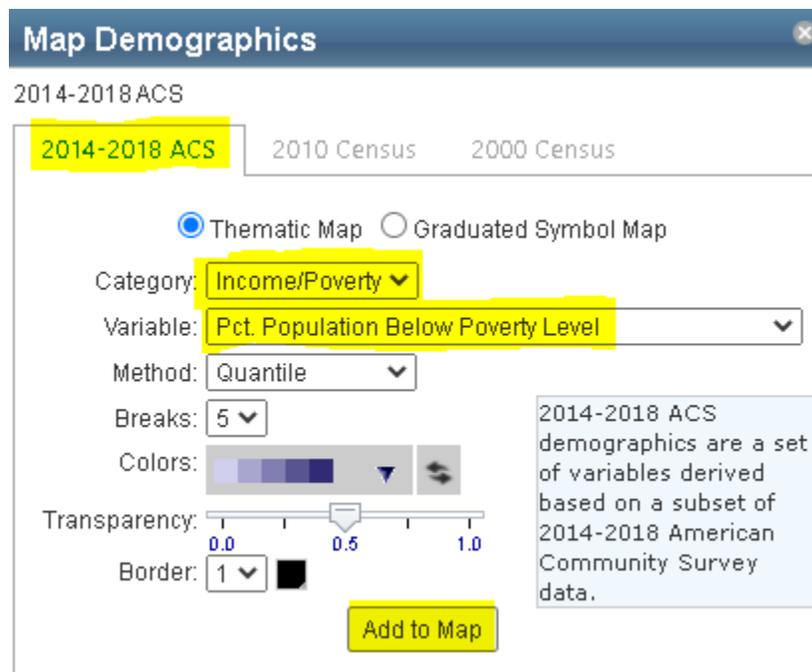
1. Go to <https://ejscreen.epa.gov/mapper/>
2. Enter the address of the location where you will be conducting your EE project activities in the “Find Address or Place” field and click the magnifying glass icon to search
  - If you plan on conducting project activities in multiple locations, spanning more than one census tract, type in one address at a time and repeat steps 2-7 for each location where you plan to conduct EE activities



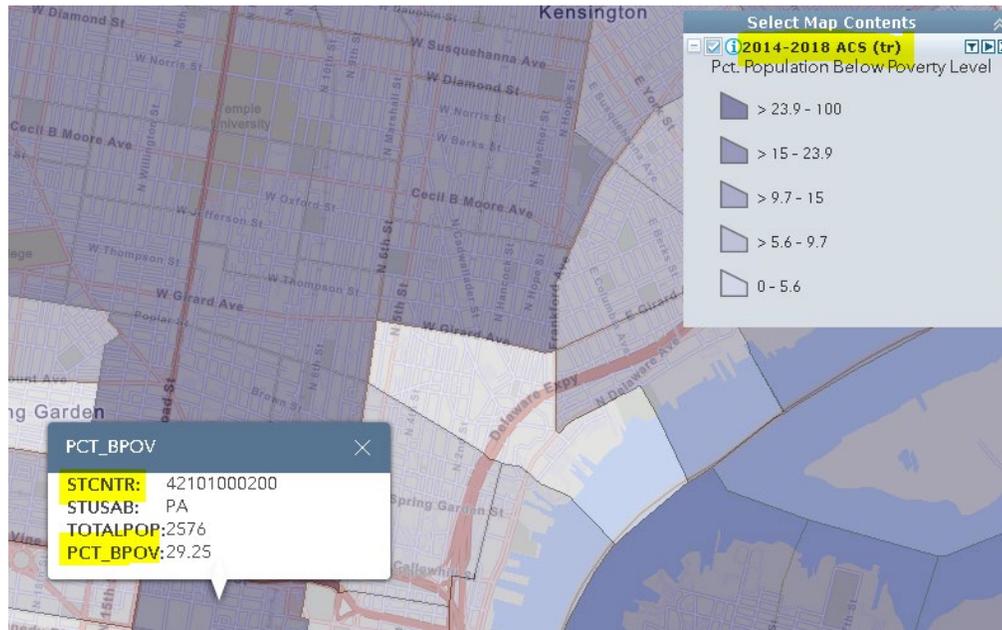
3. Click the “Add Maps” tab and select “More Demographics from the dropdown menu



