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

TITLE: Environmental Education Local Grants Program -- Solicitation Notice for 2014

ACTION: Solicitation Notice

RFP NUMBER: EPA-EE-14-02

Catalog of Federal Domestic Assistance (CFDA): 66.951

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

Application Deadline: Proposals must be **postmarked by March 6, 2015, 11:59pm local time, or hand delivered by 4:00pm local time on March 6, 2015, to the appropriate EPA regional office, or submitted electronically via http://www.grants.gov by March 6, 2015, 11:59 pm eastern time,** in order to be considered for funding. See Section IV (D) for more details about the deadline and submission information.

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

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

Start Date: Proposals should plan for projects to start **no earlier than August 1, 2015**.

CONTENTS BY SECTION
I. Funding Opportunity Description
II. Award Information
III. Eligibility Information
IV. Proposal and Submission Information
V. Proposal Review Information
VI. Award Administration Information
VII. Agency Contacts

Appendices
A – Federal Forms and Instructions
B – Example of Detailed Budget

C – Checklist for Proposal
D – Expected Outputs and Outcomes and Example of Logic Model
E – Instructions for Electronic Submissions (www.grants.gov)

Section I. **Funding Opportunity Description**

A. Background and Summary
Under this solicitation EPA is seeking grant proposals from eligible applicants for locally-focused environmental education (EE) projects that design, demonstrate, and/or disseminate environmental education practices, methods, or techniques, as described in this notice. EPA will provide financial support for projects that promote environmental stewardship and help develop informed, knowledgeable and responsible citizens in the community(ies) in which the project is located. Selections and awards will be made in each of EPA's 10 regional offices.

The National Environmental Education Act (Act) requires that exactly 25% of all funds obligated under Section 6, the Environmental Education Grant Program, in a fiscal year be for grant awards of not more than $5,000. Accordingly, each recipient (i.e., the "prime" recipient) of a grant under this solicitation will be required to **award exactly 25% (no more and no less) of the funds received from EPA to eligible sub-recipients in the form of sub-grants of $5,000 or less**. **Note:** This means that if the total dollar amount proposed to be awarded to sub-grants in a proposal is either below or above exactly 25% of EPA funds requested, the proposal will be deemed ineligible. This is different from the cost sharing (match) requirement, which can be more than 25% of the total project amount. (More information about matching funds and sub-grant requirements can be found in Sections III and IV.)

All recipients of awards under this RFP must ensure that all the sub-grants they award with funds from this program go to entities that would qualify as "eligible applicants" to this program as defined in Section III (A).

Grantees that receive awards under this solicitation must establish methods to document and report measurable results from grant projects, including tasks or deliverables completed by sub-grantees funded by the prime recipient.

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

Applicants must demonstrate that their proposal is for a project for which they (the applicant) have not been previously awarded a grant by EPA's Environmental Education (EE) Grant program; or the applicant must demonstrate that they are expanding, building on, enhancing or otherwise modifying a project previously funded by EPA's EE Grant Program. In addition, EPA encourages proposals for funding of projects that provide a variety and range of educational and environmental priorities, geographic areas, and audiences, as compared to the pool of previously funded projects. Go to the EPA website http://www2.epa.gov/education/environmental-education-ee-grants to see the list and descriptions of projects previously funded by this program.
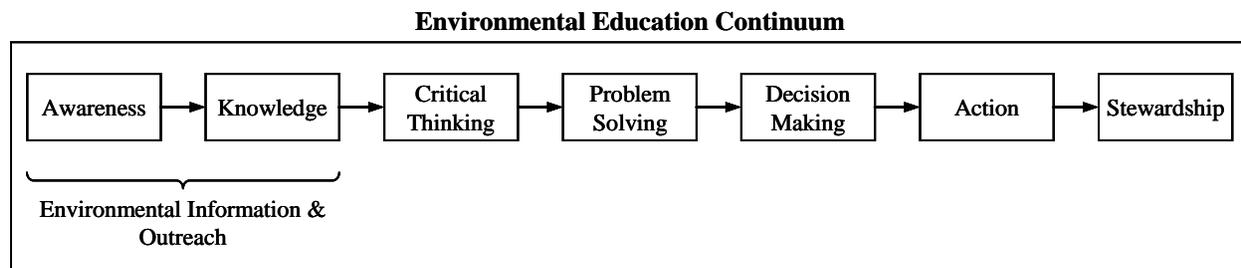
B. Goal and Definitions

(1) Goal
The goal of this solicitation is to fund locally-focused EE projects that design, demonstrate, and/or disseminate environmental education practices, methods, or techniques, as described in this notice. EPA will provide financial support for projects that promote environmental stewardship and help develop informed, knowledgeable and responsible citizens in the community(ies) in which the project is located.

(2) Definition of Environmental Education (EE).

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

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

Environmental Education Continuum

Awareness → Knowledge → Critical Thinking → Problem Solving → Decision Making → Action → Stewardship

Environmental Information & Outreach

EE increases public awareness and knowledge about environmental issues and provides the participants in its programs the skills necessary to make informed environmental decisions and to take responsible actions. EE is based on objective and scientifically-sound information and does not advocate a particular viewpoint or a particular course of action. EE involves lifelong

learning; its audiences are of all age groups, from very young children through senior citizens. EE can include both outdoor and in-classroom education, in both formal and informal settings.

(3) Definitions of terms used throughout this solicitation.

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

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

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

C. Educational and Environmental Priorities

In order to be eligible, all proposals must:

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

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

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

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

EPA's Educational Priorities:
(1) **EE Capacity Building:** Building the capacity of agencies and organizations to develop, deliver, and sustain comprehensive environmental education programs statewide. Capacity building proposals may focus on one state, multiple states, or a region of the country.
(2) **Educational Advancement:** Utilizing environmental education as a catalyst to advance state or local educational goals and to improve environmental literacy among students in formal education programs.
(3) **Community Projects:** Addressing environmental stewardship in a local formal or informal educational context, and using outdoor, place-based, experiential, service learning and/or community-focused stewardship activities as the primary teaching tool(s).
(4) **Human Health and the Environment:** Educating students of any age group, from the very young through the elderly, and/or training their educators or community leaders on how to teach, in formal and non-formal settings, in the outdoors and in classrooms, about human health threats from environmental pollution and how to minimize human exposure to preserve good health.
(5) **EE Teaching Skills:** Providing pre-service and in-service professional development for teachers, faculty, or non-formal educators to improve their environmental education teaching skills and/or knowledge about environmental issues and content, such as sustainability, water and air quality, chemical risks, hazardous wastes, climate change and greenhouse gas emissions.
(6) **Career Development:** Educating students of any age group, from the very young through the elderly, and/or training their educators or community leaders on how to teach, in formal and non-formal settings, about environmental issues, solutions and stewardship for the purpose of encouraging interest in careers in environmental fields.

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

EPA's Environmental Priorities:

(1) **Addressing Climate Change and Improving Air Quality** - These efforts help protect the health of all Americans and the ecosystems we depend on by preventing pollution and increasing energy efficiency, improving indoor and outdoor air quality, reducing industrial air pollution and pollution from vehicles and engines, protecting the stratospheric ozone layer, reducing acid rain, and addressing climate change. See more information at http://www.epa.gov/air/.
(2) **Taking Action on Toxics and Chemical Safety** -These efforts protect all Americans and the environment from potential risks from pesticides and toxic chemicals and prevent pollution

before it begins. See more information at http://www2.epa.gov/aboutepa/about-office-chemical-safety-and-pollution-prevention-ocspp .

