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Part III

Environmental Protection Agency

Environmental Education Grants Program (FY 1999), Solicitation; Notice

ENVIRONMENTAL PROTECTION AGENCY

[FRL–6151–7]

Solicitation Notice; Environmental Education Grants Program (Fiscal Year 1999)

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Section I. Overview and Deadlines

A. Purpose of Solicitation

This document solicits grant proposals from education institutions, environmental and educational public agencies, and not-for-profit organizations to support environmental education projects, as defined in this document. This solicitation notice contains all the information and forms necessary to prepare a proposal. If your project is selected as a finalist after the evaluation process is concluded, EPA will provide you with additional forms needed to process your proposal.

The Environmental Education Grants Program provides financial support for projects which design, demonstrate, or disseminate environmental education practices, methods, or techniques. This program is authorized under section 6 of the National Environmental Education Act of 1990 (the Act) (Pub. L. 101–619). EPA anticipates funding of approximately $3 million for this annual grant cycle, subject to appropriations and the availability of funds. The Act requires that 25% of available funds go to small grants of $5,000 or less and sets a maximum limit of $250,000 for a single grant. These grants require non-federal matching funds for a minimum of 25% of the total cost of the project.

B. Environmental Education Versus Information

Environmental education: increases public awareness and knowledge about environmental issues; provides the public with the skills needed to make informed decisions and take responsible actions; enhances critical-thinking, problem-solving, and effective decision-making skills; and teaches individuals to weigh various sides of an environmental issue to make informed and responsible decisions. *Environmental education does not advocate a particular viewpoint or course of action.*

EPA will not fund projects that are solely designed to develop or disseminate environmental ''information.'' Environmental information provides facts or opinions about environmental issues or problems, but may not enhance critical-thinking, problem-solving, or decision-making skills. Although information is an essential element of any educational effort, environmental information is not, by itself, environmental education.

C. Due Date and Grant Schedule

An original proposal signed by an authorized representative *plus two copies,* must be mailed to EPA postmarked no later than *November 16, 1998.* Proposals which are postmarked after that date will not be considered for funding. EPA expects to announce the grant awards in the late Spring of 1999. Applicants should anticipate project start dates no earlier than Summer and, for planning purposes, may use July 1, 1999, as the earliest start date.

D. Addresses for Mailing Proposals

Proposals requesting over $25,000 in federal environmental education grant funds must be mailed to EPA headquarters in Washington, DC; proposals requesting $25,000 or less must be mailed to the EPA regional office where the project takes place. The headquarters address and the list of regional office mailing addresses by state is included at the end of this document. Proposals submitted to EPA headquarters and regional offices will be evaluated using the same criteria, as defined in sections IV and V of this solicitation.

E. Funding Limits Per Proposal

Since implementation of this grants program in 1992, there has been a great deal of public enthusiasm for developing environmental education projects. Consequently, EPA has consistently received many more applications for these grants than can be supported with available funds. The competition for grants is intense, especially at headquarters where in past years approximately 5% of proposals received have been funded. Regional offices generally fund about 10% of proposals they receive for over $5,000 and more than 15% of proposals for $5,000 or less.

Although the Act sets a maximum limit of $250,000 in environmental education grant funds for any one project, because of limited funds, EPA prefers to award smaller grants to more recipients. Proposals submitted to the EPA Regions have a better chance of being funded, in part because under section 6(i) of the Act, EPA is required to award 25% of the total amount of its grant funds for ''small projects'' which request $5,000 or less. Consequently, many regional grants are for $5,000 or less. You will significantly increase your chance of being funded if you request $5,000 or less from a Regional Office or $150,000 or less from headquarters.

Section II. Eligible Applicants and Activities

F. Eligible Applicants

Any local or tribal government education agency, state government education or environmental agency, college or university, not-for-profit organization as described in section 501 (C)(3) of the Internal Revenue Code, or noncommercial educational broadcasting entity may submit a proposal. A teacher's school district, an educator's nonprofit organization, or a faculty member's college or university may apply, but an individual teacher, educator, or faculty member *may not.* These terms are defined in section 3 of the Act and 40 CFR 47.105. ''Tribal education agency'' means a school or community college which is controlled by an Indian tribe, band, or nation, which is recognized as eligible for special programs and services provided by the United States to Indians because of their status as Indians and which is not administered by the Bureau of Indian Affairs.

G. Multiple or Repeat Proposals

An organization may submit more than one proposal if the proposals are for different projects. No organization will be awarded more than one grant for the same project during the same fiscal year. Applicants who were awarded funds in the past may submit new proposals to expand a previously funded project or to fund an entirely different one. Each new proposal will be evaluated based upon the specific criteria set forth in this solicitation and in relation to the other proposals received in this fiscal year. Due to limited resources, EPA does not generally sustain projects beyond the initial grant period. This grant program is geared toward providing seed money to initiate new projects or to advance existing projects that are ''new'' in some way, such as reaching new audiences or new locations. If you have received a grant from this program in the past, it is essential that you explain how your current proposal is ''new.''