4. Within the “Map Demographics” window confirm the 2014-2018 ACS tab is selected
5. Select “Income/Poverty” in the Category field and “Pct. Population Below Poverty Level” in the Variable field. Then click “Add to Map”



- After clicking “Add to Map” the EJSscreen tool will zoom in on the location you selected in step 2
6. On the map, click the location of where your EE activity(ies) will take place and record the census tract (STCNTR) code and percent below poverty (PCT\_BPOV) percentage
    - Under “Select Map Contents” it should read “2014-2018 ACS (tr)” It is important you see “(tr)” because you are gathering data at the census tract (tr) level



7. If the PCT\_BPOV number is greater than 20% then you will be working in a high-poverty area.
  - Use the exact PCT\_BPOV percentage, do not round up. (Example: 29.25%)
8. Repeat steps 2-7 if you plan to conduct your primary EE project activities in locations that span multiple census tracts

### **Determining if a County is Located in a Persistent Poverty County**

1. Go to <https://crsreports.congress.gov/product/pdf/R/R45100>
2. If the county(ies) where your project activities will be taking place are listed in Table 2 of the document, “List of Persistent Poverty Counties, Based on 1990 Census, Census 2000, and 2019 Small Area Income and Poverty Estimates (SAIPE), Using Poverty Rates of 19.5% or Greater” then you will be working in a persistent poverty county.

### **Confirming Title I Status of a School**

1. Go to <https://nces.ed.gov/globallocator/>
2. Select the state where the school is located
3. Enter the name of the city where the school is located in the “City” field
4. Click “Public Schools” under the “Institutions” field and click search
5. Find and click on the name of the school where your EE project activities will take place
6. Click on “More information” at the top of the school data page



7. The school’s Title I status is listed in the “School Details” section of the page
8. If the Title I and/or Title I School-Wide Program status is “Yes” then you will be working with a Title I school or with students attending a Title I school.

**Title I School: Yes**  
**Title I School-Wide Program: Yes**

9. Repeat steps 2-8 if you plan to conduct your primary EE project activities in multiple schools.

## Community Description Template

The Community Description Section of the Detailed Project Description asks applicants to provide demographic information that confirms whether one or more of their target community(ies) and the populations they aim to serve meet this solicitation’s definition of underserved communities. Responses should clearly identify sources of information used. The table below serves as an example of how this information can be organized within the Community Description Section (Section IV (E)(5)(a)(ii)(1)) of your Detailed Project Description. To download a word document version of this template visit: <https://www.epa.gov/education/grants#helpful>.

<b>Target Communities</b>							
<b>Location Details</b>			<b>Underserved Community Status</b>				
<b>City/Town &amp; State</b>	<b>County</b>	<b>Census Tract Code</b>	<b>High Poverty Area (Poverty Rate)</b>		<b>Persistent Poverty County</b>	<b>Title I School Participation (# and Name)</b>	<b>Other (include other relevant data as needed in additional rows)</b>
			<b>By County</b>	<b>By Census Tract</b>			
Grant Park, MD	Prince George’s County	*****	Yes 20.66% <sup>1</sup>	NA	Yes <sup>2</sup>	Yes (2 – East Elementary School, West Middle School) <sup>3</sup>	<i>Additional demographic information</i>
Silver Spring, MD	Montgomery County	*****	No	Yes 34.86% <sup>4</sup>	No	Yes (1 – Rachel Carson High School) <sup>5</sup>	<i>Additional demographic information</i>
Arlington, VA	Arlington County	*****	No	No	No	Yes (1 – Long Branch Middle School) <sup>6</sup>	<i>Additional demographic information</i>