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

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

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

E. Partnerships
Applicants are encouraged to work with partners to develop, design and implement proposed projects. Partnerships can strengthen recruitment plans by increasing potential numbers and diversity of audiences, can increase the variety of and accessibility to expertise needed to conduct a successful project, and can assist in meeting the matching funds requirement. See Section III (B) for more information about the matching funds requirement.

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

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

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

- Goal 1: Addressing Climate Change and Improving Air Quality
- Goal 2: Protecting America's Waters
- Goal 3: Cleaning Up Communities and Advancing Sustainable Development
- Goal 4: Ensuring the Safety of Chemicals and Preventing Pollution
- Goal 5: Protecting Human Health and the Environment by Enforcing Laws and Assuring Compliance

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

(2) Expected Outputs and Outcomes (See Appendix D). Recipients of these grants will design, develop and implement locally-focused educational projects that encourage behavior beneficial to the environment through non-regulatory means while raising public awareness of actions that can be taken to promote environmental stewardship. During the evaluation process for

proposals, EPA will determine if each work plan contains well-defined outputs and outcomes, adequately describes the applicant's plan and approach for tracking and measuring progress, and clearly explains how the applicant will achieve the expected outputs and outcomes. Proposed outputs and short-term outcomes must be completed and be reported to EPA within the project period. Progress should at least begin on medium-term or long-term outcomes during the project period. For more detailed information on expected outputs and outcomes from environmental education grants, please see Appendix D.

H. Other Funding Opportunities

Please note that this is a very competitive grant program. Limited funding is available and not all grant proposals can be funded. If your project is not funded, you may wish to review other available grant funding opportunities on the federal site http://www.grants.gov, or on the grants page of the website for the National Environmental Education Foundation at http://www.neefusa.org/grants/index.htm.

Section II. Award Information

A. Funding Type

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

B. Number and Amount of Awards

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

C. Start Date and Length of Project Period

Applicants should plan for their **projects to begin no earlier than August 1, 2015**. Applicants should plan for a flexible start date since the date awards are made varies from one EPA Regional Office to another from year to year. EPA will accept proposals for one or 2 year project periods, but the total funding will be the same regardless of the project period (i.e., if a 2 year project is proposed for $91,000, the award amount is $91,000 for the whole 2 years and no additional funding will be issued for the second year.) The proposal must demonstrate clearly how the project will be completed in the time frame proposed.

D. Funding and Partial Funding Provisions

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

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

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

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

Section III. Eligibility Information

A. Eligible Applicants
Any local education agency, college or university, state education or environmental agency, nonprofit organization as described in Section 501(C)(3) of the Internal Revenue Code, or a noncommercial educational broadcasting entity as defined and licensed by Federal Communications Commission may submit a proposal. Applicant organizations must be located in the United States or territories, and the majority of the educational activities must take place in the United States; or in the United States and Canada or Mexico; or in U.S. Territories. A teacher's school district, an educator's nonprofit organization, or a faculty member's college or university may apply, but an individual teacher or faculty member may not apply. Eligibility requirements apply to both "prime" recipients and sub-grantees. "Tribal education agencies" that are eligible to apply include a school or community college which is controlled by an Indian tribe, band, or nation, which is recognized as eligible for special programs and services provided by the United States to Indians because of their status as Indians and which is not administered by the Bureau of Indian Affairs. Tribal organizations do not qualify unless they meet that criteria or the non-profit criteria listed above. The terms for eligibility are defined in Section 3 of the Act and 40 CFR 47.105.

B. Matching Funds
Non-federal matching funds of <u>at least</u> 25% of the total cost of the grant project are required for awards made under this announcement. The matching requirement is explained in detail in Section IV(C) (4) under Budget and Non- Federal Match. In order to ensure you meet the match requirement, divide the total cost of the project, including the minimum 25% match, by 4. For example, if the total cost of your project is $121,333 then the match must be a minimum of $30,333, and the request from EPA would be $91,000. (Some applicants find it easier to divide the dollar amount they are requesting from EPA by 3 in order to figure their required match; e.g., if you are asking for $91,000 from EPA to fund your project, then you must have a match of at least $30,333, or $91,000 divided by 3).

Please see Section IV(C) (4) for additional information about matching funds. In order to be eligible for funding consideration, proposals must demonstrate how the match requirement will be met if it is selected for award. Under appropriate circumstances, applicants may use partnerships to assist with matching funds requirements. See Section I (E) above for further information about Partnerships. Applicants must be aware, however, that regardless of whether it

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

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

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

(2) Proposals must be <u>submitted electronically</u> through www.grants.gov by **March 6, 2015, 11:59pm Eastern Time**; or <u>hand delivered</u> by 4:00pm local time on **March 6, 2015**, to the appropriate EPA Regional Office; or <u>postmarked</u> by **March 6, 2015, 11:59pm local time** in order to be considered for funding.

Proposals submitted electronically, hand delivered, or postmarked after the submission deadline will be considered late and returned to the sender without further consideration unless the applicant can clearly demonstrate that it was late due to EPA mishandling or because of technical problems associated with www.grants.gov.

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

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

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

(6) Proposals must describe how the applicant's project will result in the award of <u>exactly</u> (no more and no less than) 25% of the amount awarded by EPA as sub-grants of $5,000 or less to eligible sub-grantees. **Note:** This means that if the total dollar amount proposed to be awarded to sub-grants of $5,000 or less is either below or above <u>exactly</u> 25% of the EPA funds requested, the proposal will be deemed ineligible. This is different from the match requirement, which <u>can</u> be more than 25% of the total project amount. For example, if EPA awards $91,000 to the prime recipient, then the prime must award <u>exactly</u> $22,750 in sub-grants of $5000 or less.

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

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

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

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

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

(12) Ineligible activities: If a proposal is submitted that includes any ineligible tasks or activities, that portion of the proposal will be ineligible for funding and may, depending on the extent to which it affects the proposal, render the entire proposal ineligible for funding.

D. Ineligible Activities

Environmental education funds cannot be used for:
(1) Technical training of environmental management professionals;
(2) Environmental "information" and/or "outreach" projects that have no additional educational component, as described in Section I (B);
(3) Advocacy promoting a particular point of view or course of action;
(4) Lobbying or political activities as defined in OMB Circulars
- A-21 http://www.whitehouse.gov/omb/circulars_a021_2004/;
- A-87 http://www.whitehouse.gov/omb/circulars_a087_2004/; and
- A-122 http://www.whitehouse.gov/omb/circulars_a087_2004/;
(5) Non-educational research and development; or
(6) Construction projects–EPA will not fund construction activities such as the acquisition of real property (e.g., buildings) or the construction or modification of any building.

Section IV. Proposal and Submission Information

A. Submission Requirements: Please follow the instructions below and do not submit additional items or forms.

This solicitation notice describes all the information and forms necessary to prepare a complete proposal package, as well as a description of the review process that will be used by each of the EPA Regional Offices and the criteria and point system under which your proposal will be reviewed and ranked (see Section V). Applicants should take these criteria into consideration when designing proposals and should address them directly in their proposal. **Please do not refer to websites or online tools in your proposal as the reviewers will evaluate only the materials provided in the proposal**.

