

**UNITED STATES ENVIRONMENTAL PROTECTION AGENCY  
REGION I, NEW ENGLAND  
2023 HEALTHY COMMUNITIES GRANT PROGRAM**

**Announcement**

**Funding Opportunity Number:**

**Catalog of Federal Domestic Assistance Number:**

**Action Date:**

Request for Applications

EPA-R1-HC-2023

66.110

Applications due on **May 26, 2023**

**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](#).

**Anticipated Announcement and Award Dates**

|                               |                                                                                                                                                                                                                                                                                              |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April 11, 2023                | Healthy Communities Application Guidance is released.                                                                                                                                                                                                                                        |
| April 11 – May 26, 2023       | Eligible grant recipients develop and complete their applications.                                                                                                                                                                                                                           |
| April 25, 27 and May 11, 2023 | Healthy Communities Grant Program hosts Information Sessions via webinar. The webinar is open to all to discuss the grant program. See Attachment D to RSVP webinars.                                                                                                                        |
| May 26, 2023                  | Application submissions must be received by 11:59 PM via <a href="https://www.grants.gov">https://www.grants.gov</a> or via email to <a href="mailto:R1hcgrants@epa.gov">R1hcgrants@epa.gov</a> .                                                                                            |
| May 31 - June 16, 2023        | Application package submissions are reviewed and evaluated.                                                                                                                                                                                                                                  |
| June 2023                     | Applicants will be contacted via telephone if their application is being considered for funding. Some applicants may be asked to make minor revisions to their proposed project work plans. Formal letters will be sent to all applicants to notify them of the status of their submissions. |
| September 2023                | EPA New England expects to formally announce 2023 Healthy Communities Grant Program Recipients.                                                                                                                                                                                              |

This application guidance includes the following information:

|              |                                        |
|--------------|----------------------------------------|
| Section I.   | Funding Opportunity Description        |
| Section II.  | Award Information                      |
| Section III. | Eligibility Information                |
| Section IV.  | Application and Submission Information |
| Section V.   | Application Review Information         |
| Section VI.  | Award Administration Information       |
| Section VII. | Agency Contact                         |

## **SECTION I. FUNDING OPPORTUNITY DESCRIPTION**

### **A. Program Description**

The Healthy Communities Grant Program was launched in 2003 and supports EPA's mission by integrating many EPA New England programs including Air Quality Outreach, Asthma and Indoor Air, Children's Environmental Health, Clean, Green and Healthy Schools Initiative, Energy Efficiency Program, Environmental Justice Program, Pollution Prevention, Sustainable Materials Management, Toxics and Pesticides, and Water Infrastructure (Stormwater, Wastewater, and Drinking Water). The goal of the program is to combine available resources and best identify competitive projects that will achieve measurable environmental and public health results in communities across New England. Eligible applicants are invited to apply to EPA New England for funding consideration under this competitive grant program. The Healthy Communities Grant Program anticipates awarding approximately 15 cooperative agreements from these project applications in 2023.

The Healthy Communities Grant Program is a competitive grant program for EPA New England to fund work directly with communities to support EPA's mission to reduce environmental risks, protect and improve human health and improve the quality of life. The Healthy Communities Grant Program will achieve these goals through identifying and funding projects that:

- Target resources to benefit communities at risk [environmental justice areas of potential concern, and/or sensitive populations (e.g., children, elderly, tribes, urban and rural residents, and others at increased risk)].
- Assess, understand, and reduce environmental and human health risks.
- Increase collaboration through partnerships and community-based projects.
- Build institutional and community capacity to understand and solve environmental and human health problems.
- Achieve measurable environmental and human health benefits.

The mission of the U.S. Environmental Protection Agency is to protect human health and to safeguard the natural environment (air, water, and land) upon which life depends. EPA's purpose is to ensure that:

- All Americans are protected from significant risks to human health and the environment where they live, learn and work.
- National efforts to reduce environmental risk are based on the best available scientific information.
- Federal laws protecting human health and the environment are enforced fairly and effectively.
- Environmental protection is an integral consideration in U.S. policies concerning natural resources, human health, economic growth, energy, transportation, agriculture, industry, and international trade, and these factors are similarly considered in establishing environmental policy.
- All parts of society (e.g., communities, individuals, businesses, state and local governments, tribal governments) have access to accurate information to effectively participate in managing human health and environmental risks.
- Environmental protection contributes to making our communities and ecosystems diverse, sustainable and economically productive.
- The United States plays a leadership role in working with other nations to protect the global environment.

EPA New England takes these broad goals and applies them directly to service the needs of New England residents in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and federally recognized tribes in New England. Within the broad landscape of these states and tribes, EPA New England recognizes that not all communities share the same environmental and

public health conditions. For example, in urban, rural, and environmental justice communities throughout New England, residents are exposed to a multitude of environmental and public health hazards, ranging from lead in paint, soil, and drinking water to rats on vacant lots to asthma aggravated by poor indoor and ambient air quality.

Another concern in New England is the ability to successfully manage large-scale water quality problems on a watershed basis when governance institutions are based on home rule and local control. All communities need to plan for and address community resiliency to prepare and adapt to extreme weather events (e.g., flooding, drought, hot and cold temperature extremes) and climate change. Cumulative environmental impacts are difficult to assess and address because of limited data, independent planning across state and municipal jurisdictions, and limited capacity to implement integrated projects. Measures that would positively affect water quality considerations are challenged by the lack of common goals and an effective platform to measure program effectiveness and track improvements. Cumulatively, the effects of these hazards on urban residents and other sensitive populations such as children, the elderly and tribal populations are compounded by issues including environmental injustice, limited economic development opportunities, and social ills. Some suburban and rural communities also face significant risks from industrial, commercial, agricultural or transportation activities in or near their communities. These types of conditions result in disproportionate health risks to residents and stress on the quality of the air, water, and land.

To maximize effectiveness and resources, many EPA New England programs are working in partnership to improve environmental conditions for residents across New England. EPA New England's Air Quality Outreach, Asthma and Indoor Air, Children's Environmental Health and Clean, Green and Healthy Schools Initiative, Energy Efficiency, Environmental Justice, Pollution Prevention, Sustainable Materials Management, Toxics and Pesticides, Tribal, and Water Infrastructure Programs (Stormwater, Wastewater, and Drinking Water) are working together to competitively identify projects that will achieve measurable environmental and public health results in Target Investment Areas and Target Program Areas across New England (see Section I, B, Target Investment Areas & Target Program Areas, for more details). These participating programs share a focus on preventing and reducing environmental and human health risks and/or advancing ecosystem resilience. Staff and leadership from each of these programs will jointly review and select projects for funding using the criteria listed in Section V of this announcement.

Please read the descriptions below to learn more about each participating program. More information on each participating program's activities, projects, and accomplishments is available at [www.epa.gov/region01](http://www.epa.gov/region01).

- **Air Quality Outreach:** The Air Quality Outreach program aims to increase public awareness of air quality issues so that people can take steps to protect their health and reduce their contribution to air pollution. For example, EPA works with state air agencies to provide real-time air pollution levels, as well as forecasts, to warn residents of poor air quality in their area. EPA also works with states to mitigate wood smoke pollution by promoting measures that individuals can take to reduce emissions from residential wood burning. These measures include encouraging the change-out of old wood burning appliances for newer, more efficient models and tips for better burning practices that result in more efficient use of wood, lower emissions, and safer burning.
- **Asthma and Indoor Air:** The Asthma Program supports asthma and healthy environmental interventions that promote the management of asthma and the reduction of asthma triggers and other indoor air pollutants, assists with the training of asthmatics, their families, and healthcare professionals on asthma trigger management and the effectiveness of comprehensive asthma management programs. In addition, the Asthma Program promotes healthy homes training opportunities; encourages the support and development of sustainable home intervention programs; promotes sustainable financing for home

intervention programs; and promotes awareness of primary prevention for asthma. Collaboration among stakeholders is encouraged if it provides a means to reduce the burden of asthma on a regional level.

- **Children’s Environmental Health Program:** The Children’s Environmental Health Program has the fundamental goal to ensure that all EPA actions and programs address the unique vulnerabilities of children and to support projects and activities that have a durable impact to protect children’s environmental health across many stakeholders, including the intersection of children’s health and climate change and environmental justice.
- **Clean, Green and Healthy Schools Initiative:** Under the Energy Independence and Security Act of 2007, Title IV, Subtitle E, Healthy High-Performance Schools, the Clean, Green and Healthy Schools Initiative is integrated across all EPA programs to address children’s environmental health at K-12 schools and to improve school environmental health through EPA resources, including the EPA School Siting Guidelines and EPA State School Environmental Health Guidelines, such as Tools for Schools.
- **Energy Efficiency Program:** Energy Star is a joint program of the EPA and the Department of Energy (DOE) that has worked with residents and businesses to reduce air pollution through energy efficiency since 1992. This partnership program delivered \$24 billion in savings in 2012 alone.
- **Environmental Justice Program:** The Environmental Justice Program is focused on the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. This goal will be achieved when everyone enjoys the same degree of protection from environmental and health hazards, and equal access to the decision-making process to have a healthy environment in which to live, learn, and work. Region 1’s program focuses on providing tools, resources and assistance to overburdened and underserved communities in our six New England States – Maine, Vermont, New Hampshire, Massachusetts, Rhode Island and Connecticut.
- **Pollution Prevention:** The Pollution Prevention Program is designed to provide technical assistance to businesses and their facilities to help them develop and adopt source reduction practices. Pollution Prevention includes any practice that reduces the amount of any hazardous substance, pollutant or contaminant from entering any waste stream or otherwise being released into the environment *prior* to recycling, treatment or disposal. Pollution prevention techniques aim to reduce the amount and/or toxicity of pollutants or contaminants entering the environment, to reduce the use of water, energy and other raw materials and to lower business costs. These practices reduce hazardous substances, pollutants and contaminants.
- **Sustainable Materials Management:** Sustainable materials management (SMM) is a systemic approach to using and reusing materials more productively over their entire life cycle to find new opportunities to reduce environmental impacts, conserve resources and reduce cost. In 2023, the New England SMM program has three priority areas: the built environment, sustainable food management, and sustainable packaging. The built environment focus is to conserve materials and develop community resiliency to climate change through construction, maintenance, and end-of-life management of roads, buildings, and infrastructure. The sustainable management of food seeks to reduce wasted food and its associated impacts over the entire life cycle, starting with the use of natural resources, manufacturing, sales, consumption and ending with decisions on recovery or final disposal. Sustainable packing looks to increase the quantity and quality of materials recovered from municipal solid waste and develop critically important collection and processing

infrastructure. EPA's 2021 National Recycling Strategy is a critical effort in work to build a circular economy for all. Learn more about it here: <https://www.epa.gov/recyclingstrategy>.