<sup>1</sup> Data from the 2015-2019 American Community Survey at <https://www.census.gov/library/visualizations/interactive/acs-percentage-poverty-2015-2019.html>

<sup>2</sup> Data from Congressional Research Service’s The 10-20-30 Provision: Defining Persistent Poverty Counties at <https://crsreports.congress.gov/product/pdf/R/R45100>

<sup>3</sup> Data from National Center for Education Statistics Search for Schools and Colleges at <https://nces.ed.gov/globallocator/>

<sup>4</sup> Data from EPA’s Environmental Justice Screening and Mapping Tool at: <https://ejscreen.epa.gov/mapper/>

<sup>5</sup> Data from National Center for Education Statistics Search for Schools and Colleges at <https://nces.ed.gov/globallocator/>

<sup>6</sup> Data from National Center for Education Statistics Search for Schools and Colleges at <https://nces.ed.gov/globallocator/>

## Appendix F: Environmental Education Grant Application Checklist

Applicants may choose to use this checklist as a tool to help organize their application and to assist them in submitting a complete and accurate application. This checklist is not required and does not need to be included with the application. To download a word document version of this checklist visit:

<https://www.epa.gov/education/grants#helpful>.

1. Indicate what type of eligible organization you are:

- local education agency
- college or university
- state education or environmental agency
- nonprofit organization as defined in Sec. 501(C)(3) of Internal Revenue Code
- noncommercial educational broadcasting entity as defined/licensed by FCC
- tribal education agency

2. Indicate where your project will take place:

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3. Indicate your environmental priority(ies) and specify the topic(s) related to the priority(ies) that your project will address (note that topics listed in the RFA are suggestions only):

- Addressing Climate Change and Improving Air Quality**

**Topic:** \_\_\_\_\_

- Ensuring Clean and Safe Water**

**Topic:** \_\_\_\_\_

- Cleaning Up our Communities by Revitalizing land and Preventing Contamination**

**Topic:** \_\_\_\_\_

4. Indicate your educational priority(ies):

- Community Projects
- Career Development
- Environmental Education Capacity Building
- Environmental Justice

5. Have you demonstrated clearly in the Project Summary and Detailed Project Description how your project will increase environmental literacy and encourage behavior that will benefit the environment in the local community in which it is located?

- Yes
- No

6. Ensure the following dollar amounts are consistent in all documents in your application: SF 424, SF 424A, Work Plan and Detailed Budget Table/Narrative. (Be sure to check your math, especially if you do not use the exact figures listed in the examples below):

- a. Total budget request amount = EPA funding request + non-federal match

- \$ \_\_\_\_\_ (e.g., \$100,000 + \$33,333 = \$133,333)
- b. Federal requested amount (minimum \$50,000 – maximum \$100,000)
- \$ \_\_\_\_\_
- c. Match (at least 25% of Total project amount, can be more):
- \$ \_\_\_\_\_ (e.g., 25% of \$133,333 = \$33,333)
- d. Subaward amount (exactly 25% of Federal requested amount, no more & no less):
- \$ \_\_\_\_\_ (e.g., 25% of \$100,000 = \$25,000)
7. Check that you have submitted all aspects of the application. Please submit only the following documents:
- Standard Federal Application Form (SF-424)
  - Budget Form (SF-424A) – only Section B
  - EPA Key Contacts Form 5700-54
  - EPA Form 4700-4

**Project Narrative (*Work Plan, Detailed Budget, and Appendices*)**

**Work Plan (not to exceed 8 single-spaced pages total)**

- Project Summary
- Detailed Project Description
- Project Evaluation

**Detailed Budget (no page limit)**

- Detailed Budget Table and/or Narrative

**Appendices**

- Timeline
- Logic Model
- Programmatic Capability and Past Performance
- Partnership Letters of Commitment (only if you have partner organizations making commitment to the project)

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.