If an applicant is selected as a finalist after the evaluation process is concluded, EPA will provide the applicant with additional federal forms and any other information and instructions needed to complete the process.

Applicants have the option to submit their proposal in *one of two ways:* (1) hard copy; or (2) electronically through http://www.grants.gov. Regardless of the option chosen, applicants must submit the information described below.

Hard Copy Submission: Applicants choosing to submit proposals in hard copy must submit **an original and 2 copies** of the proposal materials described below (by mail, express delivery service, or hand delivery) to the EPA Office for the Region in which the project will be located. The addresses and contacts for all 10 EPA Regional Offices are listed in Section VII (Agency Contacts). The original, signed package must be **postmarked by 11:59 pm, March 6, 2015 local time; or hand delivered by 4:00pm local time March 6, 2015, to the EPA Office for the Region in which the project will be located.**

Electronic Submission: Applicants choosing to apply electronically via http://www.grants.gov should follow the format for submission described below and the instructions for "Electronic Submission" described in Appendix E. **Electronic proposal applications must be submitted by 11:59pm eastern time, March 6, 2015, in order to be considered timely submitted.** Note that registration for http://www.grants.gov can take a week or longer. Further detailed instructions are available on http://www.grants.gov and can be downloaded.
The electronic submission of your proposal must be made by an official representative of your institution who is registered with grants.gov and is authorized to sign proposal applications for Federal assistance. If your organization is not currently registered with grants.gov, please encourage your office to designate an Authorized Organization Representative (AOR) and ask that individual to begin the registration process as soon as possible.

B. Format of Proposal Submission

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

C. Contents of Submission
A complete proposal package must contain all of the information outlined below (**original and 2 copies** of each, if submitting a hard copy proposal). Please see the additional instructions provided under "Instructions" below, as well as Appendix C -- Checklist for Proposal.

(1) Standard Form (SF) 424, Application for Federal Assistance
(2) SF 424A Budget Information
(3) Work Plan (not to exceed 8 single spaced pages total):

(a) Project Summary;
(b) Detailed Project Description;
(c) Project Evaluation;
(4) Detailed Budget (no page limit)
(5) Appendices (no page limit):
(a) Timeline;
(b) Logic Model;
(c) Programmatic Capability and Past Performance; and
(d) Partnership Letters of Commitment (only if you have partner organizations making a commitment to the project – please NO letters of endorsement or recommendation)

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

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

(3) Work Plan. Include a work plan that describes your proposed project. The work plan (and the appendices described in a later section below, as applicable) must address the requirements in Section I of this solicitation as well as any applicable threshold eligibility requirements in Section III and the evaluation criteria in Section V. Grant reviewers look at many proposals; providing your information in the order listed prevents information from being overlooked. The work plan, budget and appendices will be scored based on the ranking factors identified in Section V. The work plan must not exceed 8 single-spaced pages total; excess pages will not be reviewed. The work plan must include items a-c below.

Your work plan should use ordinary terms to provide reviewers with an understanding of the purpose and expected outcomes of your project. A person unfamiliar with your project, its location/setting and its topics should be able to read the work plan and understand it without further research.

(a) Project Summary: Provide an overview of your entire project in the following format.
(i) **Goals and Objectives**. Clearly explain the project goals and list specific, measurable, achievable, realistic, time-based objectives. Describe how these goals and objectives meet the definition of environmental education in Section I (B). In addition, identify the educational priority or priorities listed in Section I(C) and the environmental priority or priorities listed in Section I(C) that your project addresses.

(ii) **Organization and Partnerships.** Briefly describe:
1) your organization and how it meets the eligibility requirement described in Section III(A),
2) who will manage and implement your project,

12

3) where the project will take place,
4) the key partners for this grant, if applicable. Partnerships are considered a contribution to the success of projects. See Section I (E) for more information about the use of partnerships in proposals submitted under this solicitation. **Note:** Letters of Commitment from your partners stating their role in the project must be included with your proposal. Full details about your organization and staff will be in an appendix.

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

(iv) **Local Relevance**. Next, briefly explain how your project will serve to increase environmental literacy and encourage behavior that benefits the environment in the local community in which it is located.

(v) **Implementation/Delivery Method**. Briefly outline how you will reach your audience, such as through workshops, field trips, interactive programs, conferences, etc., and how the awarding of sub-grants will be used in the implementation of the project.

(vi) **Audience**: Summarize the demographics of your target audience including the number and types you expect to reach, such as educators and students and specific age/grade levels. Where appropriate, describe how the project will reach diverse communities, including but not limited to minority, low income and tribal communities.

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

(b) Detailed Project Description: Under the headings What, Why, How and Who, describe precisely what your project will achieve, especially how it will serve to increase environmental literacy and encourage behavior that will benefit the environment in the local community in which it is located; why the goals and priorities of the project were chosen; how it will achieve its goals, including how it will use sub-grants in amounts of $5,000 or less each to carry out its goals; and who it will reach. Explain each aspect of your proposal clearly and address each topic below. If you choose to reorder the following paragraphs, include the headings below or you risk the possibility of information being overlooked when the project is scored. Please address all of the following to ensure that grant reviewers can fully comprehend and evaluate your proposal.

(i) **What**:

(1) Identify the educational priority or priorities your project will be addressing and how the project addresses them. Educational priorities are defined under Section I(C).

(2) Identify the environmental priority or priorities the project will address and how the project addresses them. EPA environmental priorities are defined under Section I(C).

(3) Specifically explain the part of your project that will increase environmental literacy and encourage behavior that benefits the environment (an increase in environmental stewardship, as defined in Section I) in the local community in which it is located.

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

(ii) **Why**:

Explain why you are proposing this particular project, why you have chosen these goals, and the need for this project to increase environmental literacy and encourage behavior that benefits the environment in the local community in which it is located. Explain why you have chosen the educational and environmental priorities on which you are focusing, including why they are important to your specific goals and to your audience. Cite studies or sources, where appropriate, that verify the need for your project. (Citations and lists of sources may be submitted as a separate Attachment and not counted in the page limit for the Work Plan.)

(iii) **How**:

(1). Provide a detailed description of the activities that will occur under your project. Clearly identify your activities as well as the materials and implementation/delivery methods that will be used. Do not omit steps that lead up to or follow the actual delivery methods (e.g., if you plan to make a presentation about your project at a conference, specify where). **Note:** Please see the information provided in the online Frequently Asked Questions (FAQs) at http://www2.epa.gov/education/frequently-asked-questions-about-environmental-education-grants-program about developing, evaluating, and selecting educational materials to be used as part of your proposal. The "Excellence in EE" series of publications listed at http://www2.epa.gov/education/environmental-education-ee-publications includes guidelines for: developing and evaluating educational materials; the initial preparation of environmental educators; and using environmental education in grades K-12 to support state and local education advancement goals.

(2) In your detailed description of the activities of your project, explain how you will reach your goals and objectives and how you will achieve your expected

14

outputs and outcomes as described in your Logic Model (see Appendix D). Be specific in explaining how your project will increase environmental literacy and encourage behavior that improves the environment (i.e., increases environmental stewardship as defined in Section I) in the community in which it is located.