- **Toxics and Pesticides:** The Toxics Program regulates and provides oversight over a variety of different toxic chemicals (e.g., lead, asbestos, mercury, PCBs, etc.) regulated under the Toxic Substances Control Act (TSCA). The Pesticides Program regulates and provides oversight over registration and use of pesticides under the Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA).
- **Water Infrastructure Program (Stormwater, Wastewater, and Drinking Water):** The Water Program works with regulated entities including municipalities, wastewater systems, and drinking water systems to protect the environment and public health. Through regulations, technical assistance, outreach, funding, and training, EPA's Water Program works with federal, state and local partners to sustain the adequacy and integrity of water infrastructure in communities throughout New England. The Water Program has placed an emphasis on working with communities to assess vulnerabilities and adapt stormwater, wastewater, and drinking water infrastructure to ensure these critical services will be maintained, even in extreme weather events. An additional focus is working locally in partnerships with water utilities to identify private lead pipes and other contaminant threats and build capacity to apply for and manage state and federal funds for mitigation.

### **Statutory Authority**

The Healthy Communities Grant Program consists of activities authorized under one or more of the following EPA grant authorities listed under Clean Air Act, Section 103(b)(3); Clean Water Act, Section 104(b)(3); Safe Drinking Water Act, Sections 1442(a) and (c); Federal Insecticide Fungicide and Rodenticide Act, Section 20; Solid Waste Disposal Act, Section 8001; Toxic Substances Control Act, Section 10; Marine Protection, Research, & Sanctuaries Act, Section 203; Indian Environmental General Assistance Program Act; and Comprehensive Environmental Response, Compensation and Liability Act, Sections 311(b) & (c).

The statutory authorities for this program restrict the use of assistance agreements to (1) conduct research, investigations, experiments, demonstrations, surveys, and studies related to the causes, effects (including health and welfare effects), extent, prevention, and control of air and/or water pollution; (2) develop, expand, or carry out a program (that may combine training, education, and employment) for occupations relating to the public health aspects of providing safe drinking water; (3) conduct research, development, monitoring, public education, training, demonstrations, and studies on toxic substances; (4) conduct and promote the coordination of research, investigations, experiments, training, demonstrations, surveys, public education programs, and studies relating to solid waste (e.g., health and welfare effects of exposure to materials present in solid waste and methods to eliminate such effects); (5) conduct research, development, monitoring, public education, training, demonstrations, and studies on pesticides; (6) conduct research, investigations, experiments, training, demonstrations, surveys, and studies relating to the minimizing or ending of ocean dumping of hazardous materials and the development of alternatives to ocean dumping; (7) conduct research with respect to the detection, assessment, and evaluation of the effects on and risks to human health due to hazardous substances and detection of hazardous substances in the environment; and (8) conduct research, evaluation, testing, development, and demonstration of alternative or innovative treatment technologies which may be utilized in hazardous waste response actions.

Demonstrations must involve new or experimental technologies, methods, or approaches, and it is encouraged that the results of these projects will be disseminated so that others can benefit from the knowledge gained. A project that is accomplished through the performance of routine, traditional, or established practices, or a project that is simply intended to carry out a task rather than transfer information or advance the state of knowledge, however worthwhile the project might be, is not considered a demonstration project.

To learn more about additional requirements for authorized activities, applicants are encouraged to attend a Healthy Communities Grant Program information session. Please see Section IV. E, Information Sessions for further details.

**B. Target Investment Areas, Target Program Areas, EPA Strategic Plan Linkage, & Anticipated Outcomes/Outputs**

To qualify as eligible projects under the Healthy Communities Grant Program, proposed projects must meet the following criteria: (1) Be located in and/or directly benefit one or more of the Target Investment Areas described below; and (2) Identify how the proposed project will achieve measurable environmental and/or public health results in one or more of the Target Program Areas described below.

The Healthy Communities Grant Program seeks to fund projects that are in and/or directly benefit one or more of the Target Investment Areas: Areas near Ports that are being Redeveloped to Support Offshore Wind and Related Industries, Geographic Priority Areas or Sectors in Northern & Southern New England, Environmental Justice Areas of Potential Concern, and/or Sensitive Populations in one or more of the EPA New England States of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont and/or tribal lands. Every application must clearly identify and explain how the project will link to one or more of the Target Investment Areas listed and described below.

**Target Investment Areas: Areas near Ports that are being Redeveloped to Support Offshore Wind and Related Industries, Environmental Justice Areas of Potential Concern, Geographic Priority Areas or Sectors in Northern & Southern New England and Sensitive Populations**

- a. **Areas near Ports that are being Redeveloped to Support Offshore Wind and Related Industries:** For the purposes of this grant program, “Areas near Ports that are being Redeveloped to Support Offshore Wind and Related Industries” include any communities in New England within a 2 mile radius of the town(s) that the port is physically located and there are known, active or planned redevelopment opportunities including, but not limited to, offshore wind or other industrial development. To qualify under this Target Investment Area, applicants must demonstrate that their project will directly involve and/or clearly benefit a community meeting the conditions described above, and demonstrate at least one or more census blocks of the community where the project is located are overburdened and underserved using data from sources including [EJScreen](#) (e.g., 1 or more EJScreen Environmental Justice Indexes at the 80<sup>th</sup> percentile or higher) and/or one or more census tracts are highlighted as being disadvantaged by the Climate and [Economic Justice Screening Tool](#) (CEJST).
- b. **Environmental Justice Areas of Potential Concern:** For the purposes of this grant program, “Environmental Justice Areas of Potential Concern” refers to communities, neighborhoods, geographic areas or tribes in New England that potentially have been disproportionately affected by environmental and/or public health burdens in a defined geographic area. EPA New England is committed to promoting and supporting Environmental Justice which is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Fair treatment means that no group of people, including any racial, ethnic, or socioeconomic group, should bear a disproportionate share of the negative environmental consequences resulting from industrial, municipal, and commercial operations or policies. Meaningful involvement means people have an opportunity to participate in decisions about activities that may affect their environment and/or health;

the public's contribution can influence the regulatory agency's decision; community concerns will be considered in the decision-making process; and decision makers will seek out and facilitate the involvement of those potentially affected. To qualify under this Target Investment Area, applicants must provide a description of the characteristics of the population and challenges facing the community, neighborhood, or tribe benefitting from the proposed activity, an identification of the potential environmental and health burdens experienced, and an explanation of how the proposed project will address the identified burdens to demonstrate that their project will provide fair treatment and meaningful involvement to members of communities, neighborhoods, or tribes in New England that potentially have been disproportionately affected by environmental and health burdens.

- c. Geographic Priority Areas or Sectors in Northern & Southern New England:** For the purposes of this grant program, “Geographic Priority Areas & Sectors in Northern & Southern New England refers to areas and populations that are overburdened and underserved including areas with mobile homes and/or manufactured housing in Northern New England states where drinking water quality and/or indoor or outdoor air quality may be an issue. It also includes areas in Southern New England that are overburdened and underserved with cumulative environmental and/or public health impacts including, but not limited to Chelsea, MA; New Bedford, MA; Central Falls, RI; Providence, RI; Pawtucket, RI; New Haven, CT; Bridgeport, CT; and Hartford, CT. To qualify under this Target Investment Area, applicants must use data and information from sources including, but not limited to, [EJ Screen](#), the [Climate and Economic Justice Screening Tool \(CEJST\)](#), and/or other sources to explain how the proposed project will address and directly benefit one or more of the priority geographic areas and/or sectors described above.
- d. Sensitive Populations:** For the purposes of this grant program, “Sensitive Populations” refers to populations including infants, children and/or others at increased risk that are more susceptible to the effects of pollution and/or places where sensitive populations are located or spend significant time (e.g., homes, schools, day cares, etc.). This also includes schools and daycare facilities in areas with environmental justice concerns and programs that serve residents who are hungry or residents who may not have stable housing. EPA’s mission is to protect human health and the environment. However, health-based environmental standards are generally based on risks to healthy adult males, not sensitive populations. Infants and children are more susceptible to the effects of pollution because pound-for-pound, they eat, drink and breathe more than adults and their brains and nervous systems are still growing and developing. Tribal members may be more susceptible to risks because of traditional cultural practices and traditions including, but not limited to fishing and hunting practices and potential exposure to many sources of environmental pollution on tribal lands. To qualify under this Target Investment Area, applicants must clearly describe how the proposed project will clearly benefit and help protect sensitive populations and areas where they live, learn, and play and reduce and/or minimize exposure to environment and/or public health risks.

Every application must also clearly identify how the proposed project will achieve measurable environmental and/or public health results in one or more of the Target Program Areas described below.

**Target Program Areas:**      **Capacity Building on Environmental and/or Public Health Issues; Clean, Green, and Healthy Schools; Energy Efficiency; Healthy Indoor Environments; Healthy Outdoor Environments; Pollution Prevention; and Sustainable Materials Management**

**Outputs & Outcomes:** Outputs refer to measurable quantitative or qualitative activities, efforts, deliverables, or work products that the applicant proposes to undertake during the project period.

The anticipated outputs for Healthy Communities Grant Program cooperative agreements will vary from applicant to applicant but will be identified as "Project Deliverables" in the application narrative and work plan. All applicants will be expected to clearly identify their outputs depending on the Target Program Area(s) selected by the applicant and achieve them during the proposed project period. Grant recipients will be required to submit quarterly status reports about their progress towards achieving outputs once the project is implemented.

The anticipated outputs for Healthy Communities projects will vary depending on the scope of the project and linkage to one or more Target Program Area(s). Anticipated outputs for potential projects are organized by Target Program Area below.

Outcomes refer to the result, effect, or consequence that will occur from carrying out the activities or outputs of the project. Outcomes may be environmental, behavioral, health-related or programmatic, should be quantitative, and may not necessarily be achievable during the project period. Short-term outcomes include, but are not limited to, increased learning, knowledge, skills, attitudes, and motivation, and must occur during the proposed project period. The awards made under this announcement are expected to result in the general short-term outcomes identified below.

