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Instructions



The colored frame to the left contains the main menu for the program. It will stay in the same location while you navigate through the program. Click on any of the topics to go to the corresponding section. You can click on the main menu at any time. For example, click on "Introduction" for an introduction to **Grant Writing Tutorial**

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Introduction

Grants are sums of money awarded to finance a particular activity or facility. Generally, these grant awards do not need to be paid back. Federal agencies and other organizations sponsor grant programs for various reasons. Before developing a grant proposal, it is vitally important to understand the goals of the particular federal agency or private organization, and of the grant program itself. This can be accomplished through discussions with the information contact listed in each resource description. Through these discussions an applicant may find that, in order for a particular project to be eligible for funding, the original concept may need to be modified to meet the criteria of the grant program. In allocating funds, grantmakers base their decisions on the applicant's ability to fit its proposed activities within the grantmaker's interest areas.

The U.S. Environmental Protection Agency (EPA) recognizes that lack of adequate funding may hamper the establishment of new or threaten existing environmental developing activities, such as solid waste management, in communities or non-profit organizations needing this kind of development. For this reason, EPA developed this program to help those communities and non-profit organizations identify financial assistance opportunities for their environmental-oriented development programs. Also, this program was developed to make it easier for applicants to produce more competitive grant applications.

TUTORIAL SECTIONS

- | | |
|------------------------------------|--|
| Enhancing a Proposal | This section helps you to enhance the process of writing a proposal. Tips are provided within each topic. |
| Program Specifics | This section contains information on three topics: Environmental Justice (EJ), Environmental Education (EE) programs, and Environmental Justice Through Pollution Prevention Grants (EJP2). |
| Completing Forms | This section exposes you to the different forms an applicant might be involved during the grant application process. A help window describing what is needed for each form item is provided for the most common forms. |
| Mock Grant Writing Activity | In this section, you get the chance of practicing writing a grant proposal. |
| Examples | This section contains a real grant proposal sample for each of the 3 granting areas (EJ, EJP2, and EE). |

Reference	This section provides links to EPA grant application forms and to EPA's strategy on environmental justice.
Resources/Contacts	This section lists federal and state sources of grants.
Glossary	This section contains definitions for technical terms used throughout this program.

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Dr. Jones received the Team Recognition Award from the Purdue Cooperative Extension Service in 1993 and the Industry Meritorious Service Award from the Indiana Pork Producers Association in 1992.

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[Ethel Crisp](#), [Glynis Zywicki](#), [Mary Settle](#)

Version: 1.0

May 30, 1998

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How to Enhance a Grant Proposal

Click on the icon to look at some general tips to enhance a grant proposal



It is important for an applicant to become familiar with eligibility requirements and other criteria related to the organization and grant program from which assistance is sought. Applicants should remember that the basic requirements, application forms, information, deadlines, and procedures will vary for each grant maker. Since funding information changes, applicants are strongly encouraged to contact the funding source before preparing any application.

NOTE: An applicant should follow the directions in the grant application. A general example of how to prepare a proposal is included here. Some tips are also included.

Click on the icon to look at important points to be considered before starting to write a grant proposal



A successful grant proposal is one that is thoughtfully planned, well prepared, and concisely packaged. There are nine basic components in a solid proposal package:

1. [Proposal Summary](#)
2. [Introduction of the Organization](#)
3. [Problem Statement \(or needs assessment\)](#)
4. [Project Objectives](#)
5. [Project Methods or Design](#)
6. [Project Evaluation](#)
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9. [Appendices](#)

When writing the proposal, **PLACE YOURSELF IN THE REVIEWER'S SHOES.**



1. Proposal Summary

The proposal summary appears at the beginning of the proposal and outlines the project. It can be a

cover letter or a separate page. It should be brief: no longer than two or three paragraphs. It is often helpful to prepare the summary after the proposal has been developed. This makes it easier to include all the key points necessary to communicate the objectives of the project. The summary document becomes the foundation of the proposal. The first impression it gives will be critical to the success of the venture. It very possibly could be the only part of the package that is carefully reviewed before the decision is made to consider the project further.

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 [See an Example of a Proposal Summary](#)

2. Introduction of the Organization

Most proposals require a description of an applicant's organization and its past, present, and projected operations. Some features to consider are:

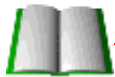
Click on the icon to look at some tips for the Introduction




- a brief biography of board members and key staff members
- the organization's goals, philosophy, and record with other grantors
- any success stories.

The data should be relevant to the goals of the granting organization and its grant program, and should establish the applicant's credibility.

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 [Write the Introduction to the Organization](#)

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3. Problem Statement

Click on the icon to look at some tips for the Problem Statement




The problem statement (or needs assessment) is a key element of a proposal. It should be a clear, concise, well-supported statement of the problem to be overcome using the grant funding. An applicant could include data collected during a needs assessment that would illustrate the problems to be addressed. The information provided should be both factual and directly related to the problem

addressed by the proposal.

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 [Write the Problem Statement](#)

 [See an Example of a Problem Statement](#)

4. Project Objectives

Click on the icon to look at some tips for the Project Objectives



The project objectives should clearly describe the goals of the project. Applicants should explain the expected results and benefits of each objective. They should also list the specific criteria of the grant program. Then, describe how the proposal meets each criterion.

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 [Write the Project Objectives](#)

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5. Project Methods or Design

Click on the icon to look at some tips for the Project Methods or Design



The project method outlines the tasks that will be accomplished with the available resources. It is helpful to structure the project method as a timeline. Early in the planning process, applicants should list the tasks that will have to be completed to meet the goals of the project. They can then break these into smaller tasks and lay them out in a schedule over the grant time period. This will provide a chance to consider what personnel, materials, and other resources will be needed to carry out the tasks.

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 [Write the Project Methods](#)

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6. Project Evaluation

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Applicants should develop evaluation criteria to evaluate progress towards project goals. It is important to define carefully and exactly how success will be determined. Applicants should ask themselves what they expect to be different once the project is complete.

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7. Future Funding



Applicants may be asked to list expected sources of continuing funding after the conclusion of the grant. The applicant may also be required to list other sources and amounts of funding obtained for the project.

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 [Write the Proposal's Future Funding](#)

8. Project Budget



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Particular expenses should be outlined in detail in the project budget. It can also be helpful to divide the budget into categories, such as personnel salaries and benefits, travel, equipment, supplies, contract costs, etc. Many grant applications request a line item budget. The budget should show how funds will be spent and by whom. The budget should also demonstrate consistency with project activities.

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How to Enhance a Grant Proposal

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It is important for an applicant to become familiar with eligibility requirements and other criteria related to the organization and grant program from which assistance is sought. Applicants should remember that the basic requirements, application forms, information, deadlines, and procedures will vary for each grant maker. Since funding information changes, applicants are strongly encouraged to contact the funding source before preparing any application.

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When writing the proposal, **PLACE YOURSELF IN THE REVIEWER'S SHOES.**



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Most proposals require a description of an applicant's organization and its past, present, and projected operations. Some features to consider are:


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- a brief biography of board members and key staff members
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5. Project Methods or Design

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General tips to Enhance a Grant Proposal

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- Read the Request for Proposals (RFP) carefully!
- Organize your proposal according to the RFP.
- Pay attention to the point allocation before you begin writing.
- Explain things -- don't DECLARE them!
- Don't make assumptions of your reviewers.
- Avoid jargon and A.C.R.O.N.Y.M.S.
- Don't simply reiterate buzzwords.
- Be innovative .. new audiences, new techniques, etc.
- Be passionate.
- Be realistic.
- Be specific. I would like this much in order to do this.
- Show the funder the return on its investment.
- Check grammar, spelling, and typos.
- Ask someone else to review it.
- [Solicit partners!](#) 
- If the funder says "no," ask why.
- Volunteer to be an evaluator.

How to Enhance a Grant Proposal

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



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Before You Begin Writing the Grant Proposal:

CLOSE

To close this window either click on the BACK button of your browser or click on this icon

-  **Rule #1:** Believe that someone wants to give you the money!!
-  Project your organization into the future
-  Start with the end in mind...look at your organization's big picture. Who are you? What are your strengths and priorities?
-  Create a plan not just a proposal
-  Do your homework: Research prospective funders. Try and search locally first.
-  Target funding source that has interest in your organization and program.
-  **If you need the money now, you have started too late**



A Reviewer's Perspective

These are two quotes from people who review grant proposals:



● "If I can't understand the title, then I don't fund it." Whitney Tilt, National Fish and Wildlife Foundation

● "If you haven't told us what you want by the end of the third paragraph, chances are you're not going to get it." John West, Phillips Petroleum Foundation

The following quotes are taken from The Foundation's Center's "Guide to Proposal Writing." What the Funders Have to Say."

- "Be thorough in your preparation and research before attempting to initiate contact with a funder."
- "Statistics are important, but can be confusing. Use them when they set the stage and give a context for the project."
- "Ideas need to stand out. If the format of the proposal helps accomplish that, then it is O.K. But fancy fonts and layout don't carry much weight in and of themselves."
- "If it is clear, concise, to the point, everything should be there without having to look for it. There should be meat on the bones but no fat."
- "Start with clarity and no fluff. I remember one proposal that was just bullet format. It was clear, succinct and to the point. For a literary point of view, it was dull, but programmatically, it was clear and precise."
- "We like to see more, rather than less, information in the budget. We want to see how our money will be used, how it will fit into the whole picture."
- "I don't like to see in-kind services in the budget when often, it's just a million volunteers licking stamps. It can be a bogus attempt to make a \$300,000 budget look like a million dollars."
- "What makes me crazy is an organization ignoring our guidelines."
- "Don't try to pull the wool over our eyes. Be honest and straightforward."
- "I hate proposals in plastic or loose leaf binders with lots of tabs and indices. It's also ecologically unsound."

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Mock Grant Writing Activity



Writing the Grant Proposal Summary

In this section, you can practice writing the Summary for your Grant Proposal. A text area is provided below for you to write the summary. You can use this text area in the same way as you work with a regular text editor. Therefore, you can utilize the keyboard to write and edit your text. **To be able to print and save your work, you will need to highlight your text, copy it, open a word processor of your choice, and paste the text within the word processor. From there, you can save and print your document.**

Underneath the text area there are 4 icons that you can click at any time during the writing process. The actions you can take using each of the icons are the following:



Clicking the CLEAR icon allows you to erase the contents in the text area.



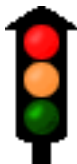
Clicking the BACK icon leads you back to the Mock Grant Writing Activity Table of Contents.



Clicking the HELP icon leads you to see a description of this topic that you have read before under the "Writing A Proposal" section of the program. Here, you can check again what are the important points needed to write a good "Summary".



Clicking the SEARCH icon leads you to see an example of the "Summary" component of a real grant proposal (a Brownfield Oversight Community Action Project).



IMPORTANT. To come back from elsewhere use your browser's BACK button, otherwise, you will lose the text that you have typed in the text area.





Mock Grant Writing Activity



In this section you will have the opportunity to practice writing a grant proposal. You will do it one step at a time. In each step, an actual grant proposal example is provided for you to compare against and find out how you are doing in the process. Also, you will have the chance to go back and check the relevant information needed on each step, as well as to review the important tips to help you enhance your proposal writing.

Following is a Table of Contents with the list of basic components that usually integrate a grant proposal. Click on any of them to practice your writing for that particular section.

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3. [Problem statement \(or needs assessment\)](#)
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Mock Grant Writing Activity



Writing the "Introduction of the Organization" Component of a Grant Proposal

In this section, you can practice writing the "Introduction of the Organization" for your Grant Proposal. A text area is provided below for you to write it. You can use this text area in the same way as you work with a regular text editor. Therefore, you can utilize the keyboard to write and edit your text. **To be able to print and save your work, you will need to highlight your text, copy it, open a word processor of your choice, and paste the text within the word processor. From there, you can save and print your document.**

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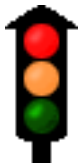
Clicking the BACK icon leads you back to the Mock Grant Writing Activity Table of Contents.



Clicking the HELP icon leads you to see a description of this topic that you have read before under the "Writing A Proposal" section of the program. Here, you can check again what are the important points needed to write a good "Introduction of the Organization".



Clicking the SEARCH icon leads you to see an example of the "Introduction of the Organization" component of a real grant proposal (a Brownfield Oversight Community Action Project).



IMPORTANT. To come back from elsewhere use your browser's BACK button, otherwise, you will lose the text that you have typed in the text area.



Brownfield Oversight Community Action Project

Introduction of the Organization

Since 1969, the Imaginary Street Community Health Center (ISCHC) a community based human service agency, has provided primary health care, health education and social services to low income individuals on the near south side City of Wonderland. ISCHC serves those who otherwise would find accessing health care difficult due to language, cultural and financial barriers. In 1995, the ISCHC opened an Office of Environmental Health which has been the coordination point or a major Environmental Justice Initiative -- the Environmental Health Education Project. This project's purpose has been to identify and map the locations of known environmental hazards in the multi-cultural neighborhood that surrounds the clinic and to utilize a collaborative process which relies on the expertise of environmental professionals and community residents to develop strategies, information and materials to provide useful, accurate information to families in the neighborhood so that they can take steps to avoid, minimize or reduce their exposure to environmental hazards. The project has successfully assembled data on air emissions, water discharges and solid/hazardous waste sites, has conducted a statistically valid survey of area residents to determine awareness of environmental issues and behaviors that can have an effect on health and has completed a demographic and socio-economic profile of the project's target area. Utilizing Geographic Information System (GIS) mapping capability we are in the process of correlating environmental hazard information with locations of at-risk populations within the neighborhood. With the assistance of individuals from the community we are developing materials and strategies for a public outreach campaign.

**Please click on your browser's BACK button to go back to Practice Writing
The Proposal's Introduction of the Organization**



Mock Grant Writing Activity



Writing the "Problem Statement" Component of a Grant Proposal

In this section, you can practice writing the "Problem Statement" for your Grant Proposal. A text area is provided below for you to write it. You can use this text area in the same way as you work with a regular text editor. Therefore, you can utilize the keyboard to write and edit your text. **To be able to print and save your work, you will need to highlight your text, copy it, open a word processor of your choice, and paste the text within the word processor. From there, you can save and print your document.**

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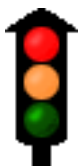
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Clicking the HELP icon leads you to see a description of this topic that you have read before under the "Writing A Proposal" section of the program. Here, you can check again what are the important points needed to write a good "Problem Statement".



Clicking the SEARCH icon leads you to see an example of the "Problem Statement" component of a real grant proposal (a Brownfield Oversight Community Action Project).



IMPORTANT. To come back from elsewhere use your browser's BACK button, otherwise, you will lose the text that you have typed in the text area.