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

(iv) **Who**:
- (1) Describe in detail your target audience and the numbers of individuals your project is expected to reach. Discuss the needs of that audience and why you have chosen to target them.
- (2) Explain your recruitment plan to attract your target audience, and identify incentives that will be used to facilitate recruitment, such as teacher stipends, continuing education credits, or partnerships.

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

(c) Project Evaluation: In this section, you must explain your plans for meeting the goals and objectives of your project and for tracking and measuring your progress towards achieving the expected educational and environmental outputs and short-term outcomes. If your medium- and long-term outcomes can also be measured within the project period, explain your plans for that evaluation as well. For additional information on project outputs and outcomes, please refer to Appendix D. Evaluation plans may be quantitative and/or qualitative and may include, for example, evaluation tools, observation, or outside consultation. Pre- and post-activity measurements are recommended to determine if your performance measures for environmental literacy and stewardship are being satisfied. In addition, evaluation plans should describe your approach, procedures, and controls for ensuring that awarded grant funds, including those to be used for sub-grants, will be expended in a timely and efficient manner.

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

Please be sure to include project evaluation tasks in your timeline of activities explained in Section IV(C)(5) below. **Note**: Section I (H)(1) above explains that all EE grants must support the EPA Strategic Plan. In addition, all EPA grants must have an outcome of environmental improvement or protection over time.

(4) Detailed Budget and Non-Federal Match Table. Create a detailed budget table with three columns titled "EPA Funds", "Non-EPA Funds", and "Total" to show how EPA funds and non-federal matching funds will be used. Make sure you demonstrate how you will meet the non-Federal match requirement described in Section III of this solicitation, and how you will ensure that exactly 25% of the federal funds received from EPA are awarded to sub-grants of $5,000 or less. In the detailed budget, use the same order and headings listed on the Budget Form 424A. These cost categories are: personnel/salaries; fringe benefits; travel; equipment over $5000; supplies; contract costs; other costs; and indirect costs, where appropriate, since not all applicants will use every cost category. Make sure you factor in the costs for all proposed activities and clarify which will be paid by EPA or will be paid with matching funds. Provide details for each expense, such as personnel (number of staff, title or role in project, hourly wage, and percentage of time spent on project), travel (reasons for travel, costs and locations of trips, and costs per mile for travel and per diem per person), supplies (provide categories and detailed listings according to the project tasks in which they will be used), and "other" expenses. "Other" expenses may include costs such as stipends for teachers, expenses for field trips, entrance fees to parks and science centers, printing, postage, conference fees for booths, and other costs that do not fall under the categories listed above. In most cases, sub-grant funds also would be listed as "Other". (See Appendix A, Instructions for the SF424 Application, which includes instructions for preparing a detailed budget, and Appendix B, which provides an example of a Detailed Budget.)

Please note the following funding restrictions:
(a) Generally applicants are allowed to include indirect costs; such as expenses for rent, supplies and other administrative and office support costs on the "indirect costs" line of their proposed budget as long as they have a federally approved/negotiated indirect cost rate agreement in place. Usually organizations without a federally approved/negotiated indirect cost rate agreement must submit an indirect cost rate application to their cognizant Federal agency (with copy to EPA if EPA is not the cognizant agency) for approval within 90 days of the date of being awarded a grant if they wish to be reimbursed for indirect costs. In such cases, recipients are not allowed to seek reimbursement for indirect costs until an approved indirect cost rate is obtained. However, if the recipient is a non-profit and does not have a current negotiated indirect cost rate or application, and if EPA is the recipient's cognizant agency, EPA can allow the non-profit recipient to charge a flat indirect cost rate of 10% of salaries and wages (see 2 CFR Part 230, Appendix A). Recipients that opt to use the 10% flat rate are obligated to use the flat rate for the life of the grant award. To find more information on indirect cost rate agreements, go to http://www.epa.gov/ogd/recipient/indirect.htm.

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

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

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

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

IMPORTANT: The required matching non-federal share is at least 25% of the ENTIRE cost of the project. To calculate 25% of the entire cost of the project, determine how much you will spend on the entire project from beginning to end, including both federal funds and your own funds, and divide this amount by 4. The amount resulting will be the amount you will need to contribute to the project as the minimum match. For example, if the total cost of the project is $121,333, divide this amount by 4, which equals $30,333. Your match needs to be at least $30,333 and the amount you request from EPA would be $91,000. (Some applicants find it easier to calculate their match requirement by dividing the amount of federal funds by 3; e.g., $91,000/3 = $30,333)

Federal Funds	**Minimum Match**	**Total Project Cost**
$ 91,000	$ 30,333	$121,333

Other Federal Funds: You may not use any federal funds to meet any part of the required 25% match described above, unless it is specifically authorized by statute. If you have already been awarded federal funds for a project for which you are seeking additional support from this grant program, you must indicate those funds in the budget section of the work plan and ensure that

none of those funds are used toward your matching funds for this project. You must also identify the project officer, agency, office, address, phone number, and the amount of the federal funds.

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

(a) **Timeline** – Include a timeline to link your activities to a clear project schedule and indicate at what point over the months of your budget period each action, event, milestone, product development, and evaluation will occur, including the awarding of sub-grants.

(b) **Logic Model** – Provide a graphic to display the educational and environmental outputs and outcomes developed through the project. Include outputs and outcomes that directly relate to increasing environmental literacy and encouraging behavior that benefits the environment in the local community in which the project is located, and that account for the anticipated accomplishments of the sub-grants to be awarded as part of the project. An example of a basic logic model is attached in Appendix D of this document. The EPA EE website has a blank logic model template where you can enter your data and print a copy to submit with your proposal (see "Helpful Resources" at http://www2.epa.gov/education/environmental-education-ee-grants). Refer to Appendix D for additional instructions and information on outputs and outcomes.

(c) **Programmatic Capability and Past Performance** – Attach a description of your programmatic capabilities and ability to successfully implement and manage the proposed project including staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them to successfully achieve the goals of the project, and your organizational experience and past history in performing tasks similar to the proposed project. Include a paragraph describing the qualifications of each of the key personnel conducting the project and how each will contribute to the timeliness and success of the educational and environmental outputs and outcomes of your project. If you send resumes for the key personnel conducting the project, please keep them to a maximum of 3 one-page resumes.

Please also submit a list of federally funded assistance agreements (assistance agreements include Federal grants and cooperative agreements but not Federal contracts) similar in size, scope and relevance to the proposed project that your organization performed within the last three (3) years (no more than 5 agreements, and preferably EPA agreements) and describe (i) whether, and how, you were able to successfully complete and manage those agreements and (ii) your history of meeting the reporting requirements under those agreements including whether you adequately and timely reported on your progress towards achieving the expected outputs and outcomes of those agreements (and if not, explain why not) and whether you submitted acceptable final technical reports under the agreements. In evaluating applicants under these factors in Section V, EPA will consider the information provided by the applicant and may also consider relevant information from other sources, including information from EPA files and from current/prior grantors (e.g., to verify and/or supplement the information provided by the applicant). If you do not have any relevant or available past performance or past reporting information, please indicate this in the proposal and you will receive a neutral score for these factors (a neutral score is half of the total points available in a subset of possible points). If you do not provide any response for these items, you may receive a score of 0 for these factors.