The anticipated short-term outcomes listed below are expected to result in reducing environmental risks to protect and improve human health and the quality of life, to create healthy communities and ecosystems related to many of the goals in EPA's Strategic Plan. Anticipated short-term outcomes include, but are not limited to:

- Measurable improvements to environmental and/or ecosystem conditions and management including, but not limited to: pounds of toxic or hazardous materials reduced, pounds of solid or hazardous waste reduced, gallons of water reduced, number of pounds or metric tons of greenhouse gas eliminated; expanded state and nonprofit organization monitoring capacity and collection and communication of watershed wide data, adoption of riparian and headwaters protection strategies; reduction in kilowatt hours of energy used; adoption of strategies to address nutrients such as adoption of fertilizer use ordinances or laws; increase in gallons of water conserved, increase in the number of pollution prevention assessments, lifecycle analyses, and/or lean manufacturing assessments conducted at businesses, institutions or local government facilities; adoption of pollution prevention activities at businesses and/or communities; increased strategies and resources for watershed-scale protection and/or restoration of key habitats and physical systems).
- Increased resources to benefit communities at risk.
- Increased access to information and tools that increase understanding and reduction of environmental and human health risks.
- Increased public understanding of chemicals at risk in their community.
- Improved institutional and community capacity to understand and solve environmental and human health problems.
- Measurable improvements in public health conditions including, but not limited to: improvement in quality of life for asthmatics, including increased number of symptom-free days; reduction in use of rescue medications; reduction in number of missed school/work days; reduction in number of emergency room visits, and/or hospital readmissions related to asthma; or other quantifiable measures including reductions in the number of lead poisoned children; decreased use of pesticides; increase in pounds of crops grown using integrated pest management.

In addition, the projects may result in additional outcomes which will vary depending on the Target Program Area(s) identified by the applicant. Both the expected short-term outcomes identified above, and any other expected outcomes should be defined in the Application Narrative and the Work Plan.



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 environmental results of the proposed project in terms of well-defined and quantified expected or projected outputs and, to the maximum extent practicable, well-defined outcomes that will demonstrate how the project will contribute to the priorities described below.

- a. Capacity Building on Environmental and/or Public Health Issues:** Projects that organize and convene community capacity building events focused on increasing involvement in understanding or addressing the causes, effects, extent, reduction, prevention and/or elimination of at least one of the following environmental and public health issues: indoor/ambient air quality, asthma, climate resiliency, clean school buses, energy efficiency and/or safe drinking water; train and educate groups of community stakeholders on methods to identify, reduce, prevent or eliminate exposures to pollution in air or drinking water; increase regional, state, tribal, community, and neighborhood access to environmental information, dialogue, collection and use of data (e.g. GIS mapping, risk evaluation, risk mitigation, collecting emissions data, etc.), and/or improve methods of risk characterization; increase collaboration among residents, businesses, and municipal governments to address community environmental issues previously mentioned, and/or build new or strengthen existing coalitions to address schools, states, or regional programs and at least one or more of the environmental and public health issue(s) previously mentioned.

**Project Examples:**

- Build a coalition of organizations to create an environmental justice network in a state, across states, or throughout New England that can share information, support each other as a community of practice and connect communities with education, outreach, and resources to improve local environment and public health conditions.
- Develop tools for citizen science and resident engagement focused on environmental justice. Undertake activities that enable citizen science around air and water quality, lead, PFAS, and other contaminants, including in port areas, schools, and/or areas with mobile or manufactured housing.
- Develop approaches, education, and techniques to help homeowners, students, and/or others at risk receive tools that help test environmental issues at home, such as air quality, lead exposure, and other hazards and take actions to improve environmental and/or public health conditions.
- Build a coalition or engage local residents near a port community to supporting green transition and cleanups at ports. Design and deliver activities, events and training that allow for a wider range of practitioners to learn about and build skills to pursue workforce opportunities in ports related to the offshore wind industry and other development activities.
- Conduct an air monitoring and/or sensor projects on local air quality conditions that combine efforts to convey results to locally impacted community members.
- Conduct toxicity studies of depositional contaminants (mercury, cadmium, etc.) in local food sources (fish, shellfish, game, plants, etc.) that convey results to locally impacted community members who consume those food sources.
- Provide education/outreach to specific community groups on consumer products with elevated VOCs or air toxics concerns and provide information on alternative options, and opportunities for the prevention and/or reduction of use.
- Conduct studies of PM pollution using PurpleAir sensors at targeted public transportation stations (train, bus, airport, etc.) and analyze passenger exposure while waiting at transit stations as well as the health effects of such exposure. Conduct outreach on the health impacts of PM pollution attributable to the combustion of fuel in vehicles, the wear of

vehicle components (e.g., tires and brakes), the suspension of road dust, cigarette smoke, and industrial emissions.

- Convene stakeholders and conduct a community assessment to evaluate and identify challenges/barriers on the electrification of school bus and/or other vehicle fleets for hard-to-reach communities (e.g., communities in rural, tribal and environmental justice areas).
- Conduct wood smoke sensor/community action and/or training in areas with localized high levels of PM/woodsmoke. Conduct targeted education to mitigate exposure through community scale implementation of EPA BurnWise Program which outlines best practices for reducing woodsmoke.

**Example Outputs:**

- Creation and implementation of effective education, outreach, demonstration, and/or training tools to reach target population.
  - Creation of risk assessment and public consumption advisories for wild game, fish and/or plants based upon toxicity levels measured and analyzed.
  - Number of families, individuals or stakeholders reached through education, outreach, demonstrations, training, surveys and/or studies related to the causes, effects, extent, reduction, prevention or elimination of pollution in air and/or drinking water sources.
  - Host multiple sessions targeting stakeholders to discuss transitioning the local school district to an electric bus fleet, identify specific barriers to implementation as well as suggestions on how to overcome the barriers, and a list of all necessary project partners that must be engaged to complete an electric bus project.
  - Convene stakeholders and conduct a community assessment to evaluate and identify challenges/barriers on the electrification of school bus and/or other vehicle fleets for hard-to-reach communities (e.g., communities in rural, tribal and environmental justice areas).
- b. Clean, Green and Healthy Schools:** Projects that focus on creating clean, green and healthy school environments by promoting EPA’s State School Environmental Health Guidelines, EPA’s Voluntary Guidelines for Selecting Safe School Location and their design, construction, and renovation, EPA’s 3Ts for Reducing Lead in Drinking Water in Schools, and/or implementing replicable programs across New England that serve the environmental health needs of K-12 schools.

**Project Examples:**

- Develop approaches to reducing air pollution at public schools, daycare facilities, and/or senior homes.
- Engage students to increase learning and take actions around air pollution concerns at their schools, as well as other activities that can reduce exposures to air pollutants at schools, such as exploring filtration technology, increasing green space and/or analyses to inform actions that can improve student learning, health, and indoor air quality or the quality of life outcomes for seniors.
- Develop, improve upon existing, and/or promote site specific environmental health assessments, which can be used by schools to determine their environmental health baselines, identify issues of concern, and help schools prioritize which environmental health problems to address and promote utilizing EPA developed guidelines to address environmental issues in siting, designing, construction, renovation, and maintaining schools.
- Provide training to school officials and/or childcare facility operators to raise awareness of the risks of lead poisoning and the importance of monitoring lead levels in school and/or childcare facility drinking water to identify and respond to any existing problems.
- Conduct a “cleaning for health program” promoting procurement of safer cleaning products and disinfectants and developing cleaning policies and procedures for programs that support the basic tenets of healthy environments at schools.

- Develop cleaning policies and procedures for programs that support the basic tenets of healthy environments at schools.
- Reduce exposure to pesticides and pests by promoting the use of Integrated Pest Management (IPM) strategies in these settings, e.g., strengthening the training and technical assistance components and advancing IPM techniques using EPA Tools for Schools action kits and Model Pesticide Safety and IPM Guidance Policy for School Districts.
- Provide technical assistance to support reducing, diverting, or minimizing wasted food and other recyclable commodities in the K-12 school sector utilizing EPA's waste management and food recovery hierarchies.
- Conduct training courses for school staff on the latest EPA guidance on indoor air quality, specifically on asthma triggers and transmissible diseases in a school environment.

**Example Outputs:**

- Number of schools in urban, rural or suburban communities that received school environmental health information (e.g., lead, asthma, exposure to toxic substances, etc.), participated in capacity-building exercises, and/or took action to become cleaner, greener, and healthier.
  - Number of school decision-makers who received school environmental health information and/or participated in capacity-building exercises.
  - Number of schools or school districts that have taken action to become cleaner, greener, and healthier.
  - Number of activities that improve indoor environments and reduce risk factors for asthma onset and/or exacerbations, including remediating water damage, improving HVAC systems, using materials and equipment that do not contain harmful chemicals.
  - Number of activities that encourage training of educators, administrators, and all staff about asthmagens to which they may be exposed in their workplaces (e.g., mold, sanitizers, cleaners, pest control products).
  - Pounds of food recovered in school projects aimed at reducing food waste, diverting food from disposal, and encouraging food donations.
  - Number of school staff trained on identifying asthma triggers and awareness of ventilation and filtration strategies in a school environment.
- c. **Energy Efficiency:** Projects that promote energy efficiency and/or conservation by providing education, outreach, and technical assistance on energy systems, weatherization and/or energy best management practices and policies.

**Project Examples:**

- Outreach materials or training tools for effective education, outreach, and demonstration to reach target population.
- Trainings or workshops on opportunities for energy use reduction including energy efficiency retrofits and improved energy management practices.
- Technical assistance to enable residents, business owners and other stakeholders to navigate existing resources and funding opportunities (e.g., provide support to apply for existing utility rebates or audits).
- Design an energy competition for local schools and students on energy savings through behavioral changes.
- Implement a light-bulb change-out program in partnership with a local utility.
- Provide outreach opportunity to disseminate educational material on residential energy efficiency and weatherization.
- Convene roundtables for businesses to share best practices for energy efficiency and energy management.

**Output Examples:**

- Creation of effective education, outreach, demonstration, and/or training tools to reach target population.
- Number of families, individuals, businesses, industry sectors or stakeholders reached through education, outreach, demonstrations, or trainings on opportunities for energy use reduction.
- Dollars saved by households, businesses, industry sectors or stakeholders through energy efficiency retrofits and improved energy management practices.
- Decreased percentage of household income or business costs spent on energy costs.
- Tons of air pollutants reduced through energy efficiency retrofits and improved energy management practices.

- d. **Healthy Indoor Environments:** Projects that focus on reducing and/or preventing exposures of hazardous substances and environmental contaminants to the general public, focusing particularly on childhood health and other vulnerable populations. Examples of this include childhood lead poisoning through compliance assistance, outreach and education on lead-based paint regulations and/or small drinking water systems, reducing asthma triggers in the home and school environments, promoting integrated pest management, promoting renewable energy, reducing childhood exposure to one or more toxins (lead, PCBs, dioxin, mercury, asbestos, pesticides, etc.), promoting comprehensive healthy homes.