Brownfield Oversight Community Action Project

Problem Statement/Needs Assessment

On February 23, 1996 the State DNR announced a creative pilot program to kick-start municipal brownfield remediation projects in 11 municipalities across the State. The City of Wonderland received awards for two sites located within the ISCHC's service area. Through this program, the DNR will conduct Phase I and Phase II Environmental Assessments on these properties. As these assessments are conducted and completed the City through the Departments of City Development and Public Works, the DNR, State Electric Power Company (EPCO) and ISCHC have committed to work together to expedite the progress of the assessments, bring other private sector partners to the table and include the active participation of community residents throughout the entire scope of the project. The activities surrounding the assessment process will demonstrate real world requirements of the Clean Water Act, Section 104(b)(3), Solid Waste Disposal Act, Section 800(a) and comprehensive Environmental Response, Compensation and Liability Act, Section 311.

Site Descriptions. The Former Chem site was used for paint stripping, electroplating and as a chemical manufacturing and storage facility for over 100 years. Within a block of a residential neighborhood the site is an eyesore, attractive nuisance to young children and for gang activity and a potential health hazard. Demographic/socio-economic data for Census Tract 157 where Chem is located indicates approximately 4,000 residents, including more than 500 children under age five and 1500 children under the age of 18. The population is 75% non-white (63% Hispanic, 9% Asian, 24% White and 3% African American). Forty six percent of the population is below the poverty level. In 1987 and 1988 US EPA removed over 50 barrels containing various hazardous substances and pumped out several plating tanks containing unidentified liquids and sludge. The Chem Building has been fenced off and boarded up several times, but vandals remove the fencing and frequently trespass on the site. The property has a high development potential because of its location near major highways, other industries and an under-employed population.

The second site is a former tannery warehouse, that has been used as a tannery and for waste and metal reclamation activities as well as for the storage of 55 gallon drums of unknown substances. The 1.3 acre parcel is located in a once heavy manufacturing area of Milwaukee. The site is a health and safety threat to trespassers and vandals have broken in and dumped waste on the property. Soil at the site is contaminated from past uses and groundwater contamination is suspected. The property is adjacent to marina development on the Kinnickinnic River. Located in Census Tract 166, the population of neighborhood residents is 53% Hispanic, 40% White, 3% Native American and 3% African American. 47% of the population live below the poverty level.

Communication Strategies Required. A random sample telephone survey was conducted in August 1995 (including residents of these census tracts) to assess how neighborhood residents receive Information about environmental issues and how they perceive environmental issues affect their daily

lives. The survey demonstrated that there are clear differences along racial/ethnic lines when it comes to awareness/understanding of environmental problems. In the survey, 80% of White and Native Americans respondents reported awareness of efforts to reduce ozone, while only 50 % of African Americans and 40% of Latinos mentioned this awareness. When asked to report environmental issues that affected their daily lives 43% of respondents mentioned garbage, 25% mentioned hazards from traffic, 24% mentioned crime and 7 % mentioned industrial emissions. As we have worked with community residents on strategies to present Information on environmental issues that can affect health of children and families, we can report anecdotally that some neighborhood leaders believe environmental issues are too complicated for them to effectively be able to address and communicate to the people that they serve An accompanying reality is that the press of daily activities for individuals working in neighborhood services -- providing daycare, social services, income support services, job training along with basic literacy services -- can take precedence over environmental degradation and even associated health effects when remedies appear to take so long and are so expensive.

**Please click on your browser's BACK button to go back to Practice Writing
The Proposal's Problem Statement**



Mock Grant Writing Activity



Writing the "Project Objectives" Component of a Grant Proposal

In this section, you can practice writing the "Project Objectives" for your Grant Proposal. A text area is provided below for you to write it. You can use this text area in the same way as you work with a regular text editor. Therefore, you can utilize the keyboard to write and edit your text. **To be able to print and save your work, you will need to highlight your text, copy it, open a word processor of your choice, and paste the text within the word processor. From there, you can save and print your document.**

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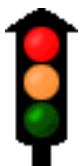
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Clicking the SEARCH icon leads you to see an example of the "Project Objectives" component of a real grant proposal (a Brownfield Oversight Community Action Project).



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Brownfield Oversight Community Action Project

Project Objectives

The Objectives of this project are:

1. To conduct a highly visible community education/involvement campaign around two brownfield remediation projects located within the ISCHC's service area.
2. To fully inform and engage interested neighborhood groups and the public in general about real world environmental decision-making and environmental justice issues. To educate and publicize Information - about contaminants found on the sites, where they came from, why they are still there, the costs associated with removal and clean-up,- about technologies and strategies employed to implement the removal of contaminants, - about the real and perceptual barriers to redevelopment of brownfield sites that exist in the minds of real estate developers and lenders and how these barriers can best be overcome, - about changes in local, state and federal law that have been made to mitigate liability and encourage brownfield development and related standards of clean-up that may be used to facilitate productive use of the property.
3. To completely explore and provide information about health effects that may be associated with the properties as they exist, how these risks may be affected by the clean-up process and how these risks may be improved through remediation.
4. To fully include the residents of the community in a discussion of trade-offs (if any) that may be required -- what is the proper balance between the economic development needs of the neighborhood to generate family supporting with the costs of cleaning up to ensure protection of the environment?
5. To support the activities of the new creative partnership -- the Brownfield Oversight Community Action Team formed by ISCHC's Community Advisory Committee, the State's DNR, City of Wonderland, State Electric Power Company, other private sector partners and the community of residents which live in the neighborhood.

**Please click on your browser's BACK button to go back to Practice Writing
The Proposal's Objectives**



Mock Grant Writing Activity



Writing the "Project Methods" Component of a Grant Proposal

In this section, you can practice writing the "Project Methods" for your Grant Proposal. A text area is provided below for you to write it. You can use this text area in the same way as you work with a regular text editor. Therefore, you can utilize the keyboard to write and edit your text. **To be able to print and save your work, you will need to highlight your text, copy it, open a word processor of your choice, and paste the text within the word processor. From there, you can save and print your document.**

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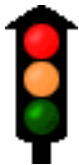
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Clicking the SEARCH icon leads you to see an example of the "Project Methods" component of a real grant proposal (a Brownfield Oversight Community Action Project).



IMPORTANT. To come back from elsewhere use your browser's BACK button, otherwise, you will lose the text that you have typed in the text area.



Brownfield Oversight Community Action Project

Project Methods/Activities

We propose a coordinated community involvement and communication campaign to accompany neighborhood brownfield remediation. The Brownfield Oversight Community Action Team will serve as monitor, resource gatherer, serve as project manager for effectively engaging the community in the process for moving these projects along. We will integrate a series of public meetings and small community group meetings with a formal media/visibility campaign. Specific outreach to other than mainstream press -- Spanish, Hmong and Laotian publications, radio and television programming.

August - October 1996

- Integrate interested members of the ISCHC's Community Advisory Committee into the Brownfield Oversight Community Action Team. Conduct outreach as needed to include neighborhood professionals in lending and financial services, representatives of philanthropic/grantmaking institutions, real estate and economic and community development activists.
- Develop effective systems and contact list to enable the Brownfield Oversight Team activities and project progress to be conveyed to interested groups and individuals who cannot actively participate in meetings but who wish to monitor progress. Activities to support this effort will include but not be limited to broadcast fax capability for meeting notices and summaries, preparation of basic scope of project materials, translation of information as needed for distribution of news releases and project advisories to ethnic radio/TV stations and newspapers.
- Presentation of project activities to community meetings of ethnic/cultural groups, interested neighborhood small business associates and church youth groups.
- Develop regular meeting schedule for Brownfield Oversight Team.
- Conduct editorial visits to major print/electronic media outlets to provide background and invite background participation of environmental reporters.
- Develop complete list of media outlets, contacts, editorial and advertising policies to include non-outlets as well as business, trade and professional journals in areas likely to cover environmental economic development issues.

October- November 1996 - Phase I Environmental Assessment

The DNR believes that soil and groundwater contamination is probable at both sites and suspects that contaminants may have leached into the soil and migrated off site. The Phase I Environmental Assessment will have been completed on both project parcels by this time and will identify areas of known or potential environmental contamination. Information gained during Phase I will include a complete review of records associated with past activities at the site, interviewing individuals and conducting physical inspections of the property in question.

- Findings of Phase I will be reviewed by Brownfield Oversight Team and strategies for targeted outreach to neighborhood and appropriate media will be identified and implemented.
- The meetings of the Brownfield Oversight Team will be monitored and records kept to assure that this process of brownfield remediation can be developed into a model for review by all interested parties and for possible dissemination to other municipalities and groups interested in collaboration on brownfield development.
- Materials will be developed (in an understandable and culturally appropriate format) and a display prepared to provide information to neighborhood groups on these issues.
- A major press announcement and public meeting will be held to explain and give visibility to the history of these properties, the nature of the contaminants suspected to be present on the site and to discuss the health effects that may have been present to persons who have trespassed on the sites or who live in the immediate vicinity.
- Special outreach will be done to Wonderland Public Schools (elementary, middle and high) in the neighborhood for incorporation of this project as part of the District's School To Work initiative. Teachers and students could be involved in the project and work with professionals at DNR, firms that do site investigations, sampling, lab analysis and firms that will be contracted with to do demolition and clean up and site preparation. Schools can also provide visible public forums for the discussions surrounding how clean is clean and appropriate economic development activities for these parcels.

November 1996 - February 1997 - Liability, Clean-Up and Redevelopment Discussion

Under State law, the first step in getting an exemption from liability under portions of the Hazardous Substances Discharge Law is to conduct a "through environmental investigation of the property". Under State's Land Recycling Program this thorough investigation consists of the Phase I and II Environmental Assessment and a chapter NR 716 Site investigation. Each step in the process must receive the approval of the DNR. Because the DNR will be conducting the Phase I and II assessments, these projects will provide excellent models for explaining to the public how this process works.

- In collaboration with the public information office of the DNR, a complete brownfields information packet with specific materials on these two properties will be assembled. Specific outreach to business reporters and development professionals on how the process can work, what limits on liability can be achieved etc.
- A major press event and public meeting in the community will be held to announce the formation of a Community Economic Development Marketing Initiative to begin the process of evaluating the economic development potential for these properties.

February - April 1997 - Phase II Environmental Assessment

The Phase II Environmental Assessment is conducted to physically confirm the presence or absence of environmental contamination at a site. It is not meant to determine the nature and extent of the contamination.

Phase II will include but is not limited to field sampling of media, laboratory analysis of samples and visual confirmation of environmental contamination at the property. The role of the Brownfields Oversight Team will be to review Phase II results, interpret information and assist in developing strategies and an action plan to support activities of the NR 716 Site Investigation.

- Potential for major press announcement NR 716 Site investigation. (The NR 716 Site assessment will provide the information necessary to identify the remedial options for the site. It is assumed at this point that financial resources need to be in place to proceed with future phases of the project and any remediation activities.)
- Brownfield Oversight Team will consider potential future' uses for the properties in light of evolving picture of contamination.
- A public meeting and specific community outreach will be conducted during this phase to fully inform the public of the types of contaminants on the site, implications for health and safety due to activities at the site. It is also at this point that the "how clean is clean" discussion will begin. It is suspected for example that groundwater contamination exists on both properties, but in the case of both properties, municipal water is used for drinking. Health effects from groundwater contamination are theoretically negligible. In the case of the 3rd street property, the proximity to the Kinnickinnic River and migration of contaminants off site may be occurring. The Team will address the multitude of issues involved in addressing: What are the recommended strategies and cost of clean up appropriate to these sites? What level of clean up is required for future productive use of the properties?
- Develop specific media/photo opportunities sought to give visibility to testing process with ultimate goal of de-mystifying site work.

May - September 1997

Ongoing remediation activities as indicated. Depending on the outcomes of the "thorough environmental investigation of the property" and the certification of the DNR that appropriate phases of investigations are done, clean-up activities can commence. It is anticipated that a schedule will also be announced for when the properties will be cleaned up along with a ; strategy for marketing the sites.

Please click on your browser's BACK button to go back to Practice Writing The Proposal's Methods



Mock Grant Writing Activity



Writing the "Project Budget" Component of a Grant Proposal

In this section, you can practice writing the "Project Budget" for your Grant Proposal. A text area is provided below for you to write it. You can use this text area in the same way as you work with a regular text editor. Therefore, you can utilize the keyboard to write and edit your text. **To be able to print and save your work, you will need to highlight your text, copy it, open a word processor of your choice, and paste the text within the word processor. From there, you can save and print your document.**

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Clicking the SEARCH icon leads you to see an example of the "Project Budget" component of a real grant proposal (a Brownfield Oversight Community Action Project).



IMPORTANT. To come back from elsewhere use your browser's BACK button, otherwise, you will lose the text that you have typed in the text area.



Brownfield Oversight Community Action Project

Project Budget

AMOUNT	ACTION	CALCULATION
\$10,000	Project coordination	500 hrs ~ \$20.00 per hour
\$ 2,500	Project management	25 hrs @ \$100 per hour
\$ 4,500	Supplies, printing collateral materials, traveling display for community meetings, graphic design for community economic development marketing	
\$ 3,000	Promotional costs for community outreach, advertising meetings, room rental fees, etc.	
\$20,000	Total	

Following is the form filled out in the corresponding area (Section B. Budget categories).

Budget Information - Non-Construction Programs						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E.Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL	
	1. Environmental Outreach (2)	(3)	(4)	(5)	(6)	(7)
a. Personnel	\$ 10,000					\$ 10,000
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies	\$ 1,000					\$ 1,000
f. Contractual						
g. Construction						
h. Other	\$ 9,000 (Correspondence/printing/materials)					\$ 9,000
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTAL \$ (sum 6i and 6j)	\$ 20,000					\$ 20,000
l. Program Income						

Please click on your browser's **BACK** button to go back to Practice Writing The Proposal's Budget

Mock Grant Writing Activity



Writing the "Appendix" Component of a Grant Proposal

In this section, you can practice writing the "Appendix" for your Grant Proposal. A text area is provided below for you to write it. You can use this text area in the same way as you work with a regular text editor. Therefore, you can utilize the keyboard to write and edit your text. **To be able to print and save your work, you will need to highlight your text, copy it, open a word processor of your choice, and paste the text within the word processor. From there, you can save and print your document.**

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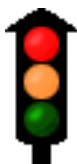
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Clicking the SEARCH icon leads you to see an example of the "Appendix" component of a real grant proposal (a Brownfield Oversight Community Action Project).



IMPORTANT. To come back from elsewhere use your browser's BACK button, otherwise, you will lose the text that you have typed in the text area.



Brownfield Oversight Community Action Project

Appendix

Key Personnel. Key Personnel for this project include ISCHC CEO, and 2 other individuals. Their resumes are attached. It is anticipated that these individuals will devote significant volunteer time in addition to compensated time.