H. Eligible Activities

As specified under the Act, environmental education activities that are eligible for funding under this program include, but are not limited to, the following:

1. Training or educating teachers, faculty, or related personnel;
2. Designing and demonstrating field methods, educational practices and techniques, including assessing environmental and ecological conditions or specific environmental issues or problems;
3. Designing, demonstrating, or disseminating environmental curricula (see next paragraph); and
4. Fostering international cooperation in addressing environmental issues and problems in the United States, Canada, and/or Mexico.

Curricula: Regarding Item 3 above, EPA strongly encourages applicants to demonstrate or disseminate existing environmental curricula rather than designing new curricula because experts indicate that a significant amount of quality curricula have already been developed and are under-utilized. EPA will consider funding new curricula only where the applicant demonstrates that there is a need (e.g., that existing curricula cannot be adapted well to a particular local environmental concern or audience, or existing curricula are not otherwise accessible). The applicant must specify what steps they have taken to determine this need (e.g., you may cite a conference where this need was discussed, the results of inquiries made within your community or with various educational institutions, or a research paper or other published document).

I. Ineligible Activities

Environmental education funds cannot be used for:

1. Construction projects;
2. Technical training of environmental management professionals;
3. Non-educational research and development; and/or
4. Environmental information projects that have no educational component, as described in section IB.

Regarding Item (1) above, EPA will not fund construction activities such as the acquisition of real property (e.g., buildings) or the construction or modification of any building. EPA may, however, fund activities such as creating a nature trail or building a bird watching station as long as these items are an integral part of the environmental education project, and the cost is a relatively small percentage of the total amount of federal funds requested.

Section III. Funding Priorities

J. Educational Priorities

All proposals must satisfy the definition of ''environmental education'' under section IB and also address one of the following educational priorities. Headquarters will fund the larger grants (over $25,000) that address any of the four categories listed below; and regional offices will fund the smaller grants ($25,000 or less) in any of seven categories listed below. The order of the list is random and does not indicate a ranking.

Headquarters Priorities

(1) Health: Educating teachers, students, parents, community leaders, or the public about human-health threats from environmental pollution, *especially as it affects children.*

(2) Capacity Building: Increasing state, local, or tribal capacity to develop and deliver coordinated environmental education programs.

(3) Education Reform: Utilizing environmental education as a catalyst to advance state, local, or tribal education reform and improvement goals.

(4) Community Issues: Designing and implementing model projects to educate the public about environmental issues in their communities through community-based organizations or through print, film, broadcast, or other media.

Regional Office Priorities

(1) Health: Educating teachers, students, parents, community leaders, or the public about human-health threats from environmental pollution, *especially as it affects children.*

(2) Capacity Building: Increasing state, local, or tribal capacity to develop and deliver coordinated environmental education programs.

(3) Education Reform: Utilizing environmental education as a catalyst to advance state, local, or tribal education reform and improvement goals.

(4) Community Issues: Educating the public about environmental issues in their communities through community-based organizations or through print, film, broadcast, or other media.

(5) Teaching Skills: Educating teachers, faculty, or nonformal educators about environmental issues to improve their environmental education teaching skills (e.g., through workshops).

(6) Career Development: Educating students in formal or nonformal settings about environmental issues to encourage environmental careers.

(7) Environmental Justice: Educating low-income or culturally-diverse audiences about environmental issues, thereby advancing environmental justice.

Definitions

The terms used above and in section IV are defined as follows:

Wide application pertains to a project that targets a large and diverse audience in terms of numbers or demographics; or that can serve as a model program elsewhere.

Environmental issue is one of importance to the community, state, or region being targeted by the project (e.g., one community may have significant air pollution problems which makes teaching about human health effects from it and solutions to air pollution important, while rapid development in another community may threaten a nearby wildlife habitat, thus making habitat or ecosystem protection a high priority issue.)

Partnerships refers to the forming of a collaborative working relationship between two or more organizations such as governmental agencies, not-for-profit organizations, educational institutions, and/or the private sector. It may also refer to intra-organizational unions such as the science and art departments within a university collaborating on a project.

Building state, local, or tribal capacity refers to developing or improving the infrastructure needed to enhance the coordinated delivery of environmental education at the state, local, or tribal level. This should involve a coordinated effort by the major education and environmental education providers from the respective state, locality, or tribe in the planning and implementation of the project (e.g., state education and natural resource departments, local school districts and boards, professional education and environmental education associations or coordinating councils, as well as nonprofit education and environmental education organizations) and may also include other types of organizations and private businesses as partners. Examples of how to build state, local, or tribal capacity include, but are not limited to, the following:

—Identifying and assessing needs and setting priorities;
—Evaluating current programs and links among programs;
—Developing and implementing coordinated strategic plans;
—Identifying funding sources and creating grant programs;
—Identifying existing resources, developing databases of such resources, and disseminating these resources and information;

—Establishing or enhancing on-line communications to facilitate networking among organizations;
—Ensuring sustained professional development activities; and/or
—Holding leadership seminars and other types of training.