**Project Examples:**

- Conduct outreach to prevent and/or manage asthma and asthma triggers in early education centers, day care centers, schools, and residences through training opportunities, education, and other resources to build capacity of impacted target populations.
- Design and conduct an education and outreach campaign to promote lead safe indoor environments by minimizing risk of lead in the indoor environment, including risk from lead paint, lead dust, and or lead in drinking water.
- Design and conduct an integrated pest management project which reduces pesticide exposures for elderly populations (e.g., nursing homes, community centers, etc.).
- Design and conduct an education and outreach campaign to train businesses, facilities and/or individuals to promote compliance with the federal lead-based paint regulations.
- Design and conduct an education and outreach campaign to identify housing at risk for lead and/or other toxins and provide in-home education to families to improve children's environmental health, such as a reduction of asthma triggers.
- Conduct training courses on indoor air quality for state and local health officials to improve environmental health in public buildings and prepare for emerging public health issues that could affect respiratory health.

**Output Examples:**

- Number of families, caregivers, individuals, stakeholders, or geographic areas serviced through education, outreach, training, or intervention to reduce indoor air pollutants.
- Reduction in childhood asthma severity or other health impacts due to better management of asthma triggers.
- Number of professionals trained to deliver asthma management and care trainings.
- Reduction in exposure to pesticides and/or toxic substances (e.g., lead, mercury, priority chemicals, etc.).
- Number of individuals or stakeholders reached with an education and outreach campaign to promote compliance with the federal lead-based paint regulations and/or reduce lead in drinking water.
- Design and conduct an education and outreach campaign to promote lead safe drinking water.

- Identification of methods or techniques leading to a comprehensive healthy homes project which potentially improves and promotes children's health by reducing indoor toxins including, but not limited to, mold, combustion by-products, lead, asbestos, pesticides, PCBs, dioxin, and mercury.
  - Number of children, families, individuals, stakeholders, or geographic areas serviced or participating in efforts to reduce exposure to indoor pollutants such as mold, combustion by-products, lead, asbestos, pesticides, PCBs, dioxin, and mercury.
  - Pounds of material (municipal solid waste) being diverted, reused, recycled, or composted in an indoor environment and the impact on ambient air quality emissions.
  - Reduced quantities (e.g., pounds) of pesticides or hazardous cleaning agents no longer used in target geographic area.
  - Number of state and local health officials trained on the latest EPA policy and guidance to address indoor air quality issues and emerging environmental health issues that affect people in public spaces.
- e. Healthy Outdoor Environments:** Projects that focus on reducing and/or preventing exposure to toxics and pollutants in the air, soil and/or water by addressing the causes, effects, extent, reduction, prevention and/or elimination of pollution in rivers and/or other natural resources.

**Project Examples:**

- Create approaches, tools and techniques to protect residents' health and reduce flood risks, especially educational activities and other work to help residents who experience pollution in their homes during and after floods in disadvantaged communities with combined sewer systems.
- Conduct activities to protect and/or improve water quality in areas with mobile and/or manufactured housing.
- Conduct monitoring to understand potential risks and address water quality issues in rural areas and take actions to restore, protect or improve well-based water sources in rural areas, including in areas with mobile and/or manufactured housing.
- Develop approaches to help residents learn about water quality issues they may face and offer technical assistance to help residents and owners access resources to address concerns.
- Develop and conduct workshops to educate communities on the health risks of wood smoke exposure and provide outreach materials promoting woodstove changeout programs and best burning practices.
- Develop and implement a sampling plan (in partnership with the EPA regional laboratory) using PM portable sensors to measure PM levels in one or more communities, focusing on areas potentially impacted by wintertime wood smoke.
- Design and conduct an education and outreach campaign to address polluted stormwater runoff and poor water quality. Use and promotion of green infrastructure opportunities to achieve pollution prevention is encouraged.
- Develop and conduct a multilingual education campaign for urban residents on exposure to toxins in urban rivers or other natural resources and ways to prevent or eliminate those exposures.
- Target reduction of combustion by-products, such as environmental tobacco smoke, wood smoke, and smoke from burning of trash and brush through education and awareness campaigns.
- Assess business preparedness and/or provide outreach to businesses (particularly small businesses) that use hazardous substances to raise awareness about preventing release of hazardous substances and hazardous waste.

**Output Examples:**

- Number of families, individuals, municipalities, or stakeholders reached through education, outreach, demonstrations, training, surveys and/or studies related to the causes, effects, extent, reduction, prevention or elimination of pollution in soil, water and/or air.
  - Creation of effective education, outreach, demonstration, and/or training tools to reach target population.
  - Number of wood smoke education kits distributed to communities.
  - Design and conduct a study to assess PM concentrations in communities impacted by wood smoke and distribute report to relevant stakeholders.
  - Pounds of pesticides no longer used in target geographic area.
  - Reduction in pollutants such as pesticides, animal feeding, operations runoff, and/or oils/grease.
  - Measurable reductions in hazards (pounds), water use (gallons), energy consumption (kWh), and/or air pollutant emissions (metric tons of carbon equivalent).
  - Number of communities working to reduce toxic or hazardous materials used, and/or reduce solid or hazardous waste generated, particularly in flood-prone communities.
- f. **Pollution Prevention:** Projects that provide technical assistance to businesses and their facilities to help them develop and adopt source reduction practices. Source reduction means reducing or eliminating pollutants from entering any waste stream or otherwise being released into the environment prior to recycling, treatment, or disposal. In addition to reducing pollutants entering the environment, source reduction also includes reducing the use of water, energy, and other raw materials. Specific pollution prevention practices include Process Modifications, Product Modifications, Material Use Substitution and Modification, Inventory Control, Environmentally Preferable Purchasing, Spill and Leak Prevention, and Preventative Maintenance. **Projects qualifying under this Target Program Area must report on one or more of the following metrics:** pounds of hazardous or non-hazardous materials reduced through pollution prevention/source reduction; MTCO<sub>2e</sub> (metric tons of CO<sub>2</sub> equivalent) reduced through pollution prevention/source reduction; gallons of water saved through pollution prevention/source reduction; and/or dollars saved through pollution prevention/source reduction.

**Project Examples:**

- Promoting, identifying, developing, researching, and documenting P2 best practices or new P2 tools for businesses and disseminating the practices and outcomes for others to replicate.
- Conducting technical assistance on source reduction practices at businesses.
- Providing information on P2 practices to businesses remotely, such as by phone, video conferencing, e-mail or through on-demand video instruction.
- Helping businesses assess and redesign their operations, processes and supply chain practices to replace harmful toxic chemicals with safer chemical alternatives and environmentally preferable products.
- Conducting introductory, intermediate and/or advanced P2 trainings on use of P2 tools, adopting P2 practices on preventing or reducing the release of hazardous materials or adopting environmental management system protocols.
- Enhancing existing or creating new community-initiated or community-based projects on P2 to help businesses decrease their environmental footprints.
- Organizing business, regional, or community collaborations where P2 opportunities and solutions for businesses are identified, developed, enhanced, and shared.
- Providing awards or certifications to businesses which recognize the adoption of P2 practices, provided these programs are driving the adoption of newly implemented P2 practices because of P2 technical assistance provided under the grant.

### **Output Examples:**

- Number of business facilities and/or other entities that were provided technical assistance.
- Number of P2 recommendations made to business facilities.
- Number of P2 recommendations implemented by business facilities.
- Number of amplification activities that widely share P2 practices (i.e., trainings, demonstration projects, workshops, webinars, roundtables, or other outreach).
- Number of businesses attending webinars, workshops, trainings, and outreach events.
- Number of outreach materials developed (e.g., fact sheets, leaflets).
- Number of case studies and other P2 documentation products describing specific P2 best practices identified, developed, or implemented through the grant.

- g. Sustainable Materials Management:** Projects that advance the sustainable use of materials to minimize waste and environmental impacts. These projects should support the SMM priorities of supporting the development of a circular economy, preventing food loss and waste through source reduction and/or food rescue, decreasing plastics and packaging usage, or conserving materials and/or developing community resiliency to climate change through improvements to construction, maintenance, and end-of-life management of our nation's roads, buildings, and infrastructure. Please note that under this announcement, federal funds may not be used to purchase recycling program infrastructure such as collection bins and trucks.

### **Project Examples:**

- Develop and implement a program to promote deconstruction over mechanical demolition.
- Develop and implement a training program for contractors to become certified deconstruction contractors.
- Host a workforce development training program for deconstruction workers.
- Support market development for salvaged construction materials.
- Projects that prioritize actions organizations can take to prevent and divert wasted food based on the Food Recovery Hierarchy. Each tier of the [Food Recovery Hierarchy](#) focuses on different management strategies for wasted food. The top tiers of the hierarchy are the best ways to prevent and divert wasted food because they create the most benefit for the environment, society, and the economy.
- Develop a project to increase public awareness in communities facing food shortages or food insecurity of the environmental, social, and economic benefits of reducing wasted food.
- Conduct a technical assistance project by reducing, diverting, or minimizing wasted food and other recyclable commodities in a business and/or institution utilizing EPA's food recovery hierarchy (source reduction, feed the people, feed the animals, industrial uses, composting). Focus would be on a geographic area (e.g., community with residents facing food insecurity, state, municipality, etc.).
- Design and conduct an education and outreach campaign to increase diversion of food and/or solid waste from disposal and increase recycling rates in a community or defined geographic area (e.g., environmental justice area of potential concern, urban, rural, etc.).
- Develop methods to reduce the generation of packaging waste.
- Distribute information to public or private buyers of materials or products about buying packaging products with recycled content.
- Develop methods to improve market information and/or connection between markets (e.g., different geographic locations or industries) for recovered packaging products.
- Address known problems and knowledge gaps in relation to plastic packaging (including flexible film) working with project partners and actors from across the supply chain.
- Research packaging design innovation, including design for reuse.
- Investigate or test process innovations, e.g., reusable packaging systems, zero packaging, behavioral change.

**Output Examples:**

- Pounds of material (municipal solid waste) being diverted, reused, recycled or composted.
- Pounds of food recovered through projects with schools, businesses and institutions aimed at reducing food waste, diverting food from disposal and encouraging food donations.
- Metric tons of greenhouse gas eliminated (calculated via the [Waste Reduction Model](#)).

**Linkage to EPA Strategic Plan:** The activities to be funded under this announcement support the [FY 2022-2026 EPA Strategic Plan](#). Awards made under this announcement will support Goal 1: Tackle the Climate Crisis, Objective 1.2 Accelerate Resilience and Adaptation to Climate Change Impacts, Goal 2: Take Decisive Action to Advance Environmental Justice and Civil Rights, Objective 2.1 Promote Environmental Justice and Civil Rights at the Federal, Tribal, State, and Local Levels, Goal 4: Ensure Clean and Healthy Air for All Communities, Objective 4.1 Improve Air Quality and Reduce Localized Pollution and Health Impacts, Objective 4.2 Reduce Exposure to Radiation and Improve Indoor Air, Goal 5: Ensure Clean and Safe Water for All Communities, Objective 5.1 Ensure Safe Drinking Water and Reliable Water Infrastructure, Objective 5.2 Protect and Restore Waterbodies and Watersheds, Goal 6: Safeguard and Revitalize Communities, Objective 6.2 Reduce Waste and Prevent Environmental Contamination, Goal 7: Ensure Safety of Chemicals for People and the Environment, Objective 7.1 Ensure Chemical and Pesticide Safety, Objective 7.2 Promote Pollution Prevention. All applications must clearly identify how the proposed project will directly support one or more of the goals and objectives identified above.