[CEO's Resume](#)

[Individual I Resume](#)

[Individual II Resume](#)

If you come from the Mock Writing Activity Please click on your browser's BACK button to go back to Practice Writing The Proposal's Appendix

OR



[Click Here to Return to Appendices \(Enhancing a Proposal Section\)](#)

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CEO's NAME

CEO's ADDRESS

EDUCATION

1988 to present	Doctoral Candidate in Public Health Policy and Administration University To be awarded degree June 199?
1982	Master of Science - Community Health Nursing Scholarship in Community Health University
1979	Bachelor of Science - Nursing Fellowship in Public Policy University

EMPLOYMENT

- June 1990 - **Chief Executive Officer**
present Imaginary Street Community Health Center, Inc.
- Administrator of a community health center providing primary care and other health related services to persons residing on the near south side of Wonderland. The agency employs over 140 employees and has an annual budget of \$6 million.
- July 1988 - **Special Assistant to the Commissioner**
June 1990 Wonderland Health Department
- Assisted the Commissioner in health care planning, development and evaluation. Negotiated with private health care providers for increased service delivery to the low - income and uninsured populations in Wonderland. Conducted epidemiological studies for the department.
- April 1988 - **Consultant to the Mayor**
June 1988 Office of the Mayor, City of Wonderland
- Responsible for preliminary planning of fiscal, management and program services restructuring in the health department in the absence of a health commissioner. Made recommendations for the planning of the department's \$12 million annual budget
- February 1987- **Administrator**
February 1988 Children's Home Health Services In Children's Hospital
- Planned and developed a home health care service for Children's Hospital. Responsibilities included overall financial, regulatory and personnel management of an agency with an annual budget of over \$2 million and staff of 40 employees.
- May 1985 - **Director of Nursing** - Family Hospital and Family Hospital Nursing Home
January 1987
- Responsible for overall management of a 170 bed nursing home which had an annual budget of \$4 million and over 100 employees. Hospital responsibilities included utilization review, quality assurance and JCAH accreditation.

PROFESSIONAL ACTIVITIES

- 1995 - National Association of Community Health Centers
present Member, Board of Directors
- 1995 - State Primary Care Association
present President, Board of Directors

- 1990 - 1995 State Primary Care Association
Member, Board of Directors
- 1986 - 1987 Future Wonderland Leadership Training Program
- 1986 - 1987 State Legislative Council Study on Long term Health Care Insurance
Council member, appointed by Assembly Speaker
- 1985 - 1988 Imaginary Street Community Health Center, Inc.
- 1989 - 1990 Member, Board of Directors and Board President (1986 - 1988)
- 1984 - 1985 State Legislative Council Study on Bioethics
Council member, appointed by Senate President
- 1983 - 1987 State Diabetic Association
Member, Board of Directors & Board Secretary (1986 - 1987)
- 1983 - 1988 State Board of Nursing
President (1984-1986)
- 1982 Social Development Commission
Commission Member
- 1981 - 1983 State Nurses Association
Member, Board of Directors
- 1981 Inner City Development Project (ICDP) - South
Member, Board of Directors

PROFESSIONAL / PERSONAL DEVELOPMENT

- July - August Somewhere in Latin America
- 1989 Studied Spanish and Health Care
Economics.

CONSULTING ACTIVITIES

- 1994 - Health Care Plans - Network development for Medicaid HMO.
95
- 1994 - Prepaid contract Review for a number of Community Health
95 centers.

 [Go to the top of Appendix](#)

Professional Background

Of Individual I

Individual I is the President of an economic and environmental consulting firm located in Wonderland. Individual I, an attorney, has held a number of senior management and consulting positions with federal, state and local governments on air, land and water quality issues over the past twenty years. He was the Regional Administrator for the U.S. Coastal Management Program. He served on the U.S. Environmental Protection Agency/State Department's international negotiating team that resulted in major revisions in a Water Quality Agreement, for which he received EPA's Bronze Medal for his technical, management and legal support during the negotiations. He also served as the Governor of State's lead person on developing acid rain, water diversion and soil conservation legislation in the 1980's.

More recently, Individual I has been a consultant to the U.S. EPA on a public involvement and communication project designed to enlist public support for local environmental protection programs. He has also been a consultant to the Mayor of Wonderland and local officials on a number of diverse economic and environmental issues. Projects with the City of Wonderland included: development of a sustainable development strategy, analyzing and recommending redevelopment alternatives for portions of the City's Valley, developing a long-term water supply policy that was adopted by the Wonderland Common Council and working with the Department of City Development and Housing Authority on a strategy for promoting economic self sufficiency for the City's chronically unemployed.

Currently, Individual I is working with the Wonderland Public School System on implementing their School To Work initiative, having lead responsibilities for organizing the private, governmental and non-profit sectors in supporting this initiative. He is also Co-director of the Imaginary Street Community Health Center's Environmental Health Project which is targeted to Wonderland near south side and is designed to reduce health risks for children who are exposed to environmental hazards.

Education

Juris Doctorate, University; M.S. in Environmental Studies/Urban & Regional Planning, University; B. S. in Resource Development from a University.

Professional Affiliations

Member of two Bar Associations.

Adjunct Professor at the University School of Architecture and Urban Planning (1987-1991) and part time Lecturer.

 [Go to the top of Appendix](#)

INDIVIDUAL II NAME

Individual II Address

EXPERIENCE

Project Consultant

Hunger Task Force - Interim Communications Coordinator responsible for all agency written materials for public distribution including quarterly Hunger Connection Newsletter, desktop publishing layout/design and photos, press releases and fund raising appeals. Wrote and produced commemorative 20th Anniversary 1994 Annual Report which generated more than \$11,000 for this anti-poverty agency. Imaginary Street Community Health Center - Project Coordinator, Environmental Health Education Project. Responsible for community outreach, staff support, media relations, preparation of all written materials and project coordination activities for the Office of Environmental Health.

Director of Government Relations

Lead lobbyist for State Federation of Cooperative (FC) and the State Credit Union League. Provided primary staff assistance to WFC healthcare, mutual insurance, housing and credit union members. Responsible for research, issue development and political action on state and federal level in these issue areas.

Project Administrator

Directed all aspects of successful national telemarketing get-out-the-vote campaign for an Action League. Identified, mobilized and raised funds from pro-choice individuals in key states for the 1992 federal elections, including successful US Senate races in two states. Responsible for recruitment, training, supervision and motivation of total staff of approximately 500 individuals. Coordinated issue/message development, production of training materials and successful fundraising scripts for Action League's project culminating in receipts in excess of \$ 1.6 million.

Director, Government Relations

Directed legislative lobbying activities and issues management campaigns in the agency on Federal, State, City and County issues. Produced and executed public relations strategies and successful media relations programs for non-profit agencies. Worked closely with these agencies to effectively integrate long term public relations goals with strategic planning and fundraising projects. Provided crisis response and ongoing crisis management assistance as needed. Research, writing for various publications and issue development papers were also routinely produced for these and other corporate clients to support legislative lobbying and community information programs.

Executive Assistant

Special project coordinator and policy development specialist on such issues as community aides formula funding, aging and long term care and child support enforcement. Legislative liaison to the County Board and recruitment/outreach for qualified minority candidates for service on various board and commissions.

Energy Policy Coordinator

Directed the formulation and publication of State's 1986 Energy Efficiency Plan. Responsibilities included coordination of energy conservation policy issues, internal development of the plan, initiating and maintaining contacts in affected state agencies and public interest groups, soliciting and encouraging legislative interest. Served as press contact, public relations advisor and organizer for media placements and public hearings around the state on plan recommendations.

Governor's Scheduler and Legislative

Scheduled, advanced and staffed Governor as needed for all appearances throughout the state. Duties included gathering and synthesizing issues and policy related materials, investigation of local concerns/ interest groups and maintaining flow of this information to the Governor, key policy and state agency staff. Legislative Liaison: Served as Governor's State Senate liaison and provided assistance and advice to Governor on national environmental issues. Served as staff representative to the National Governors' Association Energy and Environment Committee, Alliance for Acid Rain Control and Center for Clean Air Policy analysis chaired by Governor. Also served as Governor's representative to the National Groundwater Policy Forum and organized successful public hearings on the recommendations of The Forum's report in the State.

Legislative Analyst and Assistant to the Senate Organization Committee

Provided staff support for the State Senate Organization Committee comprised of Senate leadership. Responsible for efficient flow of legislation from committee to the Senate floor for action. Researched and presented all requests requiring committee action to committee members and was responsible for documentation and dissemination of committee action to all Senate offices, interested public groups and the press.

Legislative Staff Support

Progressively responsible legislative staff support positions. Part-time messenger in the State Assembly while attending college; legislative assistant, Assistant Journal Clerk - State Senate and first, female Head Record Clerk for the State Senate. 1971-1976.

Education

University
BA 1974

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Brownfield Oversight Community Action Project

Proposal Summary

Due to the credible work done by the professionals and community representatives who have been collaborating on the Environmental Health Project, the ISCHC has been successful in working with the City to secure the State Department of Natural Resources (DNR) approval for participation in a special Brownfield Assessment Pilot Project. Through this program, the DNR will fund Phase I and II Environmental Assessments at two contaminated abandoned properties within the ISCHC's service area. Once these assessments are complete the ISCHC, DNR, City and State Electric Power Company have committed to continue to work with the community to help explore options for moving these projects forward with the ultimate goal of clean-up and viable economic redevelopment.

The funding we are requesting through the EPA's Small Grant Program will be used to expand upon the professional and community expertise/involvement that has been instrumental in advancing our Environmental Health Project. With the collaboration of real estate, lending and economic development professionals we will form a Brownfields Oversight Community Action Team to learn about and monitor the progress of the remediation of these brownfield properties from beginning to end. A comprehensive public education/community involvement campaign will be conducted to ensure the meaningful participation of neighborhood residents and to assist in selecting and giving visibility to environmental repair technologies, costs and clean-up options and to advocate for appropriate redevelopment for the neighborhood.

At the end of the one year grant period, it is expected that Phase I and II Environmental Assessments will have been accomplished, a process will have been established to complete site investigation and that the Brownfield Oversight Community Action Team will have identified strategies and options for remediation. A community economic development marketing effort will be in place to promote the use of these properties once remediation is complete. During the project, a minimum of three major media announcements and public meetings will have been held on the project's progress. Numerous community group meetings will have also been held on an as needed basis to fully inform sectors of the community that may not have the time/financial resources to fully participate in Oversight Team Activities. Communication issues will also be addressed for groups and individuals who do not tend to receive information or who historically did not place much trust in the information presented through traditional/mainstream print and electronic media. Preparation and distribution of materials in Spanish, Hmong and Laotian will be done where appropriate.

**Please click on your browser's BACK button to go back to Practice Writing
The Proposal's Summary**

Pollution Prevention/Source Reduction Project

Summary Sheet

A. Environmental Justice Issues Addressed by the Project

Through a cooperative effort involving local businesses and community organizations, the Enchanted Valley Environmental Justice Project will address the following issues in the Metropolitan Area:

Solid waste minimization; potential environmental threats to the affected communities due to historic and current heavy manufacturing; community education involving Pollution Prevention strategies in affected communities; community involvement in the promotion and implementation of Pollution Prevention initiatives by local small businesses in affected communities; providing advanced technical assistance for the implementation of Pollution Prevention practices for small businesses through CERTT; and assisting small businesses, located in the affected communities, with applications to the State Department of Development/State EPA Pollution Prevention Revolving Loan Fund that is administered by the Enchanted Valley Economic Development Corporation.

Several businesses and organizations, including CERTT, appear as partners in this proposal

B. How the Pollution Prevention Approach will be utilized to address the Environmental Justice Issues

The selected pollution prevention approach for this project will be to provide Integrated Manufacturing Assessments, coupled with the use of Pollution Prevention Implementation Assistance (through advanced technical assistance) and Educational Outreach, to at least four companies located within Environmental Justice Areas: The assessments will be used as a tool to evaluate each company's processes and identify target areas for Pollution Prevention Opportunities and their subsequent implementation. CERTT staff members, using the approach they developed for solid waste minimization, will conduct integrated Manufacturing Assessments.



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Actual Example of Environmental Justice Through Pollution Prevention Small Grant

This is an example of a Pollution Prevention/Source Reduction project. The names of the organizations as well as their addresses and telephone numbers have been changed to protect them against the appearance of U.S. EPA's endorsement.

Following is the list of the basic components that integrates this grant proposal example.

Please click on any of the components

- [Cover letter](#)
- [Summary sheet](#)
- [Introduction of the Organization\(s\)](#)
- [Problem statement \(or needs assessment\)](#)
- [Project objectives](#)
- [Project methods or design](#)
- [Project evaluation](#)
- [Project budget](#)
- [Completed SF424 Form](#)

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Pollution Prevention/Source Reduction Project

Cover Letter

June 4, 19XX

EJP2 Grant Program
% ERG
EJP2 Grant Program Address

Dear EJP2 Grant Program:

Enclosed please find our revised workplan that includes the elimination of the \$100,000 revolving loan program and a reduction of the Center of Engineering Research & Technology Transfer budget to only include advanced technical support to small businesses during the implementation of the Integrated Manufacturing Assessments.

I have discussed this revision with Region 5's EJP2 Coordinator and the Washington EPA Office. Should you have any questions, please feel free to contact me.

Sincerely,

Assistant Director



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Pollution Prevention/Source Reduction Project

Introduction of the Organization

The Environmental Justice areas of our Community have many organizations committed to being partners in the Enchanted Valley Environmental Justice Program (EVEJP). One of the major goals of this project is to increase community involvement and education regarding Pollution Prevention strategies. These organizations include the Keep the Enchanted Valley Beautiful, Inc., 2 Area Urban Leagues, area citizens coalitions, representatives from local area Rotary Club s, as well as the Hispanic-American Civic and Cultural Organization (HACCO).

These local community groups are committed to actively recruit members from the effected communities, which they are apart of, and to sponsor community forums/ discussion groups dealing specifically with pollution prevention. These community forums/discussion groups will focus on education and involvement in the EVEJP. The local community groups will be provided with curriculum regarding pollution prevention, developed and presented by Environmental Studies staff, Keep the Enchanted Valley Beautiful Inc . staff, and Educators from the Solid Waste Management Districts.

Through the Environmental Justice Program, our Community will be incorporated into the program processes of education, company identification/selection for the Integrated Manufacturing Assessments, and the implementation of Pollution Prevention strategies developed by the Assessments. The local community groups will take an active role in learning about and participating in the Integrated Manufacturing Assessments and subsequent activities required to implement these strategies. The recommendations of the community groups will form an integral part in the decision making process. They will learn and understand the processes and principles of Integrated Manufacturing Assessments that include:

- Waste generation, handling and disposal practices;
- Process inefficiencies;
- Primary waste streams/associated generation points targeted for reduction opportunities;
- Review case studies of pollution prevention opportunities in document form developed by CERTT; and,
- Aid in the process of securing capital improvement funding to implement pollution prevention strategies.

These local groups will be empowered with the education, support and advocacy to ensure that there is fair treatment for all people with regard to the development, implementation, and enforcement of environmental laws, regulations, programs and policies. In doing so, our Community can better serve itself as well as the environment.