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

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

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

D. Submission Deadline Due Date – Proposal packages must be **postmarked by March 6, 2015, 11:59 pm local time, or hand delivered to the EPA Regional Office in <u>the Region in which the project will be located</u> by 4:00pm local time on March 6, 2015, or submitted electronically through http://www.grants.gov by March 6, 2015, 11:59 pm eastern time** in order to be considered for review.

E. Pre-Proposal/Proposal Assistance and Communications
At least one conference call or webinar will be conducted by EPA staff during the application period to clarify the contents of this solicitation notice for potential applicants. Please go to http://www2.epa.gov/education/environmental-education-ee-grants for announcements of dates/times and call-in numbers, or to sign up to be on an EE email list for newsletters which will contain, among other announcements, notifications of dates/times and call-in numbers for the open solicitation call(s).
Answers to frequently asked questions about this program will be listed on the website (http://www2.epa.gov/education/frequently-asked-questions-about-environmental-education-grants-program). For information on whom to contact, please see Section VII of this announcement. Email inquiries only.

F. Contracts and Sub-awards/Sub-grants

Note: Exactly 25% (no more and no less) of the funding received by an applicant from EPA under this solicitation <u>must</u> be used for sub-grants in the amounts of $5,000 or less. If the applicant uses EPA funds to make any sub-grants beyond the ones covered by the 25% requirement, then those sub-grants must be for an amount greater than $5,000. The

19

applicant may also choose to fund sub-grants out of their matching funds, but those sub-grants will not count toward the 25% (of EPA funds) requirement and therefore are not subject to a dollar restriction (i.e., they may be awarded at any amount of money deemed suitable by the applicant).

Applicants to any EPA grant program who plan to use project funds for contracting or sub-grants must comply with the following standard requirements.

EPA awards funds to one eligible applicant as the prime recipient even if other eligible applicants are named as partners or co-applicants or members of a coalition or consortium. The recipient is accountable to EPA for the proper expenditure of funds.

Funding may be used to provide sub-grants of financial assistance, which includes using sub-grants to fund partnerships, provided the recipient complies with applicable requirements for sub-grants including those contained in 40 CFR Parts 30 or 31, as appropriate. All sub-grantee organizations must be eligible organizations as described in Section III (A).

Applicants must compete contracts for services and products, including consultant contracts, and conduct cost and price analyses, to the extent required by the procurement provisions of the regulations at 40 CFR Parts 30 or 31, as appropriate. The regulations also contain limitations on consultant compensation. Applicants are not required to identify sub-grantees and/or contractors (including consultants) in their proposal. However, if they do, the fact that an applicant selected for award has named a specific eligible sub-grantee, contractor, or consultant in the proposal/application EPA selects for funding does not relieve the applicant of its obligations to comply with sub-grant and/or competitive procurement requirements as appropriate. Please note that applicants may not award sole source contracts to consulting, engineering or other firms assisting applicants with the proposal solely based on the firm's role in preparing the proposal. Successful applicants cannot use sub-grants to avoid requirements in EPA grant regulations for competitive procurement by using these instruments to acquire commercial services or products from for-profit organizations to carry out its assistance agreement. The nature of the transaction between the prime recipient and the sub-grantee must be consistent with the standards for distinguishing between vendor transactions and sub-grant assistance under Subpart B Section .210 of OMB Circular A-133, and the definition of sub-grant at 40 CFR 31.3, as applicable. EPA will not be a party to these transactions. Applicants acquiring commercial goods or services must comply with the competitive procurement standards in 40 CFR Part 30 or 40 CFR Part 31.36 and cannot use a sub-grant as the funding mechanism.

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

> (1) an applicant's named sub-grantees identified in the proposal if the applicant demonstrates in the proposal that if it receives an award that the sub-grant will be properly awarded consistent with the applicable regulations in 40 CFR Parts 30 or 31. For

example, applicants must not use sub-grants to obtain commercial services or products from for profit firms or individual consultants.

(2) an applicant's named contractor(s), including consultants, identified in the proposal if the applicant demonstrates in its proposal that the contractor(s) was selected in compliance with the competitive Procurement Standards in 40 CFR Part 30 or 40 CFR 31.36 as appropriate. For example, an applicant must demonstrate that it selected the contractor(s) competitively or that a proper non-competitive sole-source award consistent with the regulations will be made to the contractor(s), that efforts were made to provide small and disadvantaged businesses with opportunities to compete, and that some form of cost or price analysis was conducted. EPA may not accept sole source justifications for contracts for services or products that are otherwise readily available in the commercial marketplace.

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

G. Additional Provisions for Applicants Incorporated into the Solicitation
Additional provisions that apply to this solicitation and/or awards made under this solicitation, including, but not limited to those related to confidential business information, contracts and sub-awards under grants, and proposal assistance and communications, can be found at http://www.epa.gov/ogd/competition/solicitation_provisions.htm. These, and the other provisions that can be found at the web site link, are important, and applicants must review them when preparing proposals for this solicitation. If you are unable to access these provisions electronically at the web site, please communicate with an EPA contact listed in this solicitation to obtain the provisions.

Section V. Proposal Review Information

A. Evaluation and Scoring
Only proposals that meet all of the eligibility criteria in Section III will be evaluated on a 100 point scale using the criteria below. Applicants must take these criteria into consideration when designing proposals and address them directly in their proposals. The following criteria and points will be used to score eligible proposals:

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

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

(i) **What: Maximum Score: 10 points**. Under this factor proposals will be evaluated based on the substance, clarity and completeness of the explanation of what the project will entail, including the educational and environmental priorities to be addressed, the goals the project hopes to achieve, and how the project will increase environmental

21

literacy and encourage behavior that benefits the environment in the local community in which it is located.

Please refer to Section IV (C) (3)(b)(i) for the required content and format.

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

(iii) **How: Maximum Score: <u>15 points</u>**. See Section IV (C)(3)(b)(iii) for further information. Under this factor proposals will be evaluated based on the substance, clarity and completeness of the explanation of:

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

(v) **Who: Maximum Points: <u>10 points</u>**. Under this factor proposals will be evaluated based on how well the project:

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

(3) **Project Evaluation – Maximum Score: 10 points.** Under this factor proposals will be evaluated based on the substance, clarity and completeness of the explanation of how the project's success in meeting its goals and objectives will be achieved and tracked and measured. This includes evaluating the applicant's plan for tracking and measuring: progress toward achieving the project's proposed educational and environmental outputs and outcomes, including those in their Logic Model (see Appendix D), especially the success of the project's increase of

environmental literacy and encouragement of behavior leading to environmental stewardship in the local community in which it is located; the success of its sub-grants and how they contribute to the achievement of the project's goals; and support of EPA's Strategic Plan and the improvement of the environment over time. See Section IV(C)(3)(c) for more information.