The activities to be funded under this announcement are intended to further EPA's current priorities but may differ in selecting the appropriate Goal and Objective identified above depending on how the proposed projects address one or more of the Target Investment Areas (Areas near Ports that are being Redeveloped to Support Offshore Wind and Related Industries; Geographic Priority Areas or Sectors in Northern & Southern New England, Environmental Justice Areas of Potential Concern, and/or Sensitive Populations) and one or more of the Target Program Areas (Capacity Building in Minority or Low-Income Populations; Clean, Green and Healthy Schools; Energy Efficiency; Healthy Indoor Environments; Healthy Outdoor Environments, Pollution Prevention and Sustainable Materials Management).

**C. 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](#).

#### **D. Additional Provisions for Applicants Incorporated into the Solicitation**

Additional provisions that apply to sections III, IV, V, and VI of this solicitation and/or awards made under this solicitation, can be found at [EPA Solicitation Clauses](#). These provisions are important for applying to this solicitation 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 contact the EPA point of contact listed in this solicitation (usually in Section VII) to obtain the provisions.

## **SECTION II. AWARD INFORMATION**

This grant program is intended to provide seed funding to inspire and leverage broader investment to create healthy and resilient communities in Target Investment Areas within Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and tribal lands. The Healthy Communities Grant Program anticipates awarding approximately 15 cooperative agreements under this announcement, subject to the availability of funds, the quantity and quality of applications received, agency priorities and other applicable considerations.

Applications may be submitted for amounts up to \$40,000. The project period will start no earlier than October 1, 2023 and can last for a one or two-year period. Although the project can last up to two years, the total amount requested for federal resources cannot exceed the \$40,000 limit. All Target Program Areas have a combined estimated funding of up to \$500,000, similar to the competition in FY22.

EPA intends to award cooperative agreements under this solicitation. Cooperative agreements provide for substantial involvement between the EPA Project Officer and the selected applicant(s) in the performance of the work supported. Although EPA will negotiate precise terms and conditions relating to substantial involvement as part of the award process, the anticipated substantial federal involvement for these projects may include:

- Close monitoring of the successful applicant's performance to verify the results proposed by the applicant;
- Collaboration during performance of the scope of work;
- In accordance with the procurement regulations found at 2 C.F.R. §§ 200.317 through 200.327, conducting reviews of proposed procurements; and
- Approving qualifications of key personnel (EPA will not select employees or contractors employed by the award recipient); and
- Review and comment on reports prepared under the cooperative agreement (the final decision on the content of reports rests with the recipient).

EPA does not have the authority to select employees or contractors employed by the recipient. The final decision on the content of reports rests with the recipient.

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.

EPA also reserves the right to make additional awards under this announcement, consistent with Agency policy and guidance, and without further competition, if additional funding becomes available after the original award selections are made. Any additional selections for awards will be made no later than six months after the original selection decisions. In addition, EPA reserves the right to reject all applications and make no awards under this announcement or make fewer than expected. Consistent with Agency policies, EPA also reserves the right to negotiate and/or adjust the final cooperative agreement amount and work plan content prior to award.

### **SECTION III. ELIGIBILITY INFORMATION**

**Note: Additional provisions that apply to this section can be found at [EPA Solicitation Clauses](#).**

#### **A. Eligible Applicants**

In accordance with CFDA 66.110, eligible applicants for awards under this announcement include State and Local Governments, public nonprofit institutions/organizations, private nonprofit institutions/organizations, quasi-public nonprofit institutions/organizations, Federally Recognized Indian Tribal Governments, K-12 schools or school districts; and non-profit organizations (e.g., grassroots and/or community-based organizations). Applicants need not be physically located within the boundaries of the EPA regional office to be eligible to apply for funding, but must propose projects that affect the states, tribes, and territories within Region 1. Private businesses, federal agencies, and individuals are not eligible to be grant recipients. However, they are encouraged to work in partnership with eligible applicants on projects.

#### **B. Match/Cost Share**

The grant program does not require a match (cost share). Any voluntary match provided will not be considered as part of the evaluation and selection process used to make award decisions. See 2 C.F.R. § 200.306(b) for a definition of match and a description of match criteria.

#### **C. Non-Profit Status**

Non-profit organization, as defined by 2 C.F.R. § 200.1, means any corporation, trust, association, cooperative or other organization that: (1) is operated primarily for scientific, educational, service, charitable or similar purposes in the public interest; (2) is not organized primarily for profit; and (3) uses its net proceeds to maintain, improve and/or expand its operations. Note that 2 C.F.R. § 200.1 specifically excludes Institutions of Higher Education from the definition of non-profit organization because they are separately defined in the regulation. While not considered to be a non-profit organization(s) as defined by 2 C.F.R. § 200.1, public or nonprofit Institutions of Higher Education are, nevertheless, eligible to submit applications under this RFA. Hospitals operated by state, tribal, or local governments or that meet the definition of nonprofit at 2 C.F.R. § 200.1 are also eligible to apply as nonprofits or as instrumentalities of the unit of government depending on the applicable law. For-profit organizations such as colleges, universities, trade schools, and hospitals are ineligible.

Nonprofit organizations that are not exempt from taxation under section 501 of the Internal Revenue Code must submit other forms of documentation of nonprofit status, such as certificates of incorporation as nonprofit under state or tribal law. Nonprofit organizations exempt from taxation under section 501(c)(4) of the Internal Revenue Code that lobby are not eligible for EPA funding as provided in the Lobbying Disclosure Act, 2 U.S.C. § 1611.

#### **D. Threshold Eligibility Criteria**

To qualify as eligible projects under this solicitation, proposed projects from eligible applicants as defined above must meet the threshold eligibility criteria listed below.

1. Must be an eligible applicant as outlined in Section III. A of this solicitation.

2. Projects must: (1) be located in and/or directly benefit one or more of the Target Investment Areas within Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and/or tribal lands in New England and (2) identify how the proposed project will achieve measurable environmental and public health results in one or more of the Target Program Areas. Please see Section I. B, Target Investment Areas & Target Program Areas for additional information.
3. Applications must substantially comply with the application submission instructions and application content requirements set forth in Section IV or else they will be rejected. However, where a page limit is expressed in Section IV with respect to the project narrative, pages in excess of the page limitation will not be reviewed.
4. Applications must be submitted through [Grants.gov](https://www.grants.gov) or email ([R1hcgrants@epa.gov](mailto:R1hcgrants@epa.gov)) as stated in Section IV of this announcement on or before the application submission deadline published in Section IV of this announcement. Applicants are responsible for following the submission instructions in Section IV of this announcement to ensure that their application is timely submitted. Please note that applicants experiencing technical issues with submitting through Grants.gov can elect to submit their application directly to [R1hcgrants@epa.gov](mailto:R1hcgrants@epa.gov) and should follow the instructions provided in Section IV, which include the requirement to email a full application to EPA prior to the deadline. Applications submitted after the submission deadline will be considered late and deemed ineligible without further consideration.
5. Applications that request more than \$40,000 in Federal funding will not be reviewed.
6. Funds for all awarded projects must support research, investigations, experiments, trainings, demonstrations, surveys and/or studies related to restoring or revitalizing the environment; provide education, outreach, and training; or organize/conduct community planning activities in the Target Program Areas defined in Section I. B, EPA Strategic Plan Linkage and Anticipated Outcomes/Outputs.
7. If any 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.
8. Projects that do not fit within the statutory authorities listed in Section I will be considered ineligible and will not be reviewed. Please see Section I. A, Program Description, for further information.

Applicants deemed ineligible for funding consideration because of the threshold eligibility review will be notified within 15 calendar days of the ineligibility determination.

## **SECTION IV. APPLICATION AND SUBMISSION INFORMATION**

**Note: Additional provisions that apply to this section can be found at [EPA Solicitation Clauses](#).**

### **A. Content and Form of Application Submission**

The application package must include the following elements:

- (1) Completed Application Forms
- (2) Five single-spaced page Project Narrative
- (3) Work Plan
- (4) Budget Detail
- (5) Documentation demonstrating non-profit or not-for-profit status, if applicable
- (6) Resumes of up to three key project staff
- (7) Letters of Commitment from all project partners (if the project involves partners)
- (8) Environmental Results, Past Performance & Programmatic Capability Information (see description below for more information)

## **1. Grant Application Forms (All Required)**

- a. Standard Form (SF) 424 - Application for Federal Assistance  
Complete the Standard Form (SF) 424 in its entirety. There are no attachments for this form.
- b. SF424A – Budget Information – Non-Construction Programs
- c. EPA Form 5700-54 - Key Contacts
- d. EPA Form 4700-4 – Preaward Compliance Review Report

## **2. Project Narrative**

If submitting through Grants.gov, this should be submitted using the Project Narrative Attachment Form. If submitting via email, provide the Project Narrative to an attachment to the email. An application narrative outline is included in Attachment A. Applicants must include all information in the Application Narrative Format. The narrative for the application is limited to five single-spaced pages. Excess pages will not be reviewed. The narrative section of the application package must follow the format outline, answer the questions listed, and address all of the application evaluation factors identified in Section V. A copy of your Project Summary, work plan, detailed budget and information describing Environmental Results & Past Performance must also be submitted for each application; these are not considered part of the five-page limitation for the application narrative.

## **3. Work Plan**

If submitting through Grants.gov, this should be submitted using the Project Narrative Attachment Form. If submitting via email, provide the Workplan as an attachment to the email. The work plan should follow the format included in Attachment B. The work plan schedule should align with the information that the applicant includes in the project narrative.

## **4. Budget Detail**

If submitting through Grants.gov, this should be submitted using the Project Narrative Attachment Form. If submitting via email, provide the Budget Detail as an attachment to the email. The applicant should include all information related to the expenses for the proposed project. Please see [RAIN-2019-G02](#) to access [the Interim General Budget Development Guidance for Applicants and Recipients of EPA Financial Assistance](#) for guidance on preparing a budget. Attachment C of this document includes a sample budget detail and narrative.

## **5. Proof of Non-Profit Status**

If submitting through Grants.gov, this should be submitted using the Project Narrative Attachment Form. If submitting via email, provide the Proof of Non-Profit Status as an attachment to the email. All non-profit applicants, except public agencies, municipalities, and Federally recognized Tribes, must attach documentation demonstrating non-profit status or articles of incorporation. Application package submissions without this documentation will not be considered. For more information, please read Section III, A, Eligible Applicants.