The following is a list of the community partners in the Enchanted Valley Environmental Justice Project:

Please click on any of the organizations to see a description of them and their involvement in the project

- [Keep Enchanted Valley Beautiful, Inc. \(KEVB\)](#)
- [Local Citizen's Coalitions](#)
- [Hispanic-American Civic and Cultural Organization \(HACCO\)](#)
- [Area Urban Leagues](#)
- [United Methodist Center](#)
- [Various Groups](#)
- [Enchanted Valley Economic Development Corporation](#)

Through the community involvement of these partners, this project will provide the Citizens of the Mahoning Valley with an increased understanding of the benefits of Pollution Prevention and ultimately help our Community's problem-solving and decision-making skills with regard to Environmental Justice Issues.

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The **Keep Enchanted Valley Beautiful, Inc. (KEVB)** is a not for profit organization that was formed in 1992 and is a certified "Keep America Beautiful" program. The Operations Manager of the Enchanted County Solid Waste Management District manages the program and receives direction from a Citizens Advisory Committee. The goals of this program are to recruit volunteers throughout the Enchanted Valley, including with professionals, to conduct active community programs . These programs include: volunteer clean-ups, "Adopt--a-Spot," illegal dump site cleanup and beautification, tree distribution to school children and the community, as well as education and awareness to the general public regarding the importance of planting and caring for trees, litter prevention, and waste minimization.

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The **Local Citizen's Coalitions** are organized neighborhood groups that meet monthly to discuss issues affecting their community. Many of these neighborhood groups, such as the North Side Citizens Coalition, have a rich history in their involvement in community matters.

 [Back to the List of Organizations](#)

The **Hispanic-American Civic and Cultural Organization (HACCO)** was established in 19XX and is a non-profit organization that services the Hispanic community and the community at large in the Enchanted County area. Their mission is to focus on programs of social, economic, educational, and cultural needs of the community. HACCO seeks to improve the quality of life for it's clients "so that they may fulfill their civil obligations, exerise their rights and operate i n a creative and productive manner in society."

 [Back to the List of Organizations](#)

The **Area Urban Leagues** are non-profit, inter-racial community organizations. Their mission is "to promote equality of opportunity, economic parity, and social justice for African Americans, and other minority groups, and the community at large." These two (2) organizations employ techniques of planning, community organization, and problem solving which will be a tremendous asset to the project.

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The **United Methodist Center** is a non profit organization that provides diversified social services to women, children, and youth. The Center helps to nurture growth, knowledge, dignity, worth, and skill in the individual as well as in the community.

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The **Various Groups** also have been an integral part of the community as a whole, sponsoring many community-based projects benefiting our entire Valley. The Club also has a rich history of community involvement dating back to 19XX and is made up of over 150 members of the business and professional community.

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The **Enchanted Valley Economic Development Corporation** was established in 19XX as a 501(c)3 corporation and is recognized as the principal regional, non-profit economic development agency in the northeast, serving 3 counties as well as offering several loan programs in 3 counties. Its main goal is to impact employment in the private sector and enhance economic development through various activities including the offering of low interest financing programs to individu als and companies seeking to

establish or expand their businesses. Over 410 companies have received approximately 520 loans totaling \$42 million from MVEDC's various lending programs while impacting over 7,600 jobs.



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Pollution Prevention/Source Reduction Project

Problem Statement

Description of Affected Communities

The Enchanted Valley is a region that not only is rich in ethnic and racial diversity, but also has a strong history of heavy manufacturing. The Valley is located in the northeast corner of the State. The major population centers are in 2 cities, which are located in their respective counties. The Valley was once the home of three (3) major steel manufacturing companies. Since the late 19XX's, these steel manufacturing companies have closed. These closings have meant the end of many subsidiary-manufacturing facilities that were dependent on the steel industry.

The Enchanted Valley, is comprised of 604,120 people. The populations of the first City (91,750) and the second City (50,343) combine to represent 24% of the Valley's total population. Each of these communities are culturally diverse with minority populations of 38% for the first and 21% for the second. Unfortunately, unemployment rates in these cities are high: 15.6% and 9.9%; and those living below the poverty level are 29% and 20%, respectively. Other smaller, affected communities in the Enchanted Valley include the 4 more cities, and 2 villages.

Due to the large-scale loss of jobs in our Community, resulting in part from the departure of the steel industry, the revitalization of the economy and industry in our Valley is a priority. Through the efforts of the Regional Chamber of Commerce, local bodies of government, and cooperative partnerships within the community, this revitalization is becoming a reality.

The Enchanted Valley Environmental Justice Project hopes not only to continue to revitalize our Community; but to utilize Pollution Prevention/Source Reduction practices to educate the community, implement environmental community initiatives, and provide small businesses with the advanced technical assistance and training necessary to empower them to use such practices. This will be accomplished through a cooperative partnership of the public and private sectors.

The proposed project will couple education and community initiatives, there by facilitating the fair treatment of environmental issues for all community residents. This could potentially create wage-competitive jobs in close proximity to directly benefit the disadvantaged population. A community initiative is already underway, sponsored by the Enchanted Valley Brownfields, Inc., in the redevelopment of brownfield sites near low-income housing, which are located around many brownfield sites. The Enchanted Valley Environmental Justice Project desires not only to educate members of the affected communities about Environmental Justice, but it also strives to involve these communities in the critical decision making process. Small businesses in these affected communities will be provided with technical assistance from the State University's (SU) Center for Engineering Research and Technology Transfer (CERTT) through Integrated Manufacturing Assessments (IMA) to implement

strategies of Pollution Prevention. These businesses will also be given information and assistance on capital available in the State Pollution Prevention Loan Program available through the Enchanted-Valley Economic Development Corporation (EVEDC) to implement these strategies.

By providing a complete program of community education and involvement, unique technical assistance, and small business implementation funding, we believe that this will be a result-oriented project that will benefit our entire Community and have national applicability. This demonstration project could be implemented throughout the United States by "transferring" CERTT's experience and expertise to other communities and universities.



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Pollution Prevention/Source Reduction Project

Project Objectives

A. Purpose of the Proposal

The Enchanted Valley Environmental Justice Project will strive to revitalize our Community; the utilization of Pollution Prevention/Source Reduction practices will help to educate the community, implement environmental community initiatives, and provide small businesses with the advanced technical assistance and training necessary to empower them to use such practices. This will be accomplished through a cooperative partnership of the public and private sectors.

B. Identification of Environmental Issues to be Addressed by the Project

The following issues will be addressed through a cooperative effort involving many businesses and organizations in the Metropolitan area:

- Solid Waste minimization;
- Potential environmental threats to the affected communities due to historic and current heavy manufacturing;
- Community education involving Pollution Prevention strategies in affected communities;
- Community involvement in the promotion and implementation of Pollution Prevention initiatives by local small businesses in affected communities;
- Providing advanced technical assistance for the implementation of Pollution Prevention practices for small businesses through CERTT; and,
- Assisting small businesses, located in the affected communities, with applications to the State Pollution Prevention Loan Program that is administered by the Mahoning Valley Economic Development Corporation.

Included in these partnerships are several businesses and organizations, including the State University (SU) and their Center for Engineering Research and Technology Transfer (CERTT), the County Solid Waste Management Districts, Economic Development Corporation, various civic organizations, and all affected community government offices.



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Pollution Prevention/Source Reduction Project

Project Methods or Design

Identification of Pollution Prevention Approach that will be Utilized in the Project

The selected pollution prevention approach for this project will be to provide Integrated Manufacturing Assessments, coupled with Pollution Prevention Implementation Assistance and Educational Outreach, to **at least four** companies located within Environmental Justice Areas. The assessments will be used as a tool to evaluate each company's processes and identify target areas for Pollution Prevention Opportunities and their subsequent implementation. Integrated Manufacturing Assessments will be conducted by CERTT staff members using the approach developed by them for solid waste minimization. This approach involves the following activities:

Please click on any of the activities

[Selection of Companies](#)

[Performance of Integrated Manufacturing Assessments](#)

[Providing Pollution Prevention Implementation](#)

[Conducting Education and Outreach Activities](#)



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Selection of Companies

Participating companies will be selected according to the following criteria:

- The company is located within an Environmental Justice Area as defined on pages 9 and 10 of the Grant Guidance Document;
- The company has been selected through a public input process;
- The company must meet the qualifications of a Small Business as defined by the Small Business Administration's (SBA) Small Business Size Regulation in 13 CFR, Part 121; and,
- The company is a regulated generator of solid waste, hazardous waste, air emissions, and/or wastewater discharges.

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Performance of Integrated Manufacturing Assessments

- Send Pre-Assessment Questionnaire;
- Conduct plant tour;
- Document waste generation, handling, and disposal practices;
- Identify process inefficiencies;

may include production bottlenecks, increased product internal reject locations, excessive material handling, excessive energy costs, outdated equipment and environmental controls

- research of process inefficiencies;

reengineering of processes
research Engineering Conservation Measures
research material substitutions

- identify primary waste streams and associated generation points targeted for reduction opportunities;

may include solid, hazardous, sir and wastewater discharges

- research reduction, reuse, and recycling opportunities for the primary waste streams; and,
- present pollution prevention opportunities in the document form developed by CERTT

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Providing Pollution Prevention Implementation

The next step will be the selection of opportunities for implementation. Pollution Prevention strategies will be grouped and prioritized by:

- Provide opposite technical assistance for opportunities found to require minimal capital investment. Opportunities in this category will be prioritized according to the following criteria:

reduction in overall waste generation
ease of implementation
employee involvement requirements
cost savings possibilities

- Provide assistance in obtaining low interest loans for capital improvement projects from the MVEDC's existing loan program. Projects will be chosen according to:

overall reduction in pollution;
cost benefit analysis criteria;
effect on the surrounding community (specifically, the ability to address community-defined environmental justice concerns); and,
effect on employment

Capital improvement projects can make application to the State of Ohio Pollution Prevention Loan Program and to local financial institutions.

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Conducting Education and Outreach Activities

Community education and outreach activities will be ongoing during the project. Educational programs for both the public and the manufacturing community will be designed to aggressively promote the awareness and implementation of Pollution Prevention strategies and Environmental Justice issues. An initial educational focus will be the community groups involved in the affected environmental justice areas.

- Environmental Justice curriculum and awareness materials will be provided by YSU Department of Philosophy and Religious Studies and presented by both the Mahoning and the Trumbull/Geauga County Solid Waste Management Districts, Keep the Mahoning Valley Beautiful Inc. (KMVB), and staff members of the YSU Department of Philosophy and Religious Studies to the following groups:

Community groups representing racial, ethnic, and social economic residents;
Business and industrial groups;
Educators;
Students; and,
Political leaders

- Staff Educators presently employed by the Solid Waste Districts, the KMVB Program, and the University will provide outreach programs for Community, Business and Industry groups, and political leaders. Our goal is to inform the people in the target area of opportunities for fair treatment through the development, implementation, and enforcement of environmental laws, regulations, and policies.
- All teachers in the target area will be given the opportunity to attend Environmental Justice curriculum workshops. The educators will work with the Department of Environmental Ethics at

Youngstown State University to select and deliver effective Environmental Justice curriculum to teachers during a series of workshops, thus providing them with the knowledge and curriculum that will enable them to include Environmental Justice issues in their classroom studies (see appendix for letters of support).

- Manufacturing Educational Outreach × A series of seminars with a Pollution Prevention focus will be offered free of charge to companies in Environmental Justice designated areas

Possible topics include, but are not limited to:

- * Cost-Benefit Analysis of Pollution Prevention Options
- * Facility Redesign to Reduce Waste Production
- * Closed Loop Water Reuse Systems
- * Solvent Substitutions and Cleaning Process Upgrades
- * Coating Technology Upgrades for Reduction of Air Emissions

- Addition of a Pollution Prevention/Environmental Justice section in the Mahoning Valley Materials Exchange Newsletter (distributed to 2000 companies in Northeast Ohio and Western Pennsylvania, see appendix)



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Pollution Prevention/Source Reduction Project

Project Evaluation

Outline of methods/tools to be used to evaluate project success

Project success will be evaluated by employing several techniques. These will include a measurement of pollution reduction, cost savings analysis, and public perception surveys.

- Documentation of Pollution Prevention Activities

- * Summary of Programs Implemented

Site visits will take place in the first year following the assessment to examine progress. Each project will be rated according to the extent of implementation throughout the plant. Ratings will be based on the type of project as well as how effectively it is being applied. For example, a process upgrade will be rated according to the decreased emissions while a recycling program will be rated according to plant wide use.

- * The following parameters will be monitored to measure the materials and costs saved through this program:

- Labor and energy costs
 - Raw material costs
 - Pollution generation data
 - Pollution disposal costs

- These will be calculated using company provided figures for the chosen projects prior to implementation. This will provide a background level from which future comparisons will be made. Estimated potential reductions will be made as a decision making tool for potential projects. Actual values for these parameters will be documented after implementation using company records.

- * Cost Benefit of implemented projects will be performed using the data collected during the assessment and after implementation.

Employees of CERTT will perform the evaluation.

- Public Perception Surveys

Public perception surveys will be used to measure the community's knowledge of surrounding pollution problems. The surveys will be aimed at discovering what primary concerns are prevalent about personal health and well being as affected by pollution. The results will help to

tailor the pollution prevention strategies addressed during the assessments. Surveys will be performed by phone and include the following topics:

- * Is there a problem with pollution in your community?

- * Please rate the importance of the following pollution sources to your personal and family health:
 - Industrial waste
 - Municipal waste
 - Commercial waste

- * Please rate the importance of the following pollution types to your personal and family health:
 - Litter
 - Dirty air
 - Contaminated water
 - Solid waste
 - Hazardous waste

- * Is your personal or family health adversely affected by industrial pollution?

- * What effect do you feel your consumer needs have on producing industrial pollution (none, little, moderate, or great)?

- * How do you feel investment of government money would best address industrial pollution?
 - Enforcement
 - Technical assistance
 - Equipment upgrades
 - None



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Pollution Prevention/Source Reduction Project

Project Budget

DETAILED BUDGET INFORMATION

I. Contractual

A. SU Center of Engineering

Research & Technology Transfer \$82,000

Integrated Manufacturing Assessments and Advanced Technical assistance for the implementation of Pollution Prevention initiatives to small businesses in affected communities. Also, participation in community outreach activities.

The Enchanted County Solid Waste Management District currently supplies approximately \$120,000 per year to CERTT for Solid Waste Assessments and will utilize a portion of this funding as local match to this project. The matching amount is approximately \$30,000 as it relates to cost per assessment (\$4,500 each) and newsletter production.

B. Area Urban League \$3,000

Area Urban league \$3,000

Hispanic-American Civic and Cultural Organization \$3,000

United Methodist Center \$3,000

The Club \$3,000

North Side Citizens Coalition \$3,000

Total **\$18,000**

Coordination, preparation and hosting of community neighborhood forums in affected areas.