(4) **Budget – Maximum Score: 10 points.** Under this factor, proposals will be evaluated on:

> (i) Consistency and Accuracy: How well the budget information clearly, consistently, and accurately shows how funds will be used (including how the sub-grant program funds will be distributed). (5 points)
> (ii) Return on Investment: Whether the funding request is reasonable given the activities proposed and demonstrates a good return on the investment. (5 points)

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

> (a) Timeline: The extent to which the timeline links the educational and environmental activities to a clear project schedule and clearly indicates realistic goals, objectives and timing of each action, event, milestone, product development, sub-grant award(s), and evaluation activity. (5 points)
> (b) Logic Model: The extent to which the logic model graphic displays both educational and environmental outputs and outcomes developed through the project in accordance with the instructions and information in Appendix D, including outputs and outcomes that directly relate to the increase of environmental literacy and the encouragement of behavior that leads to environmental stewardship in the local community in which the project is located, and that account for the anticipated accomplishments of the sub-grants to be awarded as part of the project. (5 points)
> (c) Partnership Letters of Commitment: Proposals will be evaluated based on the extent to which the applicant will engage with other partners to help effectively develop and implement the project in the local community in which it is located. If the applicant has partners, then letters of commitment from the partners should be provided. A letter of commitment should provide details about the partner's role in the project, including any matching funds they are providing for the project. If no letters of commitment are provided, it will be assumed the applicant has no partners for the project. If the applicant does not intend to have partners, then the proposal should explain how the project will be effectively conducted without partners in order to receive any points under this factor. Please do not send letters of endorsement or recommendation; they are not helpful and will not be considered. (5 points)

(6) **Programmatic Capability and Past Performance – Maximum Score: 15 points**. Under this criterion, applicants will be evaluated based on their ability to successfully complete and manage the proposed project taking into account the applicant's:
(a) past performance in successfully completing and managing the assistance agreements identified in response to Section IV(C)(5)(c) of the announcement. (3 points)

(b) history of meeting the reporting requirements under the assistance agreements identified in response to Section IV(C)(5)(c) of the announcement including whether the applicant submitted acceptable final technical reports under those agreements and the extent to which the applicant adequately and timely reported on their progress towards achieving the expected outputs and outcomes under those agreements and if such progress was not being made whether the applicant adequately reported why not. (2 points).

(c) organizational experience and plan for the timely and successful achievement of the objectives of the proposed project, including the proposed approach, procedures, and controls for ensuring the timely and efficient expenditure of grant funds. (5 points).

(d) staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them, to successfully achieve the goals of the proposed project. (5 points)

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

B. Review and Final Selections

The review process to be used by EPA is described below.

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

Final funding selection decisions will be made by the EPA Region's Selection Official based on the ranking and the preliminary recommendations of the scoring by the review panel. In making the final funding decisions, the Selection Official may also consider programmatic priorities and geographic diversity of funds. Once final decisions have been made, a funding recommendation will be developed and forwarded to the EPA Award Official.

Section VI. Award Administration Information

A. Notification to Applicants

Applicants will receive an email confirmation that EPA has received their proposal after EPA has entered information about all the proposals into a database. Specific dates are not available

for when EPA will contact the highest scoring finalists to request additional federal forms and other information and send non-selection notifications to the others because of variations among the EPA Regional Offices. Non-selection notification will be sent within 15 calendar days after a decision of non-selection. If selected for a grant, an award package will be mailed to the recipient organization explaining the responsibilities of the grantee.

Notification of receipt of proposals, as well as selection and non-selection notification will be sent to the individual identified on line #21 of the SF424.

B. Administrative and National Policy Requirements
The Environmental Education Grant Program Regulations provide additional information on EPA's administration of this program (57 FR 8390; Title 40 CFR, part 47). Also, EPA's general assistance regulations at 40 CFR Part 31 apply to state, local, and Indian tribal governments and 40 CFR Part 30 applies to all other applicants such as nonprofit organizations. A listing and description of general EPA Regulations applicable to the award of assistance agreements may be viewed at: http://www.epa.gov/ogd/AppKit/applicable_epa_regulations_and_description.htm. Executive Order 12372, Intergovernmental Review of Federal Programs may be applicable to awards, resulting from this announcement. Applicants selected for funding may be required to provide a copy of their proposal to their State Point of Contact (SPOC) for review, pursuant to Executive Order 12372, Intergovernmental Review of Federal Programs. This review is not required with the Initial Proposal and not all states require such a review.

C. Additional Provisions for Applicants Incorporated into the Solicitation
Additional provisions that apply to this solicitation and/or awards made under this solicitation, including but not limited to those related to DUNS, SAM, copyrights, disputes, and administrative capability, can be found at: http://www.epa.gov/ogd/competition/solicitation_provisions.htm. These, and the other provisions that can be found at the website link, are important, and applicants must review them when preparing proposals for this solicitation. If you are unable to access these provisions electronically at the website above, please communicate with the EPA contact listed in this solicitation to obtain the provisions.

D. Progress Reports and Work Products
Specific financial, technical, and other reporting requirements to measure the grant recipient's progress will be identified in the EPA grant award agreement. Grant recipients must submit periodic formal progress reports, as instructed in the award agreement. Also, two copies of a Final Technical Report and two copies of all work products must be sent to the EPA project officer within 90 days after the expiration of the project period.

Section VII. Agency Contacts

A. Internet: http://www2.epa.gov/education/environmental-education-ee-grants
Please visit our website where you can view or download: a basic logic model template (under "Helpful Resources"), descriptions of projects funded under this program in each state and U.S. territory (under "Grants Awarded"), Frequently Asked Questions (at

http://www2.epa.gov/education/frequently-asked-questions-about-environmental-education-grants-program), and other education links and resource materials.

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

C. Mailing Addresses
Proposals submitted in hard copy must be sent via U.S. Postal Service, express mail (such as FedEx and UPS), courier service (or otherwise hand delivered) to the relevant EPA Regional Office (in the Region in which the project will be located). Contact the appropriate EPA regional representative listed below by email to confirm address information, obtain a phone number (e.g., if needed for a delivery service), or inquire about business hours for hand deliveries. **NOTE**: EPA cannot be responsible for proposals sent to the wrong address.

Region 1 - CT, ME, MA, NH, RI, VT	Kristen Conroy U.S. EPA, Region 1 5 Post Office Square, Suite 100 Mail Code ORA 1-1 Boston, MA 02109-3912 conroy.kristen@epa.gov
Region 2 - NJ, NY, Puerto Rico, Virgin Islands	Jennifer May-Reddy U.S. EPA, Region 2 290 Broadway 26th Floor New York, NY 10007-1866 may.jennifer@epa.gov
Region 3 - DE, DC, MD, PA, VA, WV	Kathy Kirkland U.S. EPA, Region 3 1650 Arch Street Mail Code 3PA00 Philadelphia, PA 19103-2029 kirkland.kathleen@epa.gov
Region 4 - AL, FL, GA, KY, MS, NC, SC, TN	Jason McDonald U.S. EPA, Region 4 61 Forsyth Street SW Mail Code 9T25

	Atlanta, GA 30303 mcdonald.jason@epa.gov
Region 5 - IL, IN, MI, MN, OH, WI	Megan Gavin U.S. EPA, Region 5 77 West Jackson Boulevard Mail Code AT-18J Chicago, IL 60604 gavin.megan@epa.gov
Region 6 - AR, LA, NM, OK, TX	Bonnie King U.S. EPA, Region 6 Office of External Affairs 1445 Ross Avenue, Suite 1200 Mail Code 6XA Dallas, TX 75202 king.bonita@epa.gov
Region 7 - IA, KS, MO, NE	Kathleen Fenton U.S. EPA, Region 7 11201 Renner Blvd. Mail Code RGADOPA Lenexa, KS 66219 fenton.kathleen@epa.gov
Region 8 -CO, MT, ND, SD, UT, WY	Wendy Dew U.S. EPA, Region 8 1595 Wynkoop Street Mail Code 80C Denver, CO 80202-1129 dew.wendy@epa.gov
Region 9 - AZ, CA, HI, NV, American Samoa, Guam, Mariana Islands	Jorine Campopiano U.S. EPA, Region 9 75 Hawthorne Street Mail Code CED-4 San Francisco, CA 94105 campopiano.jorine@epa.gov
Region 10 - AK, ID, OR, WA	Sally Hanft U.S. EPA, Region 10 1200 Sixth Avenue, Suite 900