## **6. Resumes**

If submitting through Grants.gov, these should be submitted using the Project Narrative Attachment Form. If submitting via email, provide the Resumes as an attachment to the email. The applicant can include up to 3 resumes for key staff that are involved in the proposed project. Each resume should be no more than 2 pages in length and should showcase skills, ability, and experience relevant to the proposed project.

## **7. Commitment Letters**

If submitting through Grants.gov, these should be submitted using the Project Narrative Attachment Form. If submitting via email, provide the Commitment Letters as an attachment to the email. Letters of commitment from all partners collaborating on the project must be

included. Letters must be submitted on letterhead (if applicable), signed by the project partner, and include the partner's telephone number and address. The commitment letters should be addressed to the applicant and be submitted as part of the application package. Commitment letters sent directly to EPA New England will not be accepted. Commitment letters must describe the role of the project partner in the project including any potential funds or resources to support project activities. Applications for projects that have listed partners but do not include commitment letters from every listed project partner will not earn full points under Criterion 4 during the evaluation process. Please do not send letters of general support from others not directly involved in the project; they will not be considered during the evaluation and review process.

#### **8. Environmental Results and Past Performance Information**

If submitting through Grants.gov, this information should be submitted using the Project Narrative Form. If submitting via email, provide the information as an attachment to the email. These issues will be evaluated under Criterion 3 of Section V.

#### **9. Programmatic Capability and Past Performance**

If submitting through Grants.gov, this information should be submitted using the Project Narrative Form. If submitting via email, provide the information as an attachment to the email.

- (i) 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) that your organization performed within the last three years (no more than 5 agreements, and preferably EPA agreements), including grant number, brief description of the grant award and describe whether, and how, you were able to successfully complete and manage those agreements;
- (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; and
- (iii) your organizational experience and plan for timely and successfully achieving the objectives of the proposed project, and your staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them, to successfully achieve the goals of the proposed project. Include a description of the organizational and administrative systems (e.g., accounting programs) that you have in place that will be used to appropriately manage, expend, and account for Federal funds).

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.

### **B. Grants.gov Application Submission Instructions, Dates and Times**

#### **a. Requirement to Submit Through Grants.gov and Limited Exception Procedures**

Applicants may submit application via through Grants.gov, which is the preferred method, or email to [R1hcgrants@epa.gov](mailto:R1hcgrants@epa.gov). Applicants that choose to submit through [Grants.gov](https://www.grants.gov) under this funding opportunity must follow the Grants.gov instructions in this announcement.

## **b. Submission Instructions:**

### **1. SAM.gov (System for Award Management) Registration Instructions**

Organizations applying to this funding opportunity must have an active SAM.gov registration. If you have never done business with the Federal Government, you will need to register your organization in SAM.gov. If you do not have a SAM.gov account, then you will create an account using [login.gov](https://sam.gov/login) to complete your SAM.gov registration. SAM.gov registration is FREE. The process for entity registrations includes obtaining Unique Entity ID (UEI), a 12-character alphanumeric ID assigned an entity by SAM.gov, and requires assertions, representations and certifications, and other information about your organization. Please review the [Entity Registration Checklist](#) for details on this process.

If you have done business with the Federal Government previously, you can check your entity status using your government issued UEI to determine if your registration is active. SAM.gov requires you renew your registration every 365 days to keep it active.

Please note that SAM.gov registration is different than obtaining a UEI only. Obtaining an UEI only validates your organization's legal business name and address. Please review the [Frequently Asked Question](#) on the difference for additional details.

Organizations should ensure that their SAM.gov registration includes a current e-Business (EBiz) point of contact name and email address. The EBiz point of contact is critical for Grants.gov Registration and system functionality.

Contact the [Federal Service Desk](#) for help with your SAM.gov account, to resolve technical issues or chat with a help desk agent: (866) 606-8220. The Federal Service desk hours of operation are Monday - Friday 8am - 8pm ET.

### **2. Grants.gov Registration Instructions**

Once your SAM.gov account is active, you must register in Grants.gov. Grants.gov will electronically receive your organization information, such as e-Business (EBiz) point of contact email address and UEI. Organizations applying to this funding opportunity must have an active Grants.gov registration. Grants.gov registration is FREE. If you have never applied for a federal grant before, please review the [Grants.gov Applicant Registration](#) instructions. As part of the Grants.gov registration process, the EBiz point of contact is the only person that can affiliate and assign applicant roles to members of an organization. In addition, at least one person must be assigned as an Authorized Organization Representative (AOR). Only person(s) with the AOR role can submit applications in Grants.gov. Please review the [Intro to Grants.gov-Understanding User Roles](#) and [Learning Workspace - User Roles and Workspace Actions](#) for details on this important process.

Please note that this process can take a month or more for new registrants. 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 application submission deadline.

Contact [Grants.gov](#) for assistance at 1-800-518-4726 or [support@grants.gov](mailto:support@grants.gov) to resolve technical issues with Grants.gov. 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. The Grants.gov Support Center is available 24 hours a day 7 days a week, excluding federal holidays.

### 3. Application Submission Process

To begin the application process under this grant announcement, go to [Grants.gov](https://www.grants.gov) and click the red "Apply" button at the top of the view grant opportunity page associated with this opportunity.

The electronic submission of your application to this funding opportunity must be made by an official representative of your organization who is registered with Grants.gov and is authorized to sign applications for Federal financial assistance. If the submit button is grayed out, it may be because you do not have the appropriate role to submit in your organization. Contact your organization's EBiz point of contact or contact [Grants.gov](https://www.grants.gov) for assistance at 1-800-518-4726 or [support@grants.gov](mailto:support@grants.gov)

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

### 4. Application Submission Deadline

Your organization's AOR must submit your complete application package electronically to EPA through [Grants.gov](https://www.grants.gov) no later than **May 26, 2023 11:59 PM ET**. Please allow for enough time to successfully submit your application and allow for unexpected errors that may require you to resubmit.

Applications submitted through Grants.gov will be time and date stamped electronically. Please note that successful submission of your application through Grants.gov does not necessarily mean your application is eligible for award. Any application submitted after the application deadline time and date deadline will be deemed ineligible and not be considered.

### C. Technical Issues with Submission

If applicants experience technical issues during the submission of an application that they are unable to resolve, follow these procedures **before** the application deadline date:

1. Contact Grants.gov Support Center **before** the application deadline date.
2. Document the Grants.gov ticket/case number.
3. Send an email with the **EPA-R1-HC-2023** in the subject line to [R1hcgrants@epa.gov](mailto:R1hcgrants@epa.gov) **before** the application deadline time and date and **must** include the following:
  - a. Grants.gov ticket/case number(s)
  - b. Description of the issue
  - c. The entire application package in PDF format.

Without this information, EPA may not be able to consider applications submitted outside of Grants.gov. Any application submitted after the application deadline time and date deadline will be deemed ineligible and **not** be considered.

Please note that successful submission through Grants.gov or email does not necessarily mean your application is eligible for award. Only eligible entities who applications meet the threshold eligibility criteria in Section III.D of this RFA will be evaluated according to the criteria set forth below in Section V. Applications should explicitly address these criteria as part of their application package submittal in the project narrative, following the content requirements set forth in Attachment A.

EPA will make decisions concerning acceptance of each application submitted outside of Grants.gov on a case-by-case basis. EPA will only consider accepting applications that were unable to submit through Grants.gov due to [Grants.gov](https://www.grants.gov) or relevant [SAM.gov](https://www.sam.gov) system issues or for unforeseen exigent circumstances, such as extreme weather interfering with internet access.

Failure of an applicant to submit prior to the application submission deadline date because they did not properly or timely register in SAM.gov or Grants.gov is not an acceptable reason to justify acceptance of an application outside of Grants.gov.

**Application Submission Deadline is May 26, 2023:** Your organization's AOR must submit your complete application package electronically to EPA through [Grants.gov](https://www.grants.gov) or by email no later than **May 26 2023**, 11:59 PM Eastern Time (ET). Please allow for enough time to successfully submit your application and allow for unexpected errors that may require you to resubmit. Applications submitted after the closing date and time will not be considered for funding.

You must submit all of the application materials described in Section IV.A using the Grants.gov application package or by email.

#### **D. Information Sessions**

To answer applicant questions, the Healthy Communities Grant Program will sponsor three webinars to address questions before the application is due. The information sessions are optional, but registration is required for participation. After submitting the registration form, you will receive instructions on how to participate in the webinar. **Please see Attachment D** of this application guidance for the schedule and registration information for the conference calls.

### **SECTION V. APPLICATION REVIEW INFORMATION**

**Note:** Additional provisions that apply to this section can be found at [EPA Solicitation Clauses](#).

#### **A. Evaluation Criteria**

Only eligible entities who applications meet the threshold eligibility criteria in Section III.D of this RFA will be evaluated according to the criteria set forth below. Applications should explicitly address these criteria as part of their application package submittal in the project narrative, following the content requirements set forth in Attachment A. Each application will be rated using a point system. Applications will be evaluated based on a total of 100 points possible.

#### **CRITERION ONE: Healthy Communities (20 points)**

Under this criterion, EPA will evaluate:

**a) How well the applicant demonstrates how the project addresses the Target Investment Area(s), including:**

- How well the applicant identified appropriate Target Investment Areas for the project (4 points)
- How well the applicant included relevant information such as demographics, geographic location, and community history to demonstrate a clear connection with each Target Investment Area identified (4 points)

**b) How well the applicant demonstrates how the project addresses the Target Program Area(s), including:**

- How well the applicant identifies appropriate Target Program Areas for the project (5 points)
- How well the applicant clearly identifies the current/anticipated environmental and/or public health issues the community or target area is currently burdened with (4 points)
- How well the applicant described how the proposed project represents new steps or builds upon other projects addressing the same issue(s) (3 points)

Please review Section I, C, Target Investment Areas & Target Program Areas for detailed descriptions.