Education reform and improvement refers to state, local, or tribal efforts to improve student academic achievement and to equip students with the necessary knowledge and skills to be lifelong learners. Your proposal should clearly describe what your state, local, or tribal educational reform and improvement needs and goals are, and how they relate to your environmental education project. Examples of possible reform and improvement strategies to which the proposed environmental education program might be linked include, but are not limited to, the following:

—Curricular and instructional innovations, such as more emphasis on inquiry and problem-solving;
—Learning experiences that have practical application in the real world;
—Project-based learning;
—Team building and group decision-making;
—Interdisciplinary study;
—Development of new high content and performance standards;
—Design of corresponding assessment systems and the realignment of curriculum and instructional practice to the new high standards and assessment systems;
—Use of technology in promoting learning;
—Implementation of sustained and intensive professional development activities; and/or
—Creation of family and community partnerships.

Human health threats from environmental pollution as used here is intended to address recommended actions stated in EPA's ''National Agenda to Protect Children's Health from Environmental Threats.'' The action reads as follows ''We call on American parents, teachers and community leaders to take personal responsibility for learning about the hazards that environmental problems pose to our children—and provide them with the information they need to help protect children from those risks at home, at school and at play. An informed, involved local community does a better job of making environmental decisions than a distant bureaucracy—and never more so than when it comes to our children. Parents, teachers and community leaders can and should play a vital, day-to-day role in learning about the particular environmental hazards their children face in their own communities, and then use that knowledge to make more informed decisions that prevent environmental health problems and protect children.'' Therefore, through this solicitation, EPA encourages environmental education projects to educate the public about environmental hazards and how to minimize human exposure to preserve good health.

Environmental justice refers to EPA's goal to encourage applicants to submit proposals that include efforts to target low-income and culturally-diverse populations, thereby promoting environmental justice. The term environmental justice refers to the fair treatment of people of all races, cultures, and income with respect to the development, implementation and enforcement of environmental laws, regulations, and policies. Fair treatment means that no racial, ethnic, or socioeconomic group should bear a disproportionate share of the negative environmental consequences that might result from the operation of industrial, municipal, and commercial enterprises and from the execution of federal, state, local, and tribal programs and policies. An example would be an education project directed at an environmental problem with a disproportionately high and adverse human health or environmental impact on a low-income or culturally-diverse community.

Section IV. Requirements for Proposals and Matching Funds

K. Contents of Proposal

The proposal must contain two standard federal forms, a work plan with a detailed budget, and appendices, as described below:

Federal Forms: Application for Federal Assistance (SF–424) *and Budget Information* (SF–424A): The SF–424 and SF–424A are required for all federal grants and must be submitted as part of your proposal. These forms, along with instructions and samples, are included at the end of this document. Only finalists will be asked to submit additional federal forms needed to process their proposal.

Work Plan: A work plan describes your proposed project. It must include and be formatted according to all five sections described below. When the proposals are scored, the total number of points possible for each proposal is 100. Each of the following five sections of the work plan are assigned points which add up to 90. Reviewers will be given the flexibility to provide up to 10 extra points for exceptional projects based upon the overall quality of the proposal, evidence that educational priorities will be effectively advanced by the project, and that it will provide a good return on the investment. Examples of factors for extra points include strong partnerships, creative use of resources, innovativeness, and sustainability of the project.

1. *Project Summary:* Provide an overview of your entire project in this format. The summary must briefly cover the following and fit on *one page:*

(a) *Organization:* Describe your organization (and list your key partners for this grant, if applicable). Partnerships are encouraged and considered to be a major factor in the success of projects.

(b) *Summary Statement:* Provide an overview of your project that explains the concept and your goals and objectives. This should be a very basic explanation in layman's terms to provide a reviewer with an understanding of the purpose and expected outcome of your educational project.

(c) *Educational Priority:* Identify which priority listed in section III you will address, such as education reform. Proposals may address several educational priorities, however, EPA cautions against losing focus on projects. Evaluation panels often select projects with a clearly defined purpose, rather than projects that attempt to address multiple priorities at the expense of a quality outcome.

(d) *Delivery Method:* Explain how you will reach your audience, such as workshops, conferences, interactive programs, etc.

(e) *Audience:* Describe the demographics of your target audience including the number and types you expect to reach, such as, teachers, students, specific grade levels, ethnic composition, members of the general public, etc.

(f) *Costs:* List the types of activities for which the EPA portion of grant funds will be spent.

The project summary will be scored on how well you provide an overview of your entire project using the topics stated above.

Project Summary Maximum Score: 10 points.

2. *Project Description:* Describe precisely what your project will achieve—how, when, why, and who will benefit. Explain the strategy, objectives, activities, delivery methods, and outcomes in enough detail to answer a grant reviewer's questions. Include a ''time line'' to link your activities and products to a clear project

schedule and lay them out over the months of your budget period.

This subsection will be scored on how clearly you describe your project and how effectively your project meets the following criteria:

(a) addresses an educational priority listed in section III, such as education reform or children's health; and addresses an environmental issue, such as clean air, ecosystem protection, or cross-cutting issues; and explains their importance to your community, state, or region;

(b) establishes realistic goals and objectives;

(c) identifies its target audience and demonstrates an understanding of the needs of that audience, including cultural diversity where appropriate;

(d) uses an effective delivery method for reaching the target audience, and also has the potential for wide application; and

(e) demonstrates that it uses or produces quality educational products or methods which teach critical-thinking, problem-solving, and decision-making skills.