	Mail Code ETPA-202 Seattle, WA 98101 hanft.sally@epa.gov

D. For Further Information

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

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

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

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

For inquiries about this solicitation, please contact:
U.S. EPA Headquarters
Environmental Education Grant Program, Office of Environmental Education
Karen Scott (EEgrants@epa.gov)

Appendix A: Federal Forms and Instructions

Instructions for the SF 424 – Application for Federal Assistance
This is a federal government Standard Form (SF) to be used by applicants as a required face sheet for the Environmental Education Grants Program. An **interactive PDF version** of this form is available online at **http://www.epa.gov/ogd/forms/forms.htm.**

1. Select "Application."
2. Select "New."
3. Leave blank.
4. Leave blank.
5. a. Leave blank.
   b. Leave blank.
6. Leave blank.
7. Leave blank.
8. a. Enter the legal name of the applicant **organization**.
   b. Enter the Employee/Taxpayer Identification Number as assigned by the Internal Revenue Service (IRS).
   c. Enter the DUNS number of the applicant organization.
   d. Enter the address (including street, city, state, and zip code) of the applicant organization.
   e. Enter information as appropriate.
   f. Enter the name, telephone number, fax, and e-mail address of the person to be contacted on matters involving this proposal. Middle name and suffix are optional.
9. Enter the appropriate letter to identify the applicant organization. If a not-for-profit organization, the organization must be categorized as a 501(c) (3) by the IRS to be eligible for this grant program.
10. Enter "Environmental Protection Agency."
11. Enter "66.951."
12. Enter "EPA-EE-14-02"
13. Leave blank.
14. List only the major areas affected by the project.
15. Enter the title of the project for which you are applying (**brief title** such as "Place-Based EE for Students and Teachers")
16. a. List the Congressional District where the applicant organization is located.
    b. List the Congressional District(s) affected by the project. If the project affects an entire state, enter "STATEWIDE." To identify the appropriate Congressional District, go to http://www.house.gov/.
17. Enter the project start and end dates for the project (e.g., 8/1/15 to 8/1/16).
18. Enter the amount of funding requested or to be contributed during the funding/budget period.
    a. Enter the amount of money you are requesting from EPA.
    b. Enter the amount of money the applicant organization is contributing.
    c. Enter the amount of money a state organization is contributing, as appropriate.
    d. Enter the amount of money a local organization is contributing, as appropriate.
    e. Enter the amount of money another organization is contributing, as appropriate.

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

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

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

20. Answer as appropriate.

21. Enter the name, title, telephone number and e-mail of the person authorized to contract or obligate the applicant organization to the terms and conditions of the grant. If you are submitting a hard copy proposal, print a copy of the SF-424 and sign it (preferably in blue ink to identify the original).

Instructions for the SF-424A - Budget

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

Section A - Budget Summary –**Do NOT complete** – Leave whole page blank for this program.
Section B - Budget Categories - Complete Columns (1), (2) and (5) as stated below.
All funds requested and contributed as a match must be listed under the appropriate Object Class categories listed on this form. Please round figures to the nearest dollar. In column (1) list by category how EPA funds will be spent; in column (2) list matching funds by category; then add across and put the totals in column (5) per category. Many applicants will have blank lines in some Object Class Categories and no applicant should use line 6(g) Construction because it is an unallowable cost for this program. **Note**: Your total dollar figures on the Form 424 and 424A and detailed budget should all be the same. Your detailed budget should list costs under the same object class categories used on this form, but with significantly more information; for example the 424A will have a total for travel and the detailed budget will list number of travelers and trips, locations, per diem costs, etc.
Line 6(i) - Show the totals of lines 6(a) through 6(h) in each column.
Line 6(j) - Show the amount of indirect costs. **Note**: if you are claiming indirect costs, you MUST either: 1) have an Indirect Cost (IDC) Rate Agreement on file with a Federal Agency, or 2) submit an indirect cost rate application to the EPA or other Federal agency (with copy to EPA) for approval within 90 days of being awarded a grant. Recipients are not allowed to seek reimbursement for indirect costs until an approved indirect cost rate is obtained. If a non-profit recipient does not have a current negotiated IDC rate or application, and if EPA is the non-profit recipient's cognizant agency, EPA can allow the recipient to charge a flat IDC rate of 10% of salaries and wages (see 2 CFR Part 230, Appendix A). Recipients that opt to use the 10% flat rate are obligated to use the flat rate for the life of the grant award.
Line 6(k) - Enter the total amount of Lines 6(i) and 6(j).
Line 7 - Program Income - Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount. Describe the nature and source of income in the detailed budget description and your planned use of the funds to enhance your project.

Instructions for Detailed Budget (See Example in Appendix B)
The proposal must also contain a detailed itemization of costs in a Detailed Budget (in a table and/or narrative) as specified in Section IV(C)(4) of this Notice, 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%, full-time for half the budget period equals 50%, etc.). The detail should include for each person: Percentage of Time on project X Annual Salary and/or hourly wage = Personnel Cost.
Fringe Benefits: Indicate percentage of basic salary and what it includes, such as health insurance.
Travel: If travel is budgeted, show trips, travelers, destinations, costs per mile, per diem and purpose of travel.

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

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

Contractual: Specify the nature and cost of such services and how costs were determined such as by using estimates or historical information. Explain (in Detailed Budget and/or in Work Plan) how you will select your contractor. EPA may require review of contracts for personal services prior to their execution to assure that all costs are reasonable and necessary to the project. **Note**: Sub-grant funds do not get listed here. In most cases, those funds would be listed under the category "Other".

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

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

Indirect Costs: Provide the percentage rate used and explain how charges were calculated for this project**. Note**: if you are claiming indirect costs, you MUST either: 1) have an Indirect Cost Rate Agreement on file with a Federal Agency, or 2) submit an indirect cost rate application to the EPA or other Federal agency (with copy to EPA) for approval within 90 days of being awarded a grant. Recipients are not allowed to seek reimbursement for indirect costs until an approved indirect cost rate is obtained. If a non-profit recipient does not have a current negotiated IDC rate or application, and if EPA is the non-profit recipient's cognizant agency, EPA can allow the non-profit to charge a flat IDC rate of 10% of salaries and wages (see 2 CFR Part 230, Appendix A). Recipients that opt to use the 10% flat rate are obligated to use the flat rate for the life of the grant award.

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

Appendix B: Example of a Detailed Budget Table
Compare your Detailed Budget to your Work Plan, SF 424 and SF 424A to ensure that all numbers and dollar amounts in all categories are consistent from document to document.

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

Appendix C – <u>Environmental Education Grant Proposal Checklist</u>

It is suggested that you include this checklist with your proposal to help reviewers evaluate your proposal and to assist you in submitting a complete and accurate proposal.