Following is the form filled out in the corresponding area (Section B. Budget categories).

Budget Information - Non-Construction Program

SECTION A - BUDGET SUMMARY

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

SECTION B - BUDGET CATEGORIES

6. Object Class Categories:	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
	(1)	(2)	(3)	(4)	(5)
a. Personnel					
b. Fringe Benefits					
c. Travel					
d. Equipment					
e. Supplies					
f. Contractual	100,000				100,000
g. Construction					
h. Other					
i. Total direct Charges (sum 6a - 6h)	100,000				100,000
j. Indirect Charges					
k. TOTAL \$ (sum 6i and 6j)	100,000				100,000
7. Program Income					

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Pollution Prevention/Source Reduction Project

Completed SF424 Form

This image is a rendering of the actual SF-424, and is not to scale.

Application for Federal Assistance		2. DATE SUBMITTED June 2, 1997	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name: Regional Chamber of Commerce		Organizational Unit: same	
ADDRESS (give city, county, state, and zip code) Some Address Somewhere City, ST 00000		Name and telephone number of the person to be contacted on matters involving this application (give area code). Vice President (111) 000-0000	
		7. Type of Applicant: (enter appropriate letter in box) N	
6. Employer Identification Number □ □ - □ □ □ □ □ □ □ □		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District	H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): <u>non-profit</u>
		9. Name of Federal Agency Environmental Protection Agency	
8. Type of Application: <input checked="" type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		10. Catalog of Federal Domestic Assistance Number □ □ - □ □ □ Title: EJP2 Grant Program	
11. Descriptive Title of Applicant's Project Enchanted Valley Environmental Justice Project		12. Areas Affected by Project (cities, counties, etc.): Two counties	
13. Proposed Project:		14. Congressional Districts Of:	
Start Date 10/97	Ending Date 09/99	a. Applicant District 17	b. Project
15. Estimated Funding:		16. Is application subject to review by State Executive Order 12372 Process?	
a. Federal	\$ 100,000.00	a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE <u>June 2, 1997</u> b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$		
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$ 100,000.00	17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input checked="" type="checkbox"/> No	
g. Total	\$		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			

ASSURANCES IF THE ASSISTANCE IS AWARDED.		
a. Typed Name of Authorized Representative Some Name	b. Title Vice President	c. Phone Number 111/000-0000
d. Signature of Authorized Representative		e. Date Signed 6/4/97

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Actual Examples of Environmental Grants

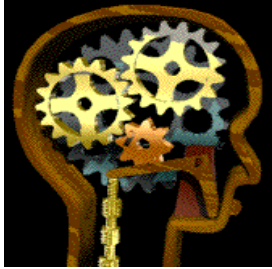


Please click on the example that you want to see.

[● **Example of Environmental Justice Small Grant**](#)

[● **Example of Environmental Justice Through Pollution Prevention Grant**](#)

[● **Examples of Environmental Education Grants**](#)



Actual Example of Environmental Justice Small Grant

This is an example of a Brownfield Oversight Community Action Project. The names of organizations as well as their addresses and telephone numbers have been changed to protect them against the appearance of U.S. EPA's endorsement.

Following is the list of the basic components that integrates this grant proposal example.

Please click on any of the components

- [Proposal summary](#)
- [Introduction of the organization](#)
- [Problem statement \(or needs assessment\)](#)
- [Project objectives](#)
- [Project methods or design](#)
- [Project budget](#)
- [Appendix](#)
- [Completed SF424 Form](#)

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Brownfield Oversight Community Action Project

Proposal Summary

Due to the credible work done by the professionals and community representatives who have been collaborating on the Environmental Health Project, the ISCHC has been successful in working with the City to secure the State Department of Natural Resources (DNR) approval for participation in a special Brownfield Assessment Pilot Project. Through this program, the DNR will fund Phase I and II Environmental Assessments at two contaminated abandoned properties within the ISCHC's service area. Once these assessments are complete the ISCHC, DNR, City and State Electric Power Company have committed to continue to work with the community to help explore options for moving these projects forward with the ultimate goal of clean-up and viable economic redevelopment.

The funding we are requesting through the EPA's Small Grant Program will be used to expand upon the professional and community expertise/involvement that has been instrumental in advancing our Environmental Health Project. With the collaboration of real estate, lending and economic development professionals we will form a Brownfields Oversight Community Action Team to learn about and monitor the progress of the remediation of these brownfield properties from beginning to end. A comprehensive public education/community involvement campaign will be conducted to ensure the meaningful participation of neighborhood residents and to assist in selecting and giving visibility to environmental repair technologies, costs and clean-up options and to advocate for appropriate redevelopment for the neighborhood.

At the end of the one year grant period, it is expected that Phase I and II Environmental Assessments will have been accomplished, a process will have been established to complete site investigation and that the Brownfield Oversight Community Action Team will have identified strategies and options for remediation. A community economic development marketing effort will be in place to promote the use of these properties once remediation is complete. During the project, a minimum of three major media announcements and public meetings will have been held on the project's progress. Numerous community group meetings will have also been held on an as needed basis to fully inform sectors of the community that may not have the time/financial resources to fully participate in Oversight Team Activities. Communication issues will also be addressed for groups and individuals who do not tend to receive information or who historically did not place much trust in the information presented through traditional/mainstream print and electronic media. Preparation and distribution of materials in Spanish, Hmong and Laotian will be done where appropriate.

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Brownfield Oversight Community Action Project

Introduction of the Organization

Since 1969, the Imaginary Street Community Health Center (ISCHC) a community based human service agency, has provided primary health care, health education and social services to low income individuals on the near south side City of Wonderland. ISCHC serves those who otherwise would find accessing health care difficult due to language, cultural and financial barriers. In 1995, the ISCHC opened an Office of Environmental Health which has been the coordination point or a major Environmental Justice Initiative -- the Environmental Health Education Project. This project's purpose has been to identify and map the locations of known environmental hazards in the multi-cultural neighborhood that surrounds the clinic and to utilize a collaborative process which relies on the expertise of environmental professionals and community residents to develop strategies, information and materials to provide useful, accurate information to families in the neighborhood so that they can take steps to avoid, minimize or reduce their exposure to environmental hazards. The project has successfully assembled data on air emissions, water discharges and solid/hazardous waste sites, has conducted a statistically valid survey of area residents to determine awareness of environmental issues and behaviors that can have an effect on health and has completed a demographic and socio-economic profile of the project's target area. Utilizing Geographic Information System (GIS) mapping capability we are in the process of correlating environmental hazard information with locations of at-risk populations within the neighborhood. With the assistance of individuals from the community we are developing materials and strategies for a public outreach campaign.

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Brownfield Oversight Community Action Project

Problem Statement/Needs Assessment

On February 23, 1996 the State DNR announced a creative pilot program to kick-start municipal brownfield remediation projects in 11 municipalities across the State. The City of Wonderland received awards for two sites located within the ISCHC's service area. Through this program, the DNR will conduct Phase I and Phase II Environmental Assessments on these properties. As these assessments are conducted and completed the City through the Departments of City Development and Public Works, the DNR, State Electric Power Company (EPCO) and ISCHC have committed to work together to expedite the progress of the assessments, bring other private sector partners to the table and include the active participation of community residents throughout the entire scope of the project. The activities surrounding the assessment process will demonstrate real world requirements of the Clean Water Act, Section 104(b)(3), Solid Waste Disposal Act, Section 800(a) and comprehensive Environmental Response, Compensation and Liability Act, Section 311.

Site Descriptions. The Former Chem site was used for paint stripping, electroplating and as a chemical manufacturing and storage facility for over 100 years. Within a block of a residential neighborhood the site is an eyesore, attractive nuisance to young children and for gang activity and a potential health hazard. Demographic/socio-economic data for Census Tract 157 where Chem is located indicates approximately 4,000 residents, including more than 500 children under age five and 1500 children under the age of 18. The population is 75% non-white (63% Hispanic, 9% Asian, 24% White and 3% African American). Forty six percent of the population is below the poverty level. In 1987 and 1988 US EPA removed over 50 barrels containing various hazardous substances and pumped out several plating tanks containing unidentified liquids and sludge. The Chem Building has been fenced off and boarded up several times, but vandals remove the fencing and frequently trespass on the site. The property has a high development potential because of its location near major highways, other industries and an under-employed population.

The second site is a former tannery warehouse, that has been used as a tannery and for waste and metal reclamation activities as well as for the storage of 55 gallon drums of unknown substances. The 1.3 acre parcel is located in a once heavy manufacturing area of Wonderland. The site is a health and safety threat to trespassers and vandals have broken in and dumped waste on the property. Soil at the site is contaminated from past uses and groundwater contamination is suspected. The property is adjacent to marina development on the Knackasack River. Located in Census Tract 166, the population of neighborhood residents is 53% Hispanic, 40% White, 3% Native American and 3% African American. 47% of the population live below the poverty level.

Communication Strategies Required. A random sample telephone survey was conducted in August 1995 (including residents of these census tracts) to assess how neighborhood residents receive Information about environmental issues and how they perceive environmental issues affect their daily

lives. The survey demonstrated that there are clear differences along racial/ethnic lines when it comes to awareness/understanding of environmental problems. In the survey, 80% of White and Native Americans respondents reported awareness of efforts to reduce ozone, while only 50 % of African Americans and 40% of Latinos mentioned this awareness. When asked to report environmental issues that affected their daily lives 43% of respondents mentioned garbage, 25% mentioned hazards from traffic, 24% mentioned crime and 7% mentioned industrial emissions. As we have worked with community residents on strategies to present information on environmental issues that can affect health of children and families, we can report anecdotally that some neighborhood leaders believe environmental issues are too complicated for them to effectively be able to address and communicate to the people that they serve. An accompanying reality is that the press of daily activities for individuals working in neighborhood services -- providing daycare, social services, income support services, job training along with basic literacy services -- can take precedence over environmental degradation and even associated health effects when remedies appear to take so long and are so expensive.

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Brownfield Oversight Community Action Project

Project Objectives

The Objectives of this project are:

1. To conduct a highly visible community education/involvement campaign around two brownfield remediation projects located within the ISCHC's service area.
2. To fully inform and engage interested neighborhood groups and the public in general about real world environmental decision-making and environmental justice issues. To educate and publicize Information - about contaminants found on the sites, where they came from, why they are still there, the costs associated with removal and clean-up,- about technologies and strategies employed to implement the removal of contaminants, - about the real and perceptual barriers to redevelopment of brownfield sites that exist in the minds of real estate developers and lenders and how these barriers can best be overcome, - about changes in local, state and federal law that have been made to mitigate liability and encourage brownfield development and related standards of clean-up that may be used to facilitate productive use of the property.
3. To completely explore and provide information about health effects that may be associated with the properties as they exist, how these risks may be affected by the clean-up process and how these risks may be improved through remediation.
4. To fully include the residents of the community in a discussion of trade-offs (if any) that may be required -- what is the proper balance between the economic development needs of the neighborhood to generate family supporting with the costs of cleaning up to ensure protection of the environment?
5. To support the activities of the new creative partnership -- the Brownfield Oversight Community Action Team formed by ISCHC's Community Advisory Committee, the State's DNR, City of Wonderland, State Electric Power Company, other private sector partners and the community of residents which live in the neighborhood.

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Brownfield Oversight Community Action Project

Project Methods/Activities

We propose a coordinated community involvement and communication campaign to accompany neighborhood brownfield remediation. The Brownfield Oversight Community Action Team will serve as monitor, resource gatherer, serve as project manager for effectively engaging the community in the process for moving these projects along. We will integrate a series of public meetings and small community group meetings with a formal media/visibility campaign. Specific outreach to other than mainstream press -- Spanish, Hmong and Laotian publications, radio and television programming.

August - October 1996

- Integrate interested members of the ISCHC's Community Advisory Committee into the Brownfield Oversight Community Action Team. Conduct outreach as needed to include neighborhood professionals in lending and financial services, representatives of philanthropic/grantmaking institutions, real estate and economic and community development activists.
- Develop effective systems and contact list to enable the Brownfield Oversight Team activities and project progress to be conveyed to interested groups and individuals who cannot actively participate in meetings but who wish to monitor progress. Activities to support this effort will include but not be limited to broadcast fax capability for meeting notices and summaries, preparation of basic scope of project materials, translation of information as needed for distribution of news releases and project advisories to ethnic radio/TV stations and newspapers.
- Presentation of project activities to community meetings of ethnic/cultural groups, interested neighborhood small business associates and church youth groups.
- Develop regular meeting schedule for Brownfield Oversight Team.
- Conduct editorial visits to major print/electronic media outlets to provide background and invite background participation of environmental reporters.
- Develop complete list of media outlets, contacts, editorial and advertising policies to include non-outlets as well as business, trade and professional journals in areas likely to cover environmental economic development issues.

October- November 1996 - Phase I Environmental Assessment

The DNR believes that soil and groundwater contamination is probable at both sites and suspects that contaminants may have leached into the soil and migrated off site. The Phase I Environmental Assessment will have been completed on both project parcels by this time and will identify areas of known or potential environmental contamination. Information gained during Phase I will include a complete review of records associated with past activities at the site, interviewing individuals and conducting physical inspections of the property in question.

- Findings of Phase I will be reviewed by Brownfield Oversight Team and strategies for targeted outreach to neighborhood and appropriate media will be identified and implemented.
- The meetings of the Brownfield Oversight Team will be monitored and records kept to assure that this process of brownfield remediation can be developed into a model for review by all interested parties and for possible dissemination to other municipalities and groups interested in collaboration on brownfield development.
- Materials will be developed (in an understandable and culturally appropriate format) and a display prepared to provide information to neighborhood groups on these issues.
- A major press announcement and public meeting will be held to explain and give visibility to the history of these properties, the nature of the contaminants suspected to be present on the site and to discuss the health effects that may have been present to persons who have trespassed on the sites or who live in the immediate vicinity.
- Special outreach will be done to Wonderland Public Schools (elementary, middle and high) in the neighborhood for incorporation of this project as part of the District's School To Work initiative. Teachers and students could be involved in the project and work with professionals at DNR, firms that do site investigations, sampling, lab analysis and firms that will be contracted with to do demolition and clean up and site preparation. Schools can also provide visible public forums for the discussions surrounding how clean is clean and appropriate economic development activities for these parcels.

November 1996 - February 1997 - Liability, Clean-Up and Redevelopment Discussion

Under State law, the first step in getting an exemption from liability under portions of the Hazardous Substances Discharge Law is to conduct a "thorough environmental investigation of the property". Under State's Land Recycling Program this thorough investigation consists of the Phase I and II Environmental Assessment and a chapter NR 716 Site investigation. Each step in the process must receive the approval of the DNR. Because the DNR will be conducting the Phase I and II assessments, these projects will provide excellent models for explaining to the public how this process works.