Project Description Maximum Score: 50 points (10 points for each of the five elements identified above).

3. *Project Evaluation:* Explain how you will ensure that you are meeting the goals and objectives of your project. Evaluation plans may be quantitative and/or qualitative and may include, for example, surveys, observation, or outside consultation.

The project evaluation will be scored on the extent to which your plan will: (a) measure the project's effectiveness; and (b) apply evaluation data gathered during your project to strengthen it.

Project Evaluation Maximum Score: 10 points (5 points for each of the two elements identified above).

4. *Budget:* Describe how EPA funds and non-federal matching funds will be used for personnel/salaries, fringe benefits, travel, equipment, supplies, contract costs, and indirect costs. Include a table which lists each major proposed activity, and the amount of EPA funds and/or matching funds that will be spent on each activity. Smaller grants with uncomplicated budgets may have a table that lists only a few activities. Budget periods not to exceed *one-year* are preferred by EPA for all grants and are mandatory for small grants of $5,000 or less. Budget periods for larger grants cannot exceed two years.

Please Note the following funding restrictions:

—Indirect costs may be requested *only* if your organization has already negotiated and received a currently valid ''indirect cost rate'' from a cognizant federal agency.

—Funds for salaries and fringe benefits may be requested *only* for those personnel who are directly involved in implementing the proposed project and whose salaries and fringe benefits are directly related to specific products or outcomes of the proposed project. EPA strongly encourages applicants to request competitive amounts of funding for salaries and fringe benefits.

—EPA will not fund the acquisition of real property (including buildings) or the construction or modification of any building.

Matching Funds Requirement: Non-federal matching funds of *at least* 25% of the *total cost* of the project are required, and EPA encourages matching funds of greater than 25%. The 25% match may be provided by the applicant or another organization or institution, and may be provided in cash or by in-kind contributions and other non-cash support. In-kind contributions often include salaries or other verifiable costs and this value must be carefully documented. In the case of salaries, applicants may use either minimum wage or fair market value.

IMPORTANT: The matching non-federal share is a percentage of the *entire cost* of the project. For example, if the 75% federal portion is $5,000, then the entire project should, at a minimum, have a budget of $6,667, with the recipient providing a contribution of $1,667. To assure that your match is sufficient, simply divide the Federally requested amount by three. Your match must be at least one-third of the requested amount to be sufficient. All grants are subject to federal audit.

Other Federal Funds: You may use other federal funds in addition to those provided by this program, but only for different activities. You may not use any federal funds to meet any part of the required 25% match described above, unless it is specifically authorized by statute. If you have already been awarded federal funds for a project for which you are seeking additional support from this program, you must indicate those funds in the budget section of the work plan. You must also identify the project officer, agency, office, address, phone number, and the amount of the federal funds.

This subsection will be scored on: (a) how well the budget information clearly and accurately shows how funds will be used; *and* (b) whether the funding request is reasonable given the activities proposed.

Budget Maximum Score: 10 points (5 points for each of the two elements identified above).

5. *Appendices:* Key Personnel and Letters of Commitment: Attach one or two page resumes for up to three key personnel implementing the project. If there are partners, include one page letters of commitment from partners *explaining their role* in the proposed project. Do *not* include letters of endorsement or recommendation; they will not be considered in evaluating proposals. Please do not submit other appendices or attachments such as video tapes or sample curricula.

This subsection will be scored based upon whether resumes of key personnel are included and whether the key personnel are qualified to implement the proposed project. In addition, the score will reflect whether letters of commitment are included (if partners are used) and the extent to which a firm commitment is made.

Appendices Maximum Score: 10 points.

L. Page Limits

Work plan page limits are based on dollar amounts requested as follows:

1. *$25,000 or less:* EPA Regional Offices prefer a work plan of 3 pages, but will accept up to 5 pages.

2. *Above $25,000:* EPA Headquarters will accept a work plan of up to 10 pages.

These page limits apply to Parts 1, 2, and 3 of the Work Plan, (i.e., the Summary, Project Description, and Project Evaluation). Parts 4 and 5 (i.e. Budget and Appendices) are not included in these page limits. ''One page'' refers to one side of a single-spaced typed page. The pages must be letter sized (8 ½ × 11 inches), with margins at least an inch wide and with normal type size, rather that extremely small type.

M. Submission Requirements and Copies

The applicant must submit one original and *two* copies of the proposal (a signed SF–424, an SF–424A, a work plan, a budget, and appendices). To conserve paper, please provide double-sided copies of the proposal.

Do *not* include other attachments such as cover letters, tables of contents, or appendices other than resumes and letters of commitment. The SF–424 should be the first page of your proposal and must be signed by a person authorized to receive funds. Blue ink for signatures is preferred. Proposals must be reproducible; they should not be bound. They should be stapled or clipped once in the upper left hand

corner, on white paper, and with page numbers. Mailing addresses are listed at the end of this document.

N. Regulatory References

The Environmental Education Grant Program Regulations, published in the **Federal Register** on March 9, 1992, provide additional information on EPA's administration of this program (57 FR 8390; Title 40 CFR, part 47 or 40 CFR part 47). Also, EPA's general assistance regulations at 40 CFR part 31 applies to state, local, and Indian tribal governments and 40 CFR part 30 applies to all other applicants such as nonprofit organizations.