## **CRITERION TWO: Measurable Results (32 points)**

Under this criterion, EPA will evaluate:

- a) How well the applicant demonstrates the measurable short-term results that will be achieved, including:**
- How well the key project deliverables (outputs) are clearly identified (5 points)
  - How well the applicant describes whether the key project deliverables are sufficient to achieve the project goals (outcomes) (5 points)
  - How well the workplan provides a clear and reasonable project schedule (5 points)
  - How well the applicant describes how this project improves the environment and/or public health in the short term; for planning and visioning projects, has the applicant clearly outlined the steps to ensure that the plan/vision is implemented (6 points)
  - How well the applicant describes how this project improves the environment and/or public health after the grant period, in the long term (2 points)
- b) How well has the applicant provided quantifiable targets for each Target Program Area identified? (4 points)**
- c) How well the applicant demonstrates how the project team will ensure that data and information is useable, accessible to the public, or is shared with appropriate stakeholders (e.g., local government, residents, etc.), including:**
- How well the applicant describes the plan to keep track of data and information (2 points)
  - How well the applicant describes the plan to ensure to the public, stakeholders, and/or affected community will have access and can benefit from the data, information, and project results (3 points)

## **CRITERION THREE: Organizational Capacity, Programmatic Capability, and Past Performance (20 points)**

Under this criterion, EPA will evaluate:

- a) How well the applicant demonstrates its ability to successfully perform the project, including:**
- How well the applicant describes the issues addressed by their mission and other efforts (3 points)
  - How well the applicant describes how the proposed project fits into the organization's mission and other efforts (3 points)
- b) How well the applicant demonstrates its programmatic capability to successfully perform and manage the proposed project, including:**
- How well the applicant demonstrates the organizational experience and ability to ensure timely and successful achievement of the project's objectives (2 points)
  - How well the applicant demonstrates staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them to successfully achieve the project goals (2 points)
- c) How well the applicant documents and/or reports on progress towards achieving expected results of assistance agreements, including:**
- How well the applicant demonstrates past performance in successfully completing assistance agreements identified in the narrative application in Section IV.A of this announcement (2 points)
  - How well the applicant demonstrates a history of meeting reporting requirements and submitting acceptable final technical reports under these 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 documented and adequately reported why not and how the issue was resolved (2 points)

- d) **How well the applicant describes the approach, procedures, and controls for ensuring that awarded grant funds will be expended in a timely and efficient manner, including:**
- How well the applicant provides budget information that clearly shows how funds will be used (2 points)
  - How well the applicant provides reasonable and allowable project expenses given the proposed activities (2 points)
  - How well the applicant describes the organizational and administrative systems (e.g., accounting programs) they have in place that will be used to appropriately manage, expend, and account for Federal funds in a timely and efficient manner (2 points)

When evaluating applicants under item C of this criterion, the Agency will consider the information provided by the applicant in its application and attachments 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 application and you will receive a neutral score for these subfactors (item c above—a neutral score is half of the total points available in a subset of possible points). If you do not provide any response for these items, you may receive a score of 0 for these factors.

#### **CRITERION FOUR: Community Involvement and Effective Partnerships (20 points)**

Under this criterion, EPA will evaluate:

- a) **How well the applicant demonstrates how they and/or the project partner represent those in the community and/or geographic area who have an interest in or will be affected by the project, including:**
- How well the applicant describes why the organization is working in this area (3 points)
  - The extent to which the applicant and/or project partners represent and/or have experience working in this area (3 points)
- b) **How well the applicant demonstrates what methods will be used for stakeholder involvement to assure that all affected by the project are provided an opportunity to participate, including:**
- The extent to which the project team involve the necessary stakeholders and, if applicable, the extent to which the project components and/or outreach materials be multilingual and culturally competent (4 points)
  - How well the applicant describes why the project's approach will be particularly effective with this area (3 points)
- c) **How well the applicant describe what the project partners will be responsible for as part of the project and identifies what commitments the applicant has secured to ensure the project's success (e.g., letters of commitment). For applications that do not include project partners, to what extent does the applicant demonstrate the right mix of its own staff, skills, and capability to perform the project successfully and effectively without project partners. (7 points)**

Commitment letters from all project partners will be reviewed as part of the evaluation process. Applications for projects that have listed partners but do not include commitment letters from every listed project partner will not earn full points under Criterion 4, question c. If there are no project partners, the applicant must clearly describe why the organization can fulfill the project requirements on its own. Letters of general support from organizations or individuals not directly involved in the project will not be considered during the evaluation and review process.

Please review Section I. B, Target Investment Areas & Target Program Areas and Section IV. B, 8. Commitment Letters for additional information.

### **CRITERION FIVE: Project Evaluation (8 points)**

Under this criterion, EPA will evaluate:

- a) **How effective is the applicant's plan to determine if objectives are being met and incorporate any needed changes to the project?** (4 points)
- b) **To what extent does the applicant describe an acceptable plan to determine and document project effectiveness as a method for evaluating project success?** (4 points)

#### **B. Review and Selection Process**

Only eligible entities whose applications meet the threshold eligibility criteria in Section III of this announcement will be reviewed according to the evaluation criterion set forth below. Applicants should explicitly address these criteria as part of their application package submittal. EPA New England employees across contributing programs will review and evaluate applications. Each application will be rated using the points system listed above, with a total of 100 points possible. An average score will be calculated for each application and then it will be ranked accordingly. The Selection Official will receive a list of the highest ranked applications.

Limited funding is available for qualified projects. EPA New England expects to receive many applications, and it will not be possible to fund all applications received. EPA New England reserves the right to reject all applications and make no grant awards under this announcement.

#### **C. Other Factors**

Final funding decisions will be made by the Selection Official based on the ranking but may also consider other factors including funding availability, geographic diversity of funds, programmatic priorities. Once final decisions have been made, a funding recommendation will be developed and forwarded to the EPA award official.

## **SECTION VI. AWARD ADMINISTRATION INFORMATION**

**Note: Additional provisions that apply to this section can be found at [EPA Solicitation Clauses](#).**

#### **A. Award Notification**

EPA anticipates notification to successful applicants will be made via telephone and/or email by **June 30, 2023**. The notification will be sent to the original signer of the application, or the project contact listed in the application. This notification, which informs the applicant that its application has been selected and is being recommended for award, is not an authorization to begin work. The successful applicant may need to prepare and submit additional documents and forms (e.g., work plan), which must be approved by EPA, before the grant can officially be awarded. The official notification of an award will be made by EPA Region 1's Award Official. 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 time between notification of selection and award of a grant can take up to 90 days or longer.

#### **B. Combining Applications into One Award**

If an applicant submits applications for multiple tasks/ activities under this competition, and is selected for multiple tasks/activities, EPA may award a single assistance agreement that combines separate applications for different tasks/activities.

### **C. Reporting**

All recipients must attend an information session for new recipients and submit semi-annual progress reports and a final report for EPA Project Officer approval. Specific reporting requirements (e.g., Final Technical Report and Financial Status Report) will be described in the award agreement. EPA will collect, evaluate, and disseminate recipients' final reports to serve as model programs. For further information about the contributing programs for the Healthy Communities Grant Program, please visit EPA New England's website at [www.epa.gov/region01](http://www.epa.gov/region01).

### **C. Indirect Costs**

Indirect costs (IDCs) may be budgeted and charged by recipients of Federal assistance agreements in accordance with [2 C.F.R. Part 200](http://www.ecfr.gov/title29/chapterI/part200). EPA's [Indirect Cost Policy for Recipients of EPA Assistance Agreements](#) (IDC Policy) implements the Federal regulations, and applies to all EPA assistance agreements unless there are [statutory or regulatory limits on IDCs](#). See the [Indirect Cost Guidance for Recipients of EPA Assistance Agreements](#) for additional information.

### **E. EPA Requirements for Quality Management Plans and Quality Assurance Plans:**

In accordance with 2 C.F.R. § 1500.12, projects that include the generation or use of environmental data are required to submit a QMP and QAPP. The QMP must document quality assurance policies and practices that are enough to produce data of adequate quality to meet program objectives. The QMP should be prepared in accordance with EPA QA/R-2: EPA Requirements for Quality Management Plans (refer to <https://www.epa.gov/quality/frequent-questions-about-epas-quality-program#tab-11>, Chapter 2). The recipient's QMP should be reviewed and updated annually as needed. The QMP must be submitted to the EPA project officer at least 45 days prior to the initiation of data collection or data compilation.

The recipient must develop and implement quality assurance and quality control procedures, specifications and documentation that are enough to produce data of adequate quality to meet project objectives. The QAPP is the document that provides comprehensive details about the quality assurance/quality control requirements and technical activities that must be implemented to ensure that project objectives are met. The QAPP should be prepared in accordance with EPA QA/R-5: EPA Requirements for Quality Assurance Project Plans. The QAPP must be submitted to the EPA project officer at least 30 days prior to the initiation of data collection or data compilation. Requirements for QAPPs can be found at <https://www.epa.gov/quality/managing-quality-environmental-data-epa-region-1>.

If you have questions regarding QAPP requirements, please contact Nora Conlon of EPA New England at [Conlon.Nora@epa.gov](mailto:Conlon.Nora@epa.gov).

### **F. 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 C.F.R. Parts 30 and 31 have been superseded by regulations in 2 C.F.R. 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 C.F.R. Part 1500, Subpart E.

## **SECTION VII. AGENCY CONTACT**

For all questions and inquiries regarding the Healthy Communities Grant Program, please contact:

|                                 |                                                                            |
|---------------------------------|----------------------------------------------------------------------------|
| Zac Degler                      | Phone: 617-918-1630                                                        |
| EPA New England                 | E-mail: <a href="mailto:Degler.Zachary@epa.gov">Degler.Zachary@epa.gov</a> |
| 5 Post Office Square, Suite 100 |                                                                            |
| Boston, MA 02109-3912           |                                                                            |

# Attachment A

## Project Narrative Format

*[Applicants may use the following optional template for their Project Narrative, answering the questions listed and addressing the evaluation factors identified in Section V of this RFA. The project narrative may not exceed five single-spaced pages in length. Any narrative page(s) over the five-page limit will not be evaluated. Boilerplate text that is bold is encouraged to be included in the narrative to aid the reviewers in effectively reviewing your application.]*

### Healthy Communities

- a) **Describe how the project addresses the Target Investment Area(s), including:**
- Identifying and describing the appropriate Target Investment Areas for the project.
  - Providing relevant information such as demographics, geographic location, and community history to demonstrate a clear connection with each Target Investment Area identified.
- b) **Describe how the project addresses the Target Program Area(s), including:**
- Identifying and describing the appropriate Target Program Areas for the project:
  - Describing the current/anticipated environmental and/or public health issues the community or target area is currently burdened with.
  - Describing how the proposed project represents new steps or builds upon other projects addressing the same issue(s).

Please review Section I. C, Target Investment Areas & Target Program Areas for detailed descriptions.

### Measurable Results

- a) **Describe the measurable short-term results that will be achieved, including:**
- Identifying and describing the key project deliverables (outputs).
  - Describing the key project deliverables and how they are sufficient to achieve the project goals (outcomes).
  - Explaining how the workplan provide a clear and reasonable project schedule.
  - Describing how this project improves the environment and/or public health in the short term. For planning and visioning projects, outline the steps to be taken to ensure that the plan/vision is implemented.
  - Describing how this project improves the environment and/or public health after the grant period, in the long term.
- b) **Identify expected results and provide quantifiable targets, including:**
- Providing quantifiable targets for each Target Program Area identified.
- c) **Describe how the project team will ensure that data and information is useable, accessible to the public, or is shared with appropriate stakeholders (e.g., local government, residents, etc.), including:**
- Describing the plan to keep track of data and information.
  - Describing the plan to ensure to the public, stakeholders, and/or affected community will have access and can benefit from the data, information, and project results.