- In collaboration with the public information office of the DNR, a complete brownfields information packet with specific materials on these two properties will be assembled. Specific outreach to business reporters and development professionals on how the process can work, what limits on liability can be achieved etc.
- A major press event and public meeting in the community will be held to announce the formation of a Community Economic Development Marketing Initiative to begin the process of evaluating the economic development potential for these properties.

February - April 1997 - Phase II Environmental Assessment

The Phase II Environmental Assessment is conducted to physically confirm the presence or absence of environmental contamination at a site. It is not meant to determine the nature and extent of the contamination.

Phase II will include but is not limited to field sampling of media, laboratory analysis of samples and visual confirmation of environmental contamination at the property. The role of the Brownfields Oversight Team will be to review Phase II results, interpret information and assist in developing strategies and an action plan to support activities of the NR 716 Site Investigation.

- Potential for major press announcement NR 716 Site investigation. (The NR 716 Site assessment will provide the information necessary to identify the remedial options for the site. It is assumed at this point that financial resources need to be in place to proceed with future phases of the project and any remediation activities.)
- Brownfield Oversight Team will consider potential future' uses for the properties in light of evolving picture of contamination.
- A public meeting and specific community outreach will be conducted during this phase to fully inform the public of the types of contaminants on the site, implications for health and safety due to activities at the site. It is also at this point that the "how clean is clean" discussion will begin. It is suspected for example that groundwater contamination exists on both properties, but in the case of both properties, municipal water is used for drinking. Health effects from groundwater contamination are theoretically negligible. In the case of the 3rd street property, the proximity to the Knackasack River and migration of contaminants off site may be occurring. The Team will address the multitude of issues involved in addressing: What are the recommended strategies and cost of clean up appropriate to these sites? What level of clean up is required for future productive use of the properties?
- Develop specific media/photo opportunities sought to give visibility to testing process with ultimate goal of de-mystifying site work.

May - September 1997

Ongoing remediation activities as indicated. Depending on the outcomes of the "thorough environmental investigation of the property" and the certification of the DNR that appropriate phases of investigations are done, clean-up activities can commence. It is anticipated that a schedule will also be announced for when the properties will be cleaned up along with a ; strategy for marketing the sites.

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Brownfield Oversight Community Action Project

Project Budget

AMOUNT	ACTION	CALCULATION
\$10,000	Project coordination	500 hrs ~ \$20.00 per hour
\$ 2,500	Project management	25 hrs @ \$100 per hour
\$ 4,500	Supplies, printing collateral materials, traveling display for community meetings, graphic design for community economic development marketing	
\$ 3,000	Promotional costs for community outreach, advertising meetings, room rental fees, etc.	
\$20,000	Total	

Following is the form filled out in the corresponding area (Section B. Budget categories).

Budget Information - Non-Construction Programs						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E. Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:		GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
		1. Environmental Outreach	(2)	(3)	(4)	(5)
a. Personnel		\$ 10,000				\$ 10,000
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies		\$ 1,000				\$ 1,000
f. Contractual						
g. Construction						
h. Other		\$ 9,000 (Correspondence/printing/materials)				\$ 9,000
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTAL \$ (sum 6i and 6j)		\$ 20,000				\$ 20,000
f. Program Income						

Brownfield Oversight Community Action Project

Appendix

Key Personnel. Key Personnel for this project include ISCHC CEO, and 2 other individuals. Their resumes are attached. It is anticipated that these individuals will devote significant volunteer time in addition to compensated time.

[CEO's Resume](#)

[Individual I Resume](#)

[Individual II Resume](#)

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CEO's NAME

CEO's ADDRESS

EDUCATION

- 1994 Doctoral Degree in Public Health
University
- 1982 Master of Science - Community Health Nursing
Scholarship in Community Health
University
- 1979 Bachelor of Science - Nursing
Fellowship in Public Policy
University

EMPLOYMENT

June 1990 - **Chief Executive Officer**
present Imaginary Street Community Health Center, Inc.

Administrator of a community health center providing primary care and other health related services to persons residing on the near south side of Wonderland. The agency employs over 140 employees and has an annual budget of \$6 million.

July 1988 - **Special Assistant to the Commissioner**
June 1990 Wonderland Health Department

Assisted the Commissioner in health care planning, development and evaluation. Negotiated with private health care providers for increased service delivery to the low - income and uninsured populations in Wonderland. Conducted epidemiological studies for the department.

April 1988 - **Consultant to the Mayor**
June 1988 Office of the Mayor, City of Wonderland

Responsible for preliminary planning of fiscal, management and program services restructuring in the health department in the absence of a health commissioner. Made recommendations for the planning of the department's \$12 million annual budget

February 1987- **Administrator**
February 1988 Children's Home Health Services In Children's Hospital

Planned and developed a home health care service for Children's Hospital. Responsibilities included overall financial, regulatory and personnel management of an agency with an annual budget of over \$2 million and staff of 40 employees.

May 1985 - **Director of Nursing** - Family Hospital and Family Hospital Nursing Home
January 1987

Responsible for overall management of a 170 bed nursing home which had an annual budget of \$4 million and over 100 employees. Hospital responsibilities included utilization review, quality assurance and JCAH accreditation.

PROFESSIONAL ACTIVITIES

1998 EPA's Children's Health Advisory Committee
1995 - 1996 National Association of Community Health Centers
Member, Board of Directors
1995 - State Primary Care Association
present President, Board of Directors

- 1990 - 1995 State Primary Care Association
Member, Board of Directors
- 1986 - 1987 Future Wonderland Leadership Training Program
- 1986 - 1987 State Legislative Council Study on Long term Health Care Insurance
Council member, appointed by Assembly Speaker
- 1985 - 1988 Imaginary Street Community Health Center, Inc.
- 1989 - 1990 Member, Board of Directors and Board President (1986 - 1988)
- 1984 - 1985 State Legislative Council Study on Bioethics
Council member, appointed by Senate President
- 1983 - 1987 State Diabetic Association
Member, Board of Directors & Board Secretary (1986 - 1987)
- 1983 - 1988 State Board of Nursing
President (1984-1986)
- 1982 Social Development Commission
Commission Member
- 1981 - 1983 State Nurses Association
Member, Board of Directors
- 1981 Inner City Development Project (ICDP) - South
Member, Board of Directors

PROFESSIONAL / PERSONAL DEVELOPMENT

July - August Studied Spanish and Health Care
1989 Economics.

CONSULTING ACTIVITIES

- 1994 - Health Care Plans - Network development for Medicaid HMO.
95
- 1994 - Prepaid contract Review for a number of Community Health
95 centers.

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**Professional Background
Of**

Individual I

Individual I is the President of an economic and environmental consulting firm located in Wonderland. Individual I, an attorney, has held a number of senior management and consulting positions with federal, state and local governments on air, land and water quality issues over the past twenty years. He was the Regional Administrator for the U.S. Coastal Management Program. He served on the U.S. Environmental Protection Agency/State Department's international negotiating team that resulted in major revisions in a Water Quality Agreement, for which he received EPA's Bronze Medal for his technical, management and legal support during the negotiations. He also served as the Governor of State's lead person on developing acid rain, water diversion and soil conservation legislation in the 1980's.

More recently, Individual I has been a consultant to the U.S. EPA on a public involvement and communication project designed to enlist public support for local environmental protection programs. He has also been a consultant to the Mayor of Wonderland and local officials on a number of diverse economic and environmental issues. Projects with the City of Wonderland included: development of a sustainable development strategy, analyzing and recommending redevelopment alternatives for portions of the City's Valley, developing a long-term water supply policy that was adopted by the Wonderland Common Council and working with the Department of City Development and Housing Authority on a strategy for promoting economic self sufficiency for the City's chronically unemployed.

Currently, Individual I is working with the Wonderland Public School System on implementing their School To Work initiative, having lead responsibilities for organizing the private, governmental and non-profit sectors in supporting this initiative. He is also Co-director of the Imaginary Street Community Health Center's Environmental Health Project which is targeted to Wonderland's near south side and is designed to reduce health risks for children who are exposed to environmental hazards.

Education

Juris Doctorate, University; M.S. in Environmental Studies/Urban & Regional Planning, University; B.S. in Resource Development from a University.

Professional Affiliations

Member of two Bar Associations.

Adjunct Professor at the University School of Architecture and Urban Planning (1987-1991) and part time Lecturer.

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INDIVIDUAL II NAME

Individual II Address

EXPERIENCE

Project Consultant

Hunger Project - Interim Communications Coordinator responsible for all agency written materials for public distribution including quarterly Hunger Newsletter, desktop publishing layout/design and photos, press releases and fund raising appeals. Wrote and produced commemorative 20th Anniversary 1994 Annual Report which generated more than \$11,000 for this anti-poverty agency.

Imaginary Street Community Health Center - Project Coordinator, Environmental Health Education Project. Responsible for community outreach, staff support, media relations, preparation of all written materials and project coordination activities for the Office of Environmental Health.

Director of Government Relations

Lead lobbyist for State Federation of Cooperative (SFC). Provided primary staff assistance to WFC healthcare, mutual insurance, housing and credit union members. Responsible for research, issue development and political action on state and federal level in these issue areas.

Project Administrator

Directed all aspects of successful national telemarketing get-out-the-vote campaign for an Action League. Identified, mobilized and raised funds from individuals in key states for the 1992 federal elections, including successful US Senate races in two states. Responsible for recruitment, training, supervision and motivation of total staff of approximately 500 individuals. Coordinated issue/message development, production of training materials and successful fundraising scripts for Action League's project culminating in receipts in excess of \$ 1.6 million.

Director, Government Relations Private Sector Public Relations

Directed legislative lobbying activities and issues management campaigns in the agency on Federal, State, City and County issues. Produced and executed public relations strategies and successful media relations programs for non-profit agencies. Worked closely with these agencies to effectively integrate long term public relations goals with strategic planning and fundraising projects. Provided crisis response and ongoing crisis management assistance as needed. Research, writing for various publications and issue development papers were also routinely produced for these and other corporate clients to support legislative lobbying and community information programs.

Executive Assistant

Special project coordinator and policy development specialist on such issues as community aides formula funding, aging and long term care and child support enforcement. Legislative liaison to the County Board and recruitment/outreach for qualified minority candidates for service on various board and commissions.

Energy Policy Coordinator

Directed the formulation and publication of State's 1986 Energy Efficiency Plan. Responsibilities included coordination of energy conservation policy issues, internal development of the plan, initiating and maintaining contacts in affected state agencies and public interest groups, soliciting and encouraging legislative interest. Served as press contact, public relations advisor and organizer for media placements and public hearings around the state on plan recommendations.

Governor's Scheduler and Legislative

Scheduled, advanced and staffed Governor as needed for all appearances throughout the state. Duties included gathering and synthesizing issues and policy related materials, investigation of local concerns/ interest groups and maintaining flow of this information to the Governor, key policy and state agency staff. Legislative Liaison: Served as Governor's State Senate liaison and provided assistance and advice to Governor on national environmental issues. Served as staff representative to the National Governors' Association Energy and Environment Committee, Alliance for Acid Rain Control and Center for Clean Air Policy analysis chaired by Governor. Also served as Governor's representative to the National Groundwater Policy Forum and organized successful public hearings on the recommendations of The Forum's report in the State.

Legislative Analyst and Assistant to the Senate Organization Committee

Provided staff support for the State Senate Organization Committee comprised of Senate leadership. Responsible for efficient flow of legislation from committee to the Senate floor for action. Researched and presented all requests requiring committee action to committee members and was responsible for documentation and dissemination of committee action to all Senate offices, interested public groups and the press.

Legislative Staff Support

Progressively responsible legislative staff support positions. Part-time messenger in the State Assembly while attending college; legislative assistant, Assistant Journal Clerk - State Senate and first, female Head Record Clerk for the State Senate. 1971-1976.

Education

University
BA 1974

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Brownfield Oversight Community Action Project

Completed SF424 Form

This image is a rendering of the actual SF-424, and is not to scale.

Application for Federal Assistance		2. DATE SUBMITTED July 23, 1996	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name: Imaginary Street Community Health Center		Organizational Unit: Imaginary Street Community Health Center	
ADDRESS (give city, county, state, and zip code) Some Address Some State, ST 00000		Name and telephone number of the person to be contacted on matters involving this application (give area code). Some Name (111) 000-0000	
6. Employer Identification Number □ □ - □ □ □ □ □ □ □ □		7. Type of Applicant: (enter appropriate letter in box) N	
8. Type of Application: <input checked="" type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): □ □ A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): <u>Priv. non-profit</u>	
9. Name of Federal Agency U.S. Environmental Protection Agency		10. Catalog of Federal Domestic Assistance Number □ □ - □ □ □ Title: Environmental Justice Small Grants Program	
11. Descriptive Title of Applicant's Project Environmental Justice Communication Outreach Project		12. Areas Affected by Project (cities, counties, etc.): City	
13. Proposed Project:		14. Congressional Districts Of:	
Start Date 7-1-95	Ending Date 9-30-96	a. Applicant	b. Project 4
15. Estimated Funding:		16. Is application subject to review by State Executive Order 12372 Process?	
a. Federal	\$ 20,000.00	a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input checked="" type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$		
c. State	\$		
d. Local	\$ 10,000.00		
e. Other	\$		
f. Program Income	\$	17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input checked="" type="checkbox"/> No	
g. Total	\$ 30,000.00		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DUPLY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			

ASSURANCES IF THE ASSISTANCE IS AWARDED		
a. Typed Name of Authorized Representative Some Name	b. Title Chief Executive Officer	c. Phone Number (111) 000-0000
d. Signature of Authorized Representative		e. Date Signed July 23, 1996

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Actual Examples of Environmental Education Grants

Following is a list of three Environmental Education Grant examples.

Please click on any of the examples

- [Butterfly Gardens in Schools](#)
- [Community-Based Environmental Education](#)
- [Birds Without Borders](#)

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Actual Example of an Environmental Education Grant

This is an example of an environmental education program on butterfly gardens in schools. The names of the organizations as well as their addresses and telephone numbers have been changed to protect them against the appearance of U.S. EPA's endorsement.

Following is the list of the basic components that integrates this grant proposal example.

Please click on any of the components

- [Project Summary](#)
- [Project Description](#)
- [Program Design](#)
- [Project Evaluation](#)
- [Project Budget](#)
- [Appendix](#)
- [Completed SF424 Form](#)

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Butterfly Gardens in Schools

Project Summary


Please click on any of the components

- [Organization](#)
- [Summary](#)
- [Education Priority](#)
- [Audience](#)
- [Delivery](#)
- [Cost](#)

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Organization: For more than a century, the City Academy of Sciences has dedicated itself to scientific literacy for all citizens by creating opportunities for adults and children to explore and enjoy the world of science. The Academy's exhibition and education programs build on the Academy's commitment to the natural and environmental sciences. By interacting with exhibits, conducting experiments, or handling live animals, people directly experience the world of science and these experiences become both a base and a springboard for further science learning. One of the exhibits in our newly created Nature Museum that will enhance science learning both inside and beyond the walls of the museum is the Butterfly Haven.