Section V. Review and Selection Process

O. Proposal Review

Proposals will be reviewed in two phases—the screening phase and the evaluation phase. During the screening phase, proposals will be reviewed to determine whether they meet the basic requirements of this document. Only those proposals which meet all of the basic requirements will enter the full evaluation phase of the review process. During the evaluation phase, proposals will be evaluated based upon the quality of their work plans. Reviewers conducting the screening and evaluation phases of the review process will include EPA officials and external environmental educators approved by EPA. At the conclusion of the evaluation phase, the reviewers will score work plans based upon the scoring system described in more detail in section IV. In summary, the maximum score of 100 points can be reached as follows:

(1) Project Summary—10 Points
(2) Project Description—50 Points
(3) Project Evaluation—10 Points
(4) Budget—10 Points
(5) Appendices—10 Points
(6) Bonus Points—10 Points (Reviewers grant these for excellent proposals)

P. Final Selections

After individual projects are evaluated and scored by reviewers, as described under section IV, EPA officials in the regions and at headquarters will select a diverse range of finalists from the highest ranking proposals. In making the final selections, EPA will take into account the following:

(1) Effectiveness of collaborative activities and partnerships, as needed to successfully develop or implement the project;
(2) Environmental and educational importance of the activity or product;
(3) Effectiveness and of the delivery mechanism (i.e., workshop, conference, etc.);
(4) Cost effectiveness of the proposal; and
(5) Geographic distribution of projects.

Q. Notification to Applicants

Applicants will receive a confirmation that EPA has received their proposal once EPA has received all proposals and entered them into a computerized database, usually within two months of receipt. EPA will notify applicants about the outcome of their proposal when grant awards are announced in late spring or early summer.

Section VI. Grantees Responsibilities

R. Responsible Officials

The Act requires that projects be performed by the applicant or by a person satisfactory to the applicant and EPA. All proposals must identify any person other than the applicant who will assist in carrying out the project. These individuals are responsible for receiving the grant award agreement from EPA and ensuring that all grant conditions are satisfied. Recipients are responsible for the successful completion of the project.

S. Incurring Costs

Grant recipients may begin incurring costs on the start date identified in the EPA grant award agreement. Activities must be completed and funds spent within the time frames specified in the document.

T. Reports and Work Products

Specific reporting requirements will be identified in the EPA grant award agreement. Grant recipients with a federal environmental education grant greater than $25,000 will be required to submit semi-annual progress reports; and grantees for less may be required to submit semi-annual reports. Grant recipients will submit two copies of their final report and two copies of all work products to the EPA project officer within 90 days after the expiration of the budget period. This report will be accepted as the final report unless the EPA project officer notifies you that changes must be made.

EPA plans to assemble a library of final reports and work products at headquarters in Washington, D.C. EPA also plans to evaluate these final reports and work products and disseminate those that serve as model programs.

Section VII. Other Information and Mailing List

U. Internet Access

You can view and download this solicitation notice, a list of EPA environmental education contacts, tips for developing successful grant applications, descriptions of past projects funded under this program, and other education resource materials at: http://www.epa.gov/enviroed. In addition, a tutorial for grant applicants is available at: http://www.epa.gov/seahome/grants/src/grant.htm.

If you receive this solicitation electronically and if the standard federal forms for Application (SF–424) and Budget (SF–424A) are not available or cannot be printed, you may locate them the following ways (but please read our instructions which have been modified somewhat): the **Federal Register** in which this document is published contains the forms and is available to be copied at many public libraries; many federal offices use the forms and have copies available; or you may call or write the appropriate EPA office listed at the end of this document.

V. Other Funding

Please note that this is a very competitive grants program. Limited funding is available and many grant applications are expected to be received. Therefore, the Agency cannot fund all applications. If your project is not funded, you may wish to review a listing of other EPA grant programs in the *Catalog of Federal Domestic Assistance.* This publication is available at local libraries, colleges, and universities.

W. Classification of Notice

Under 5 U.S.C. 801(a)(1)(A) as added by the Small Business Regulatory Enforcement Fairness Act of 1996, EPA submitted a report containing this rule and other required information to the U.S. Senate, the U.S. House of Representatives, and the Comptroller General of the General Accounting Office prior to publication of this rule in today's **Federal Register**. This rule is not a ''major rule'' as defined by 5 U.S.C. 804(2).

The Office of Management and Budget (OMB) has approved the information collection requirements contained in this solicitation under the provisions of the Paperwork Reduction Act, 44 U.S.C. 3501 *et seq.* and has assigned OMB control number 2030–0006.

X. Mailing list for Year 2000 Environmental Education Grants

EPA develops an entirely new mailing list for the grants program each year. The Fiscal Year 2000 mailing list will automatically include all applicants who submit proposals for a 1999 grant and anyone who specifically requests the next Solicitation Notice. If you do not submit a proposal for 1999 and wish to be added to our future mailing list, mail your request—please do not telephone—along with your name, organization, address, and phone number to: Environmental Ed Grant Program (Year 2000), Office of Environmental Education (1704), EPA, 401 M Street, S.W., Washington, D.C. 20460.