## Organizational Capacity, Programmatic Capability, and Past Performance

- a) **Describe the applicant's ability to successfully perform the project, including:**
- Describing the issues addressed by the organizational mission and other efforts.
  - Describing how the proposed project fits into the organization's mission and other efforts.
- b) **Describe the applicant's programmatic capability to successfully perform and manage the proposed project, including:**
- Describing the organizational experience and ability to ensure timely and successful achievement of the project's objectives.
  - Describing staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them to successfully achieve the project goals. Resumes will compliment this section of the narrative.
- c) **Describe the applicant's ability to document and/or report on progress towards achieving expected results of assistance agreements; whether or not there was sufficient reporting on performance of those agreements; if progress was not made, document how the issue(s) was resolved, including:**
- Describing past performance in successfully completing assistance agreements identified in the narrative application in Section IV, C of this announcement.
  - Describing a history of meeting reporting requirements and submitting acceptable final technical reports under these 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 documented and adequately reported why not and how the issue was resolved.
- d) **Describe the approach, procedures, and controls for ensuring that awarded grant funds will be expended in a timely and efficient manner, including:**
- Providing accurate budget information clear that clearly shows how funds will be used. *Ensure the Budget attachment complementary addresses this statement.*
  - Provide reasonable and allowable project expenses given the proposed activities. *Ensure the Budget attachment addresses this statement.*
  - Describing the organizational and administrative systems (e.g., accounting programs) are in place that will be used to appropriately manage, expend, and account for Federal funds in a timely and efficient manner.

## Community Involvement and Effective Partnerships

- a) **Describe how applicant and/or the project partner represent those in the community and/or geographic area who have an interest in or will be affected by the project, including:**
- Describing why the organization is working in this area.
  - Describing how the organization and/or project partners represent and/or have experience working in this area.
- b) **Describe what methods will be used for stakeholder involvement to assure that all affected by the project are provided an opportunity to participate, including:**
- Describing the extent to which the project team will involve the necessary stakeholders and to what extent will the project components and/or outreach materials be multilingual and culturally competent?
  - Describing why the project's approach will be particularly effective with this area.
- c) **Describe the other groups that have been identified to be involved in the project, their**

**role and responsibility in the project, and how that will lead to project success. If there are no project partners proposed, then the applicant will be evaluated based on how they demonstrate they can successfully fulfill the project requirements without partners, including:**

- Describing what the project partners will be responsible for as part of the project and identified what commitments the applicant has secured to ensure the project's success (e.g., letters of commitment).
- For applications that do not include project partners, describe the right mix of own staff, skills, and capability to perform the project successfully and effectively without project partners.

### **Project Evaluation**

- a) **Describe the approach to identify challenges and incorporate any needed changes to the project during the project period, including:**
  - Describing the organizational plan to determine if objectives are being met and incorporate any needed changes to the project.
- b) **Describe the plan to evaluate the project results at the end of the project period to demonstrate if the goals were met and to identify what lessons were learned, including:**
  - Describing an acceptable plan to determine and document project effectiveness as a method for evaluating project success.

|                                                                           |
|---------------------------------------------------------------------------|
| <b>Attachment B</b><br><b>Optional Project Work</b><br><b>Plan Format</b> |
|---------------------------------------------------------------------------|

Organization Name:

Project Title:

| Project Activities                                                                                                                               | Contact Person<br>(per Task)                          | Deadline<br>(Month, Day, Year)                                         | Outputs                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------|
| Objective #1:<br>1. Tasks Required<br>- Sub-tasks<br>- Sub-tasks<br><br>2. Tasks Required<br>- Sub-tasks<br><br>3. Tasks Required<br>- Sub-tasks | Key Contact<br><br><br>Key Contact<br><br>Key Contact | October-November 2023<br><br>October 15, 2023<br><br>December 30, 2023 | 1. Outputs<br><br>2. Outputs<br><br>3. Outputs |
| Objective #2:<br>1. Tasks Required<br>- Sub-tasks<br><br>2. Tasks Required<br>- Sub-tasks                                                        | Key Contact<br><br>Key Contact                        | December 15, 2023<br><br>February-March, 2023                          | 1. Outputs<br><br>2. Outputs                   |
| Objective #3:<br>1. Tasks Required<br>- Sub-tasks<br><br>2. Tasks Required<br>- Sub-tasks                                                        | Key Contact<br><br>Key Contact                        | April 15, 2023<br><br>September, 2023                                  | 1. Outputs<br><br>2. Outputs                   |



**Attachment C**

**Optional Budget Detail Format**

| <b>Expenditures</b>                                                              | <b>Amount from EPA</b> | <b>Other Resources</b> | <b>Total Project Budget</b> |
|----------------------------------------------------------------------------------|------------------------|------------------------|-----------------------------|
| 1. Personnel                                                                     |                        |                        |                             |
| 0.5 FTE, Community Outreach Worker<br>20 hrs. per week x 52 weeks @ \$10.00/hour | \$7,200                |                        | \$7,200                     |
| 0.2 FTE, Project Coordinator<br>8 hrs. per week x 52 weeks @ \$12.00/hour        | \$4,992                |                        | \$4,992                     |
| 0.2 FTE, Office Manager<br>8 hrs. per week x 52 weeks @ \$7.00/hour              | \$2,912                |                        | \$2,912                     |
| <b>Total Personnel</b>                                                           | <b>\$15,104</b>        |                        | <b>\$15,104</b>             |
| 2. Fringe Benefits for Personnel at 17%                                          |                        |                        |                             |
| 0.5 FTE, Community Outreach Worker (\$10.00/hour)                                | \$1,224                |                        | \$1,224                     |
| 0.2 FTE, Project Coordinator (\$12.00/hour)                                      | \$849                  |                        | \$849                       |
| 0.2 FTE, Office manager (\$7.00/hour)                                            | \$495                  |                        | \$495                       |
| <b>Total Fringe Benefits</b>                                                     | <b>\$2,468</b>         |                        | <b>\$2,468</b>              |
| 3. Travel                                                                        |                        |                        |                             |
| Local Travel (\$.36/mile)                                                        | \$720                  |                        | \$720                       |
| Two Grantee Meetings in Boston (\$.36/mile)                                      | \$350                  |                        | \$350                       |
| <b>Total Travel</b>                                                              | <b>\$1,070</b>         |                        | <b>\$1,070</b>              |
| 4. Equipment*                                                                    | \$0                    |                        | \$0                         |
| 5. Supplies                                                                      |                        |                        |                             |
| Printer Paper (25 cases @ \$10.00)                                               | \$250                  |                        | \$250                       |
| Pens/Pencils/Folders                                                             |                        | \$250                  | \$250                       |
| Parent Workshop Training Kits                                                    | \$1,266                |                        | \$1,266                     |
| <b>Total Supplies</b>                                                            | <b>\$1,516</b>         | <b>\$250</b>           | <b>\$1,766</b>              |
| 6. Other Expenses                                                                |                        |                        |                             |
| Printing brochures                                                               | \$250                  | \$500                  | \$750                       |
| Postage for mailings                                                             | \$900                  |                        | \$900                       |
| Telephone & Internet Access                                                      | \$230                  | \$400                  | \$630                       |

|                                       |                 |                |                 |
|---------------------------------------|-----------------|----------------|-----------------|
| Youth Stipends (5 youth @ \$100 each) | \$500           |                | \$500           |
| Project Partner Organization          |                 | \$100          | \$100           |
| <b>Total Other</b>                    |                 | <b>\$1,000</b> |                 |
| 7. Contractual**                      |                 |                |                 |
| 8. Indirect***                        |                 |                |                 |
| Rate of 10%                           |                 |                |                 |
| <b>TOTAL PROJECT BUDGET *****</b>     | <b>\$25,000</b> | <b>\$1,250</b> | <b>\$26,250</b> |

\* 2 C.F.R. § 200.1 defines equipment as being items costing \$5,000 or greater. Equipment must be dedicated for this project and carefully justified in the budget narrative.

\*\* Indicate proposed contractual items that are necessary to carry out the project's objectives. Specify in budget narrative how contractual funds will be used. Be advised that actual vendors should not be listed in your application as you will be required to competitively select your vendors.

\*\*\* Organization must provide documentation of a federal approved indirect cost rate (percentage) reflective of proposed project/grant period. Applicant should indicate if organization is in negotiations with appropriate federal agency to obtain a rate. See [RAIN-2019-G02](#) for guidance about indirect costs.

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

**Attachment D  
Information Session  
Registration**

EPA New England will sponsor two Microsoft Teams Information Sessions for potential applicants. The webinars are an opportunity to get more information about the EPA programs working in target investment areas across New England and learn more about the grant application process and the Healthy Communities Grant Program. Participation is optional, but RSVPs are required.

Webinars will be held on April 25, 27 and May 11, 2023

To register for one of the conference calls, please email ([degler.zachary@epa.gov](mailto:degler.zachary@epa.gov)) all necessary information below or fax (617-918-0630) your completed registration form. Instructions for participating will be emailed to you once your registration form is received.

If you have questions, please contact Zac Degler at (617) 918-1630.

-----  
Healthy Communities Grant Program  
Information Session Registration Form

Name(s): \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

Email Address: \_\_\_\_\_

Please select one of the following options for conference call participation.  
Please indicate 1st and 2nd choice.

\_\_\_\_\_ April 25, 2023 1:00 PM – 3:00 PM

\_\_\_\_\_ April 27, 2023 10:00 AM – 12:00 PM

\_\_\_\_\_ May 11, 2023 10:00 AM – 12:00 PM

**Attachment E**  
**Checklist of**  
**Required Materials**

- \_\_\_\_\_ Completed Standard Forms including the SF424, SF424A, Key Contacts and the Preaward Compliance Report.
- \_\_\_\_\_ Application Narrative (No more than five single-spaced pages)
- \_\_\_\_\_ Healthy Communities Work Plan
- \_\_\_\_\_ Budget Detail
- \_\_\_\_\_ Proof of non-profit or not-for-profit status.
- \_\_\_\_\_ Letters of commitment from all project partners. Letters must specify the nature and must commit the organization's availability to the project.
- \_\_\_\_\_ Maximum of three (3) resumes for key project staff.
- \_\_\_\_\_ Environmental Results, Past Performance & Programmatic Capability Information

Please note: Attachment E (this list) does not need to be included with the application submission.