 [Go to the top of Project Summary](#)

Summary: Butterflies are a universal attraction among old and young alike; they elicit an intense emotional and aesthetic response from individuals of all ages, backgrounds, and locations. The curiosity fostered from watching butterflies provides an opportunity to convey scientific and conservation information to an audience previously unaware or unfamiliar with environmental issues. Butterflies are an entry point into creating public interest in environmental issues. With this in mind, the Butterfly haven in the new Nature Museum was created to allow visitors to explore the entire life cycle of butterflies and moths native to the State and Region ecosystems, and appreciate more fully biodiversity and conservation issues associated with the region.

Learning, however, does not end when the visitor leaves the building. In order to create life-long

learners, a connection must be made between the natural phenomena occurring inside the exhibit and that which happens outside, in the visitors own community. To this end, the Academy is seeking funds to use our successful *Ecological Citizenship* model to create butterfly habitats in schools across the City. These habitats will not only serve as bridges, linking environmental classroom content with an outdoor laboratory, but will serve as an educational tool for parents, and other members of the community. In this pilot project, school teams, comprised of three teachers and their students, will develop local butterfly gardens on their school grounds with assistance from Academy educators and butterfly experts.

 [Go to the top of Project Summary](#)

Education Priority: The eighteen teachers selected will participate in an comprehensive teacher training program, a lecture series by experts in the field of butterfly husbandry, receive interactive, educational resources on the World Wide Web, and continual support and interaction from Academy staff members. The teacher workshops will incorporate hands-on lessons from successful environmental curricula, including the City Academy of Sciences' *Ecological Citizenship* program, while the lectures will be open to the community, and used as a means of enhancing public understanding of current environmental issues.

 [Go to the top of Project Summary](#)

Audience: The target audience is composed of inner-city students, teachers, parents, and members of their communities throughout the City area. Specifically, three teachers and their students from six schools will be selected by application process, to participate in the BuGS project.

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Delivery: To reach our audience the BuGS project will select 6 school teams, each comprised of three teachers and their students. Teachers will receive three workshops, three site visits, and continual assistance from Academy staff throughout the 1998-1999 school year. A series of public lectures by butterfly experts will be held to attract community involvement, as will the creation and maintenance of a web site, devoted to the BuGS project. Due to the universal appeal of butterflies. and the ease with which this project can be adapted, this model can be disseminated throughout the country to assist other environmentally-active institutions in introducing enviromental issues, such as biodiversity, restoration and conservation and community action projects into their school-based communities.

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Cost: The Academy is requesting \$24,500 to conduct three teacher workshops, offer two, public lectures, develop, install, and maintain a web site, and conduct a comprehensive evaluation strategy.



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Butterfly Gardens in Schools

Project Description

The BuGS project meets the following EPA objectives:

- Address a high priority environmental issue that is of importance to the community, state or region
- Educating teachers about environmental issues to improve their teaching skills

The BuGS project also meets the following EPA objectives:

- Is new or significantly improved

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Address a high priority environmental issue that is of importance to the community, state or region. The importance of biodiversity to the preservation of the City's natural areas cannot be overstated. As a member of the City Wilderness, the Academy endeavors to promote biodiversity education throughout the City area. In order to increase awareness of biodiversity, preservation, and conservation in the minds of individuals, they must first understand the dynamic and fragile interdependence of plant and animal species. The BuGS project capitalizes on the enormous curiosity of butterflies to bring to the forefront the importance of conservation, restoration, and stewardship of ecosystems necessary for the survival of butterflies native to Illinois.

Using the Monarch butterfly as an example, it winters in Mexico, yet returns to North America to breed-seeking specific host plants on which to lay its eggs. As its natural State habitats are being replaced by strip malls and parking lots, their numbers are declining. It is the responsibility of environmentally-active institution, such as the Academy, to create awareness among students, teachers and community members for the importance of conserving habitats that still remain, or restoring habitats on school grounds, coupled with our new Butterfly Heaven exhibit, provide an excellent opportunity for students, teachers, parents, and community members to learn more about biodiversity, the science of of insect life cycles, plant-insect interactions, community conservation biology, survival strategies, or seasonal change (including camouflage, mimicry, migration, or over-wintering).

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Educating teachers about environmental issues to improve their teaching skills. The BuGS project improves environmental education by enhancing the environmental teaching skills of teachers and staff through workshops, public lectures, an interactive web site, and real-world phenomena. During the workshop series, teachers will receive instruction in environmental education content, designing a butterfly habitat, *and best practices* teaching methodologies, as well as modeling hands-on activities from a variety of successful environmental curricula. One of the curricula used will be the highly successful *Ecological Citizenship (EcoCit)*, an urban environmental curriculum developed over five years by the the City Academy of Sciences with partial funding from the U.S. EPA.

The strength of the EcoCit program lies in its use of real phenomena. The EcoCit model provides students and teachers instruction in both their classroom and the community. The model fosters the student's exploration of their own environment, and by doing so, provide them with the skills to become life-long learners. Teachers benefit by receiving instruction in environmental education content and methodologies, as well as gaining practical techniques for incorporating manipulative materials, and designing community action projects.

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Is new or significantly improved. The newly created Butterfly Haven exhibit will be first of its kind in the City. The EcoCit model is the first of its kind in the Nation. Consequently, when a unique exhibit is meshed with an environmental education program that dovetails current issues with best practice teaching methods, and a community action component, the result is a unique and innovative pilot program.

The *BuGS* program will combine: 1) Teacher workshops detailing hands-on environmental issues lessons, and best practice teaching methods (constructivism, cooperative learning), 2) Parent and community involvement, which add support for the student's education, 3) A butterfly habitat, designed, created, and maintained by the students, 4) Issues of conservation, biodiversity, and restoration taught in the classroom and reinforced with the creation of the butterfly habitat, 5) Community participation in public lectures and butterfly habitat creation, and 6) Increasing awareness for conservation, biodiversity, and restoration by all community members.

In the urban areas of the City area, where school grounds are often dull and unattractive, butterfly habitats will beautify the school grounds, and provide students and staff with a sense of pride, ownership, and civic responsibility.

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Butterfly Gardens in Schools

Program Design

- [Design](#)
- [May have a wide application](#)
- [Time Line 1998/1999](#)

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Design. At its core, the *BuGS* project focuses on creating awareness of biodiversity issues in the State through the study of butterflies in their natural habitat. Beginning in September 1998, the Academy will hold an application process for participation in the *BuGS* project. Six schools teams, comprised of three teachers and their students, will be selected to participate.

The eighteen teachers will be required to attend three workshops throughout the course of the 1998-1999 school year. The first workshop will be held in December 1998, as a means of introducing the concept of biodiversity, habitat restoration, and butterfly life cycles. We will provide coordinating hands-on lesson plans, and methods for innovative teaching and assessment strategies (constructivism, cooperative learning, portfolios, student journals). The second workshop will be held in March 1999, at which time we will lead the teachers through the process of designing, creating, and maintaining a butterfly habitat on their school grounds. During this workshop we will also ask that the teachers bring with them samples of their students' journal and/or portfolios, so that the Academy staff can have an on-going evaluation of the impact of the program, and make adjustments as appropriate. The third workshop will be held in early May 1998, just before the planting season begins. this workshop will act as a final preparation for the creation of the butterfly habitat, and will allow the teachers to gain information, resources, and assistance prior to guide the content of this workshop, so that the content suits the needs of the teachers and students.

A series of public lectures, presented by experts in the field of butterfly husbandry, will be offered for the benefit of teachers, students, parents, and other community members. The first lecture will be presented by an Academy staff member and noted butterfly expert in February 1999. The second lecture will be presented by another expert in the field, during the month of April to coincide with Earth Day. By dovetailing this public lecture with other Earth Day activities throughout the City, we will provide additional opportunities to increase public awareness and understanding of current environmental issues happening in someone's own backyard.

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Butterfly Gardens in Schools

Program Design: May have a wide application

The *BuGS* project can be replicated in other environmentally-active institutions or organizations nationwide. Biodiversity, conservation, restoration, and stewardship are all issues that know no geographic boundaries, while butterflies provide a universal fascination. The City Academy of Sciences is currently working in the process of networking electronically with 1,000 classrooms throughout the Midwest to supply teacher workshops and real time video broadcasts into the classroom. *CAoS Club* supplies four, 8-week cycles of programming for teachers and classrooms via the World Wide Web (WWW). Special tracts of enrichment will be developed for *CAoS Club* from the resources of the *BuGS* project, with support the curricular requirements of 5 regional states.

With the aid of WWW, we can now supply similar continuous enrichment for teachers and students whether in rural schools, inner city, or suburbs (some of which in the City area are in even greater need than the inner city schools). Teachers participating in the *BuGS* project will be able to train others in the EcoCit model and hands-on classroom lessons, while transcripts from the public lectures will be made available on the World Wide Web. Indeed, through WWW, the aesthetic beauty and science of the *BuGS* project, and our Butterfly Haven can spread nationwide.

The Academy has a wide array of butterfly resources, including a biologist and noted butterfly expert on staff, and extensive relationships with other museums and scientific institutions in entomology and other topics. we will make available the experts and expertise of such organizations as the State Biological Survey to both schools and museums.



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Butterfly Gardens in Schools

Program Design: Time Line 1998/1999

Month	Activity
July	Create school application process for <i>BuGS</i> Project Begin developing evaluation instruments
August	Distribute <i>BuGS</i> application forms to schools throughout the City Finish developing evaluation instruments
September	Select school teams for participation in <i>BuGS</i> project
October	Contact teachers and deliver orientation materials and schedule of events Begin development of <i>BuGS</i> web site.
November	Begin review and editing of curriculum ideas for 1st teacher workshop Make first site visit of each school Continue development and maintenance of <i>BuGS</i> web site.
December	Conduct first Teacher workshop Administer Evaluation instruments (Teacher Attitude Pre-Test, Workshop Evaluation) Continue maintenance of <i>BuGS</i> web site Purchase grow lights, seeds and germinating mix.
January	Contact teachers for general assistance, questions Continue maintenance of <i>BuGS</i> web site Begin germination of butterfly plants and flowers in classroom.
February	Deliver 1st public lecture Administer Evaluation instrument (Lecture Evaluation) Contact teachers about maintaining evaluation instruments (student journals, classroom portfolios) Continue maintenance of <i>BuGS</i> web site
March	Conduct 2nd Teacher workshop Make second site visit at each school Continue maintenance of <i>BuGS</i> web site
April	Deliver second public lecture at Nature Museum to coincide with Earth Day Continue maintenance of <i>BuGS</i> web site Select and purchase plants for habitat
May	Conduct 3rd Teacher workshop Make final visit at each school, and document progress Continue maintenance of <i>BuGS</i> web site

June Prepare and submit final report

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Butterfly Gardens in Schools

Project Evaluation

The Academy has a history of performing comprehensive evaluation on its programs, as our longitudinal evaluation of the *EcoCit* program demonstrates. In the BuGS project, we will use a variety of formal (pen and paper), and informal (portfolio, journals) instruments to evaluate the impact of this program on the attitudes of teachers and students toward environmental issues. In addition, we will also evaluate the impact of the public lectures on the attitudes of community members. The following evaluation instruments will be used:

- Teacher Attitude pre/post tests
- Teacher Workshop Evaluations
- Student Knowledge pre/post tests
- Student Journals
- Classroom portfolios-photos, writing
- Focus groups with teachers
- Lecture Evaluations

In order for teachers to document the progress of their butterfly habitats throughout the year, each teacher will be given a disposable camera at every workshop to use for evaluation purposes. These photos will be used to create a classroom portfolio. Throughout the course of the school year, we will do a periodic analysis of the feedback gained from the teacher and student journals to re-evaluate and re-design the workshops and program according to the needs and priorities of the teachers and students.

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Butterfly Gardens in Schools

Budget

Personnel

Non-Personnel

Travel

Supplies

Other

Totals and Table

SF424A (Completed Budget Form)

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Personnel

One *Academy Outreach Instructor* will create and conduct all teacher workshops and site visits to each school, organize and oversee public lectures, establish locations for teacher workshops and first public lecture, and provide general science assistance to all 18 teachers.- one third time = \$10,000

Benefits for Outreach instructor - 25% of salary = \$2,500

manager (matching, in-kind) - one fifth time to oversee project, manage Outreach Instructor, create evaluation instruments (+ benefits) = \$4,500

Total \$12,500

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Travel

Mileage - Outreach Instructor will make 3 site visits per school throughout the 1997-1998 school year to document progress of *BuGS* project = \$200

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Supplies

Printing - Printing of evaluation instruments (student pre/post tests, teacher pre/post tests, workshop surveys, lecture evaluation forms), materials and lesson plans for teacher workshops, flyers for teacher workshops and public lectures = \$1,700

Postage = Postage necessary to send flyers for two public lectures and correspondence with teachers = \$500

Materials - Materials needed for 3 teacher workshops, and materials needed for 6 schools to create and maintain a butterfly habitat (seedlings, soil, grow lights, germinating mix, hand tools, water cans, books, posters, hoses, etc.) = \$200/workshop x 3 workshops = \$600 = \$1,000/school x 6 schools = \$6,000

Disposable Cameras - Photos needed to document progress of project, and for creation of classroom portfolio. To allow all teachers access to a camera, a disposable camera and reimbursement for developing will be given to every teacher at each workshop.

18 x 3 workshops = 54 cameras
 54 x \$25/camera + developing = \$1,350

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Other


Facility Use - The second public lecture will be conducted in the newly created Nature Museum, however, the Museum will not be ready for the first public lecture, so a space must be rented, or personnel reimbursed for use of an auditorium = \$500

Facility Use (Matching, In-kind) - rate to hold second public lecture in Nature Museum = \$500

Web Access - Line charges and memory storage for 12 month period = \$1,200

Federal Overhead Rate 38.5% (Matching, In-kind) = \$9,451.75


Honorarium (Matching, In-kind) for public speakers of lecture series = \$1,000

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Totals and Table

Non-Personnel Total **\$22,050**
Personnel and Non-Personnel Total **\$24,550**

Major Activity	EPA Funds	Academy Match	Total
Education/Dissemination (Workshops, Lectures, Web Site)	8,800	4,500	13,300
Habitat Development	10,200	1,000	11,200
Evaluation	5,500	500	6,050
Federal Rate (Indirect Cost)		9,451.75	9,451.75
TOTAL	24,550	15,451.75	40,001.75

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Budget Information - Non-Construction Programs**SECTION A - BUDGET SUMMARY**

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

SECTION B- BUDGET CATEGORIES

6. Object Class Categories:	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
	(1)	(2)	(3)	(4)	(5)
a. Personnel	12,500	4,500			17,000
b. Fringe Benefits					
c. Travel	200				200
d. Equipment					
e. Supplies	10,150				10,150
f. Contractual					
g. Construction					
h. Other	1,700	1,500			3,200
i. Total direct Charges (sum 6a - 6h)	24,550	6,000			31,550
j. Indirect Charges		9,451.75			9,451.75
k. TOTAL \$ (sum 6i and 6j)	24,550	15,451.75			40,001
l. Program Income					


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Butterfly Gardens in Schools

Appendix: Resumes

- [Manager](#)
- [Outreach Instructor](#)
- [Butterfly Science Instructor](#)

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Butterfly Gardens in Schools

Manager of Natural Science Education

Over the past three years, the manager has developed and managed community action and service-learning projects for schools throughout Chicago. Some of the service-learning projects have included: community discovery gardens, learning prairies, riverbank restorations, neighborhood beautification, and community clean-up campaigns. Last year's a Community Garden project involved 12 garden club members, **41 teachers** and **1,500 students** from 4 schools throughout the neighborhood. The project was so successful, that the project won third place in the *1997 Landscape Awards Program*.