Dated: August 19, 1998.

Diane H. Esanu,

Acting Deputy Associate Administrator, Office of Communications, Education, and Media Relations.

Mailing Addresses and Information

Applicants who need more information about this grant program or clarification about specific requirements in this Solicitation Notice, may contact the EPA Environmental Education Division in Washington, D.C. for grant requests of more than $25,000 or their EPA regional office for grant requests of $25,000 or less.

U.S. EPA Headquarters—For Proposals Requesting More than $25,000

Mail proposals to: Environmental Education Grant Program, Office of Environmental Education (1704), 401 M Street, S.W., Washington, D.C. 20460.

Information: Diane Berger and Sheri Jojokian, Environmental Education Specialists, 202–260–8619.

U.S. EPA Regional Offices—For Proposals Requesting $25,000 or Less

Mail the proposal to the Regional Office where the project will take place, rather than where the applicant is located, if these locations are different.

EPA Region I—CT, ME, MA, NH, RI, VT

Mail proposals to: U.S. EPA, Region I, Env Ed Grants, Grants Management Office, JFK Federal Building (MGM), Boston, MA 02203

Hand-deliver to: One Congress Street, 11th Floor Mail Room, Boston, MA (M–F 8 am–4 pm)

Information: Kristen Conroy, Enviro Ed Office, 617–565–3618

EPA Region II—NJ, NY, PR, VI

Mail proposals to: U.S. EPA, Region II, Env Ed Grants, Grants and Contracts Management Branch, 290 Broadway, 27th Floor, New York, NY 10007–1866

Information: Teresa Ippolito, EE Coordinator, 212–637–3671

EPA Region III—DC, DE, MD, PA, VA, WV

Mail proposals to: U.S. EPA, Region III, Env Ed Grants, Grants Management Section (3PM70), 1650 Arch Street, Philadelphia, PA 19103–2029

Information: Nan Ides, Enviro Ed Office, 215–814–5546

EPA Region IV—AL, FL, GA, KY, MS, NC, SC, TN

Mail proposals to: U.S. EPA, Region IV, Env Ed Grants, Office of Public Affairs, 61 Forsyth Street, S.W., Atlanta, GA 30303

Information: Janie Foy, EE Office, 404–562–8432

EPA Region V—IL, IN, MI, MN, OH, WI

Mail proposals to: U.S. EPA, Region V, Env Ed Grants, Grants Management Section (MC–10J), 77 West Jackson Boulevard, Chicago, IL 60604

Information: Julie Moriarty, EE Office, 312–353–5789

Region VI—AR, LA, NM, OK, TX

Mail proposals to: U.S. EPA, Region VI, Env Ed Grants (6XA), 1445 Ross Avenue, Dallas, TX 75202

Information: Jo Taylor, EE Grants Coordinator, 214–665–2204

Region VII—IA, KS, MO, NE

Mail proposal to: U.S. EPA, Region VII, Env Ed Grants, Office of External Programs, 726 Minnesota Avenue, Kansas City, KS 66101

Information: Rowena Michaels, EE Coordinator, 913–551–7003

Region VIII—CO, MT, ND, SD, UT, WY

Mail proposals to: U.S. EPA, Region VIII, Env Ed Grants, 999 18th Street (80C), Denver, CO 80202–2466

Information: Cece Forget, EE Coordinator, 303–312–6605

Region IX—AZ, CA, HI, NV, American Samoa, Guam, Northern Marianas

Mail proposals to: U.S. EPA, Region IX, Env Ed Grants, Office of Communications and Government Relations (CGR–3), 75 Hawthorne Street, San Francisco, CA 94105

Information: Matt Gaffney, Office of Communications and Government Relations (OCGR), 415–744–1166

Region X—AK, ID, OR, WA

Mail proposals to: U.S. EPA, Region X, Env Ed Grants, Public Environmental Resource Center, 1200 Sixth Avenue (EXA–124), Seattle, WA 98101

Information: Sally Hanft, EE Coordinator, 1–800–424–4EPA, 206–553–1207

Instructions for the SF–424—Application

This is a standard Federal form to be used by applicants as a required face sheet for the Environmental Education Grants Program. These instructions have been modified for this program only and do *not* apply to any other Federal program.

1. Check the box marked ''Non-Construction'' under ''Application.''
2. Date application submitted to Federal agency (or State if applicable) and applicant's control number (if applicable).
3. State use only (if applicable).
4. If you are currently funded for a related project, enter present Federal identifier number. If not, leave blank.
5. Legal name of applicant organization, name of primary organizational unit which will undertake the grant activity, complete address of the applicant organization, and name and telephone number of the person to contact on matters related to this application.
6. Enter Employer Identification Number (EIN) as assigned by the Internal Revenue Service. You can obtain this number from your payroll office. It is the same Federal Identification Number which appears on W–2 forms. If your organization does not have a number, you may obtain one by calling the Taxpayer Services number for the IRS.
7. Enter the appropriate letter in the space provided.
8. Check the box marked ''new'' since all proposals must be for new projects.
9. Enter U.S. Environmental Protection Agency.
10. Enter 66.951 Environmental Education Grants Program
11. Enter a brief descriptive title of the project.
12. List only the largest areas affected by the project (e.g., State, counties, cities).
13. Self-explanatory (see section IV, K4 in Solicitation Notice).
14. In (a) list the Congressional District where the applicant organization is located; and in (b) any District(s) affected by the program or project. If your project covers many areas, several congressional districts will be listed. If it covers the entire state, simply put in STATEWIDE. If you are not sure about the congressional district, call the County Voter Registration Department.
15. Amount requested or to be contributed during the funding/budget period by each contributor. Line (a) is for the amount of money you are requesting from EPA. Lines (b–e) are for the amounts either you or another organization are providing for this project. Line (f) is for any program income which you expect will be generated by this project. Examples of program income are fees for services performed, income generated from the sale of a brochure produced with the grant funds, or admission fees to a conference financed by the grant funds.