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

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

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

☐ Please indicate where your project will take place.

_____

☐ Have you demonstrated clearly in the Project Summary and Detailed Project Description how your project will increase environmental literacy and encourage behavior that benefits the environment in the local community(ies) in which the project is located?

- o Yes
- o No

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

Check that you have submitted all aspects of the proposal. Please submit only the following documents in this order. (Please send **the original and two copies for hard copy submissions**.)

_____ Standard Federal Application Form (SF-424)

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

Workplan (8 page limit), including:
_____ a. Project Summary
_____ b. Detailed Project Description
_____ c. Project Evaluation

_____ Detailed Budget Table and/or Narrative

Appendices

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

_____ Logic Model showing outputs and outcomes

_____ Programmatic Capability and Past Performance

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

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

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

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

(a) **Outputs** are activities, efforts, and/or work products that the applicant proposes to produce or provide during the project period to support both educational and environmental goals. Expected outputs funded under this announcement may include (examples only):

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

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

(b) **Outcomes** are the results, effects, or consequences that will occur from carrying out the activities or outputs of the environmental education project that is supportive of an EPA strategic goal. Outcomes may have behavioral or health-related elements, but all must be environmental, educational and quantitative. EPA encourages outcomes that include efforts to reach traditionally under-served audiences such as tribes, communities of color, economically distressed communities and/or geographically isolated communities. Not all outcomes will necessarily be achievable during the project period. Outcomes are classified as short-term, medium-term, and long-term. Short-term outcomes may include increased learning, knowledge, skills, attitudes, and motivation. This type of outcome is expected to occur during the project period. Medium-term outcomes include decisions, actions, practices, and behavior that are the foundations of

stewardship to protect the environment. For example, a project that teaches students about an environmental issue may include actions such as students cleaning up a stream, beach, habitat, or nature trail. A community-based EE project may include outcomes like homeowners using more environmentally friendly methods in their landscaping or choosing more energy efficient practices in their homes. Most projects will accomplish some medium-term outcomes during the project period. Long-term outcomes for the grants funded under this solicitation may occur after the project closes and should include a sustained EE program that increases environmental literacy and enhances civic responsibility among the citizens of the local community(ies) in which the project is located. Long-term outcomes should also include on-going environmental improvements due to an increased willingness among citizens to take action to restore or protect their local environment. Anticipated outcomes for environmental education grants may include:

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

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

<table>
<tr><td colspan="4" align="center">**Sample Logic Model**
(with broad examples of outputs and outcomes for an EE project)</td></tr>
<tr><td colspan="2" align="center">**OUTPUTS**</td><td colspan="2" align="center">**OUTCOMES**</td></tr>
<tr><td align="center">Short-term</td><td align="center">Short-term</td><td align="center">Medium-term</td><td align="center">Long-term</td></tr>
<tr>
<td>Recruitment of teachers, students, or other target audience

Training

Workshops/Clinics

Courses

Field Trips

Educational Materials

Videos, CDs, DVDs, web sites

Conferences and presentation of results</td>
<td>Increased access to environmental education resources and programs

Students and teachers learn skills

Increased environmental knowledge

Increased motivation to become stewards and protect habitat and the environment

Educators are motivated to train others

Assessment of learning; measuring success</td>
<td>Changes in awareness about issues and decisions that affect the environment

Students and community leaders make decisions to improve their environment

Specific actions are taken to improve the environment

Environmental stewardship is underway

Assessment of actions to improve the environment; Measuring success</td>
<td>Establishment of sustainable environmental education programs

Improved environmental literacy and environmental change for the better

Increased stewardship leads to civic responsibility for environmental protection, habitat preservation, and prevention of environmentally induced human health problems.</td>
</tr>
</table>

Appendix E – Instructions for Grants.gov Electronic Submissions for Announcement Number EPA-EE-14-02

General Application Instructions
The electronic submission of your proposal must be made by an official representative of your institution who is registered with Grants.gov and is authorized to sign applications for Federal assistance. For more information on the registration requirements that must be completed in order to submit a proposal through grants.gov, go to http://www.grants.gov and click on "Applicants" on the top of the page and then go to the "Get Registered" link on the page. If your organization is not currently registered with grants.gov, please encourage your office to designate an Authorized Organization Representative (AOR) and ask that individual to begin the registration process as soon as possible. Please note that the registration process also requires that your organization have a DUNS number and a current registration with the System for Award Management (SAM) and the process of obtaining both could take a month or more. Applicants must ensure that all registration requirements are met in order to apply for this opportunity through grants.gov and should ensure that all such requirements have been met well in advance of the submission deadline. Registration on grants.gov, SAM.gov, and DUNS number assignment is FREE.

To begin the application process under this grant announcement, go to http://www.grants.gov and click on "Applicants" on the top of the page and then "Apply for Grants" from the dropdown menu and follow the instructions accordingly. Please note: to apply through grants.gov, you must use Adobe Reader software and download the compatible Adobe Reader system. For more information about Adobe Reader, to verify compatibility, or to download the free software, please visit http://www.grants.gov/web/grants/support/technical-support/software/adobe-reader-compatibility.html.

You may also be able to access the application package for this announcement by searching for the opportunity on http://www.grants.gov. Go to http://www.grants.gov and then click on "Search Grants" at the top of the page and enter the Funding Opportunity Number, EPA-EE-14-02, or the CFDA number that applies to the announcement (CFDA 66.951), in the appropriate field and click the search button. Alternatively, you may be able to access the application package by clicking on the Application Package button at the top right of the synopsis page for the announcement on http://www.grants.gov. To find the synopsis page, go to http://www.grants.gov and click "Browse Agencies" in the middle of the page and then go to "Environmental Protection Agency" to find the EPA funding opportunities.

Proposal Submission Deadline: Your organization's AOR must submit your complete proposal package electronically to EPA through Grants.gov (http://www.grants.gov) **no later than 11:59pm, eastern time, March 6, 2015**. Please allow for enough time to successfully submit your proposal through the grants.gov process and allow for unexpected errors that may require you to resubmit. Please submit **all** of the proposal materials described below using the grants.gov application package that you downloaded using the instructions above. For additional

instructions on completing and submitting the electronic proposal package, click on the "Show Instructions" tab that is accessible within the proposal package itself.

Proposal/Application Materials
The following forms and documents are required to be submitted under this announcement:

I. Application for Federal Assistance (SF-424)
II. Budget Information for Non-Construction Programs (SF-424A)
III. Work plan prepared as described in Section IV(C) of the announcement. Use project narrative attachment form to attach.
IV. Detailed Budget and Non-Federal Match information. Use optional project narrative attachment form or other attachment form to attach.
V. Appendices—Using the Other Attachments Form or Optional Project Narrative Attachment Form.
(a) Timeline;
(b) Logic Model;
(c) Programmatic Capability and Past Performance; and
(d) Partnership Letters of Commitment (only if you have partner organizations making a commitment to the project – please NO letters of endorsement or recommendation)

Proposal packages submitted thru grants.gov will be time/date stamped electronically. If you have not received a confirmation of receipt from EPA (*not from grants.gov*) within 60 days of the proposal deadline, you may contact the appropriate EPA staff identified in Section VII of the announcement**.** Failure to do so may result in your proposal not being reviewed.