The total of lines (b–e) must be at least 25% of line (g), as this grant has a match requirement of 25% of the TOTAL ALLOWABLE PROJECT COSTS. Value of in-kind contributions should be included on appropriate lines as applicable. If both basic and supplemental amounts are included, show breakdown on an attached Budget sheet. For multiple program funding, use totals and show breakdown using same categories as item 15.

16. Check (b) (NO) since your application does not have to be sent through the state clearinghouse for review.

17. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.

18. The authorized representative is the person who is able to contract or obligate your agency to the terms and conditions of the grant. (Please sign with blue ink.) A copy of the governing body's authorization for you to sign this application as official representative must be on file in the applicant's office.

Instructions for the SF–424A—Budget

This is a standard Federal form used by applicants as a basic budget. These instructions *have* been modified for this grant program only and do *not* apply to any other Federal Program.

Do NOT fill in section A—Budget Summary.

Complete Section B—Budget Categories—Columns (1), (2) and (5)

For each major program, function or activity, fill in the total requirements for funds by object class categories.

All applications should contain a breakdown by the relevant object class categories shown in Lines (a–h): columns (1), (2), and (5) of section B. Include Federal funds in column (1) and non-Federal (matching) funds in column (2), and put the totals in column (5). Many applications will not have entries in all object class categories.

Line 6i—Show the totals of lines 6a through 6h in each column.

Line 6j—Show the amount of indirect costs. (To be applicable, you must have a currently valid ''indirect cost rate'' from a Federal agency.)

Line 6k—Enter the total of amounts of Lines 6i and 6j.

Line 7—Program Income—Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount. Describe the nature and source of income in the detailed budget description.

Detailed Itemization of Costs

The proposal must also contain a detailed budget description as specified in the Notice in section IV, K4, and should conform to the following:

Personnel: List all participants in the project by position title. Give the percentage of the budget period for which they will be fully employed on the project (e.g., half-time for half the budget period equals 25 percent, full-time for half the budget period equals 50 percent, etc.). Give the annual salary and the total cost over the budget period for all personnel listed.

Travel: If travel is budgeted, show destination and purpose of travel as well as costs.

Equipment: Identify all equipment to be purchased and for what purpose it will be used.

Supplies: If the supply budget is less than 2% of total costs, you do not need to itemize.

Contractual: Specify the nature and cost of such services. EPA may require review of contracts for personal services prior to their execution to assure that all costs are reasonable and necessary to the project.

Construction: Not allowable for this program.

Other: Specify all other costs under this category.

Indirect Costs: Provide an explanation of how indirect charges were calculated for this project.

BILLING CODE 6560–50–P

OMB Approval No. 0348-0043

APPLICATION FOR FEDERAL ASSISTANCE

SAMPLE

1. TYPE OF SUBMISSION: Application ☐ Construction ☒ Non-Construction; Preapplication ☐ Construction ☐ Non-Construction	2. DATE SUBMITTED 11-1-98	Applicant Identifier
	3. DATE RECEIVED BY STATE	State Application Identifier
	4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier

5. APPLICANT INFORMATION

Legal Name: Wythe County School System

Organizational Unit: Office of Teacher Training

Address (give city, county, state, and zip code): 219 Main Street, Wytheville, VA 12345 (Wythe County)

Name and telephone number of the person to be contacted on matters involving this application (give area code): Janet Jones (TEL) (540)223-4567 (FAX) (540)223-7890

6. EMPLOYER IDENTIFICATION NUMBER (EIN): 1 2 – 3 4 5 6 7 8 9

7. TYPE OF APPLICANT: (enter appropriate letter in box) [B]

A. State
B. County
C. Municipal
D. Township
E. Interstate
F. Intermunicipal
G. Special District
H. Independent School Dist.
I. State Controlled Institution of Higher Learning
J. Private University
K. Indian Tribe
L. Individual
M. Profit Organization
N. Non-Profit
O. Other (Specify)

8. TYPE OF APPLICATION: ☒ New ☐ Continuation ☐ Revision

If Revision, enter appropriate letter(s) in box(es): ☐ ☐

A. Increase Award B. Decrease Award C. Increase Duration
D. Decrease Duration Other (specify):

9. NAME OF FEDERAL AGENCY: U.S. ENVIRONMENTAL PROTECTION AGENCY

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 6 6 . 9 5 1

TITLE: ENVIRONMENTAL EDUCATION GRANT

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
"Eco-Blue"
Teacher Training re: Ecosystems in the Blue Ridge Mountains

12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.): 3 Counties: Wythe, Smith, Green

13. PROPOSED PROJECT:

Start Date	Ending Date
7-1-99	6-30-00

14. CONGRESSIONAL DISTRICTS OF:

a. Applicant	b. Project
02	02, 04, 12

15. ESTIMATED FUNDING:

a. Federal	$ 10,000 .00
b. Applicant	$ 3,000 .00
c. State	$ .00
d. Local	$ .00
e. Other	$ 334. .00
f. Program Income	$ .00
g. TOTAL	$ 13,334. .00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE _____

b. NO. ☒ PROGRAM IS NOT COVERED BY E.O. 12372

☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

☐ Yes If "Yes," attach an explanation. ☐ No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

a. Typed Name of Authorized Representative: John Smith	b. Title: Superintendent of Schools	c. Telephone number: (540)223-4231
d. Signature of Authorized Representative: John Smith		e. Date Signed: 10-31-98

Previous Editions Not Usable

Standard Form 424 (REV 4-88)
Prescribed by OMB Circular A-102

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OMB Approval No. 0348-0044

SAMPLE

BUDGET INFORMATION — Non-Construction Programs

Section A — BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.		$	$	$	$	$
2.						
3.						
4.						
5. Totals		$	$	$	$	$

SECTION B — BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) Federal Funds	(2) Non-Federal Match	(3)	(4)	
a. Personnel	$ 4,200	$ 1,600	$	$	$ 5,800
b. Fringe Benefits	400	200			600
c. Travel	500	200			700
d. Equipment					
e. Supplies	2,300	1,000			3,300
f. Contractual	1,200				1,200
g. Construction	XXXXXXXXXXX	XXXXXXXXXXX			XXXXXXXXXXX
h. Other	1,400	334			1,734
i. Total Direct Charges (sum of 6a - 6h)	10,000	3,334			13,334
j. Indirect Charges					
k. TOTALS (sum of 6i and 6j)	$ 10,000	$ 3,334	$	$	$ 13,334
7. Program Income	$	$	$	$	$

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OMB Approval No. 0348-0043

APPLICATION FOR FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION: Application ☐ Construction ☒ Non-Construction; Preapplication ☐ Construction ☐ Non-Construction	2. DATE SUBMITTED	Applicant Identifier
	3. DATE RECEIVED BY STATE	State Application Identifier
	4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier

5. APPLICANT INFORMATION

Legal Name:	Organizational Unit:
Address *(give city, county, state, and zip code)*:	Name and telephone number of the person to be contacted on matters involving this application *(give area code)*

6. EMPLOYER IDENTIFICATION NUMBER (EIN): ☐☐ – ☐☐☐☐☐☐☐

7. TYPE OF APPLICANT: *(enter appropriate letter in box)* ☐

A. State
B. County
C. Municipal
D. Township
E. Interstate
F. Intermunicipal
G. Special District
H. Independent School Dist.
I. State Controlled Institution of Higher Learning
J. Private University
K. Indian Tribe
L. Individual
M. Profit Organization
N. Non-Profit
O. Other (Specify) _____

8. TYPE OF APPLICATION:

☒ New ☐ Continuation ☐ Revision

If Revision, enter appropriate letter(s) in box(es): ☐ ☐

A. Increase Award B. Decrease Award C. Increase Duration
D. Decrease Duration Other *(specify)*: _____

9. NAME OF FEDERAL AGENCY:

US Environmental Protection Agency

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 6 6 . 5 9 1

TITLE: Environmental Education Grant

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

12. AREAS AFFECTED BY PROJECT *(cities, counties, states, etc.)*:

13. PROPOSED PROJECT:

Start Date	Ending Date

14. CONGRESSIONAL DISTRICTS OF:

a. Applicant	b. Project

15. ESTIMATED FUNDING:

a. Federal	$ .00
b. Applicant	$ .00
c. State	$ .00
d. Local	$ .00
e. Other	$ .00
f. Program Income	$ .00
g. TOTAL	$ .00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE _____

b. NO. ☒ PROGRAM IS NOT COVERED BY E.O. 12372

☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

☐ Yes If "Yes," attach an explanation. ☐ No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

a. Typed Name of Authorized Representative	b. Title	c. Telephone number
d. Signature of Authorized Representative		e. Date Signed

Previous Editions Not Usable

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OMB Approval No. 0348-0044

BUDGET INFORMATION — Non-Construction Programs

Section A — BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.		$	$	$	$	$
2.						
3.						
4.						
5. Totals		$	$	$	$	$

SECTION B — BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) Federal Funds	(2) Non-Federal Match	(3)	(4)	
a. Personnel	$	$	$	$	$
b. Fringe Benefits					
c. Travel					
d. Equipment					
e. Supplies					
f. Contractual					
g. Construction	XXXXXXXXXXX	XXXXXXXXXXX			XXXXXXXXXXX
h. Other					
i. Total Direct Charges (sum of 6a - 6h)					
j. Indirect Charges					
k. TOTALS (sum of 6i and 6j)	$	$	$	$	$
7. Program Income	$	$	$	$	$

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