The Manager creates and conducts professional development workshops for teachers on service-learning, constructivism and cooperative learning, and environmental issues. Prior to her position as Manager of Natural Science Education, she was Manager of Evaluation and Research for the Education Department, where she oversaw the evaluation strategy of the Academy's environmental education and general science outreach programs.

For the past two years, the Manager has served on the National Steering Committee for the *America Goes Back to School Initiative*, and is chairperson of Chicago's *America Goes Back to School Steering Committee*.

Experience

1997-Present	Manager of Natural Science Education.
1994-1997	Manager of Evaluation and Research.
1996-1997	Visiting Professor
1993-1996	Instructor

Education

1995	Ph.D., Department of Anthropology
1988	M.A., Department of Anthropology. Second University
1987	M.A., Department of Anthropology. First University
1986	B.A., Major in Anthropology, minor in Geology.

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Butterfly Gardens in Schools

Outreach Instructor

The Outreach Instructor is responsible for implementing both the Academy's environmental and online programs. She has assisted teachers throughout the area with implementing environmental science curricula in their classrooms, and has been active in the creation of several environmentally-based service-learning projects, including a 900 square foot "Learning Prairie" on school grounds. She has developed and conducted a wide range of teacher workshops on environmental subjects, including biodiversity and conservation, and has been involved in increasing community and parent involvement through her work with school-based, community action-projects.

The Outreach Instructor has also taken an active role in creating environmentally-based curricula for the Academy's web site, and for the Academy's live, webcast science shows, *CAoS Club*. She is a skilled presenter and curriculum developer, who has helped create and present over ten web shows. She has also helped design and teach computer workshops, that provide teachers with information necessary to use the web as an effective research tool in their classrooms.

Experience

1996	Environmental Educator
1994-1996	Teaching Assistant
1993-1994	seasonal Naturalist

Education

1993	B.S., College of Agriculture and Life Sciences
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Butterfly Gardens in Schools

Butterfly Science Instructor

The Butterfly Science Instructor is exhibit coordinator for the new Museum of the Academy of Sciences where his primary responsibilities is overseeing creation of the Butterfly Haven. This exhibit will feature live butterflies native to the state in a glass-enclosed, plant-filled environment. The Butterfly Science Instructor has more than 15 years of practical experience in ecological restoration through the Conservancy's Volunteer Stewardship Network, with his major area of expertise in the conservation biology of prairie and savanna onvertebrates, especially butterflies.

Since 1989, the Butterfly Science Instructor has been coordinator of the Butterfly Monitoring Network, now comprised of 50 volunteers who are monitoring long-term population trends for butterflies on 40 sites in the state. Data from the Butterfly Monitoring Network is being used by groups such as the Nature Conservancy, The State Nature Preserves Commission, various county Forest Preserve Districts, and the National Biological Survey. The Butterfly Science Instructor has participated in the restoration of five species of insects on several sites in the state. These include a butterfly, a froghopper, two grasshoppers, and a moth. He was the project leader for the only insect translocation that has been permitted on a dedicated state Nature Preserve (the restoration of the may apple stem borer). The project involved rescuing caterpillars of this rare species from the path of an expanding housing development, rearing them in captivity, and releasing adults onto a protected site. the resultant colony has per sisted for seven seasons.

The Butterfly Science Instructor holds a Ph.D. from a Department of Biochemistry and Molecular Biology. The Butterfly Science Instructor has 13 years of experience as a research scientist in industry, where his efforts concentrated on the development of DNA-based diagnostic tests for cancer, birth defects, and infection.

Experience

1995-1997	Seniior Scientist
1984-1996	Research Scientist

Education

1984	Ph.D., Department of Biochemistry, Molecular Biology and Cell Biology
1979	B.A., Biology



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Butterfly Gardens in Schools

Completed SF424 Form

This image is a rendering of the actual SF-424, and is not to scale.

Application for Federal Assistance		2. DATE SUBMITTED 11-13-97	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name: Some Academy of Science		Organizational Unit: Education Department	
ADDRESS (give city, county, state, and zip code) Some Address Some State, ST 00000		Name and telephone number of the person to be contacted on matters involving this application (give area code). Some Name (111) 000-0000	
6. Employer Identification Number □ □ - □ □ □ □ □ □ □ □		7. Type of Applicant: (enter appropriate letter in box) N	
8. Type of Application: <input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): <u>non profit</u>	
9. Name of Federal Agency Environmental Protection Agency		10. Catalog of Federal Domestic Assistance Number □ □ - □ □ □ Title: Environmental Education Grant	
11. Descriptive Title of Applicant's Project Butterfly Gardens in Schools		12. Areas Affected by Project (cities, counties, etc.): City and Surrounding Areas	
13. Proposed Project:		14. Congressional Districts Of:	
Start Date 7-1-98	Ending Date 6-31-99	a. Applicant 05	b. Project 01,02,03,04,05,06,07,08,09,10,11
15. Estimated Funding:		16. Is application subject to review by State Executive Order 12372 Process?	
a. Federal	\$ 24,550.00	a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input checked="" type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$ 15,451.00		
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. Total	\$ 40,001.00	17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input checked="" type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DUPLY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			

HAS BEEN NOT NOTIFIED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE APPLICANT'S ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. Typed Name of Authorized Representative Some Name	b. Title Chief Operating Officer	c. Phone Number [111] 000-0000
d. Signature of Authorized Representative		e. Date Signed 11/14/97

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Actual Example of an Environmental Education Grant

This is an example of a community-based environmental education program. The names of the organizations as well as their addresses and telephone numbers have been changed to protect them against the appearance of U.S. EPA's endorsement.

Following is the list of the basic components that integrates this grant proposal example.

Please click on any of the components

- [Project Summary](#)
- [Project Description](#)
- [Project Evaluation](#)
- [Project Budget](#)
- [Appendix](#)
- [Completed SF424 Form](#)

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Community-Based Environmental Education

Project Summary

Please click on any of the components

- [Organization](#)
- [Summary](#)
- [Educational Priority](#)
- [Audience](#)
- [Delivery](#)
- [Costs](#)

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Organization: The City has a population of 116,000 and is located on the shores of a lake. The City Recycling Department Outreach Coordinator and the City Environmental Specialist will provide in-kind assistance to the design and implementation of this proposed project. The City will partner with two additional entities: The **County Solid Waste Management District (CSWMD)** is responsible for developing a comprehensive plan for waste reduction in the County through the mandate of the State Legislature. The outreach and education staff of CSWMD will provide in-kind services to train project partners in their award-winning education programs. **West Side High School** is one of six high schools in the City. West Side is the City's largest high school and serves an African American student population. West Side's Council and Student Council Teacher Advisors will participate in the training sessions and implement the outreach program of this project.

 [Go to the top of Project Summary](#)

Summary: The City and the County Solid Waste Management District will work with teachers and students of the City's West Side High School to provide training and resources for the implementation of a community environmental education program based on the highly successful and award-winning program developed by the staff of the CSWMD. With the assistance of the City personnel, the students and teachers of West Side will contact the City schools, churches, and community organizations to give the education programs. Teams of one teacher and two students will present the programs with a focus on reaching the schools and residents of the City's west side. Three Superfund sites, the unpermitted Landfill (in closure), the Emergency Cleanup Site, and innumerable illegal dump sites are located on the

City's west side. The purpose of the project is to create a sustainable community-based environmental education program that will increase environmental awareness, increase understanding of and participation in the City recycling program, and reduce litter and fly dumping through a community monitoring process. The program will serve as a pilot program for community-based environmental education both for the City and other urban areas.

 [Go to the top of Project Summary](#)

Educational Priority: The project will address Capacity Building/Education Reform and Community Issues. Using existing and proven environmental curricula, this project will increase local capacity to deliver and sustain coordinated environmental education. This project will further address significant local environmental issues through a focus on reduction and prevention of waste, recycling, and prevention and reduction of litter and fly-dumping through a citizen watch program.

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Audience: The audience for this program are the residents of the City, with a focus, for the purposes of this pilot, on those living on the City's west side. The residents of this area are majority African American with incomes from poverty to middle class levels. The program will reach teachers, students, (elementary, & High School) and local residents. This pilot program will reach a minimum of 500 students and residents directly, and a potential number of thousands more through the distribution of the program on local cable and public television stations.

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Delivery: The program will be delivered through presentations in classrooms, churches, and at meetings of local civic groups and neighborhood organizations. The presentations will be made by a team of one teacher and two students. The program will be taped and shown on local cable and public television stations.

 [Go to the top of Project Summary](#)

Costs: EPA funds will be utilized to purchase the educational tools required for this interactive presentation and to offer stipends to the teachers and students for their volunteer efforts in the outreach and implementation of the environmental education program. Community residents and leaders in Environmental Justice programs have often suggested that volunteers should be compensated in some

way for their time and efforts. We hope that the stipend offered for teachers and students giving the ducation programs will be both an incentive and a recognition of the value they are adding to the success of the program.

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Community-Based Environmental Education

Project Description

Please click on any of the components

- [High Priority](#)
- [Education Priority](#)
- [Significantly Improved](#)
- [Wide Application](#)

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High Priority: The City has suffered the multiple impacts of industrial pollution and related waste dumping which has produced several Superfund Sites and both the image and reality of an area targeted for the disposal of all variety of waste products. The old City Municipal Landfill and other dump sites made the west side of the City the target area for waste haulers and fly-dumpers and the practice continues today despite the closure of the landfill. A community-based education program on waste reduction and recycling and an effort to educate citizens on how to report and regulate fly-dumping would address municipal, state, and federal programs focused on Northwest State.

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Education Priority: As summarized above, this project would address Capacity Building and Community Issues. This project will pilot the utilization of local teachers and students to promote community environmental awareness and actual environmental improvements through increased recycling of municipal waste and a reduction in litter and fly-dumping. This pilot program will be evaluated by the project participants and the City Solid Waste Advisory Committee which has student members from West Side High School as well as representatives of local business, government agencies, and city residents. If the pilot project is successful, the Solid Waste Advisory Committee will incorporate this training and education program into a general needs and priorities assessment for environmental and recycling education for the City. Coordination, sustainability, and future funding sources will be reviewed and incorporated into an environmental education plan to be recommended to the City and the City school system. Significant community issues will be addressed through creating awareness and community ownership of environmental solutions to waste problems faced by the citizens of the City.

 [Go to the top of Project Description](#)

Significantly Improved: The delivery and impact of this program will be significantly improved by having teachers and students representing the local community as program presenters. The problems covered by the education program, waste reduction, recycling, and prevention of litter and fly-dumping can be addressed by the local community and improvements can be seen and evaluated at the local level by local residents and participants.

 [Go to the top of Project Description](#)

Wide Application: This pilot waste reduction and recycling education program uses the Enviroscape model to teach participants the impacts of waste on ground, air, and water quality through an interactive and hands-on activity. The Garbage Pizza is another interactive educational tool to show the "pieces" of materials that go into the waste stream and the percentages that should be recycled. Information on local recycling programs will be provided and questions answered. Finally, a mini-composter with worms is utilized to show how households can compost their food and yard wastes. The program will also discuss litter and fly-dumping and provide materials for citizen monitoring. This award-winning program will be taught by the County Solid Waste Management District education staff with the assistance of the City environmental employees to a group of 10 teachers and 20 high school students at West Side High School. The teachers and students will then work with the City to set up a minimum of 20 church and organization presentations to be given by a team of one teacher and two students. AN unspecified number of presentations will, also be given to students at West Side High School and students in surrounding middle schools. Depending on the success of the program, more programs could be rpresented throughout the City. The presentation will also be taped for viewing on local cable TV and public television stations.

Teachers and students will receive a small stipend for each non-school time presentation they make (teachers and students will not be compensated for presentations given during regular school hours).

The eight hours of training required for this program will occur in the Spring of 1998 and the school and organizational presentations will begin immediately upon completion of the training and will continue throughout 1998 and possibly into 1999 depending on the success and broadening of the program throughout the shcool system and the City.

The purpose and goals of this project is to pilot an environmental awareness and improvement project with ownership and results within the impacetd environmental justice community. The project will train respected adult members of the community and community youth to present an interactive and team approach to environmental learning, problem solving, and observable results. General environmental awareness will be increased and actual improvements in local recycling and reduction in litter and fly-

dumping can be measured and communicated to local residents. Another result of the program will be to introduce African American students to a possible career path in environmental fields. If the program is successful, it will be integrated into a comprehensive environmental education program being developed for the City by the City Solid Waste Advisory Committee for recommendation to be implemented on a city-wide basis and throughout the school system.



[Go to the top of Project Description](#)

Community-Based Environmental Education

Project Evaluation

Effectiveness: The teachers and students participating in the project will evaluate the training program and each presentation through survey sheets created for that purpose. Levels of recycling and citizen reports of fly-dumping before and after the program will be measured and reported as part of the program evaluation.

Apply Data: The teachers and students participating in the program will work with the City staff to assist in reviewing the surveys and community improvement results in order to evaluate the success of the project and make recommendations for improvement. This evaluation will be written up by the City staff and submitted to the EPA. The evaluation and actual presentations will also be evaluated by the City Solid Waste Advisory Committee and in coordination with the program presenters, the Committee will make recommendations on program implementation and funding to the City.

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Community-Based Environmental Education

Budget

Stipends for Teacher and Student Presenters

20 presentations (Presentation Team
1 teacher, 2 students)

Teacher Stipends (\$50 @ presentation) \$1,000

Student Stipends (\$25 @ presentation) \$1,000

Education Materials

Enviroscope (2) \$2,400

Garbage Pizzas (5) \$400

Worm Composters (5) \$125

Printing for Presentations \$75

Federal Share \$5,000

Local In-Kind Match

Staff time City
at \$15.00 per hour 80 hours \$1,200

Training CSWMD
2 staff at \$40.00 per hour
16 hours \$640

Total \$1,840

Budget Information - Non-Construction Programs

SECTION A - BUDGET SUMMARY

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

SECTION B- BUDGET CATEGORIES

6. Object Class Categories:	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
	(1)	(2)	(3)	(4)	(5)
a. Personnel	2,000.00	1,840.00			3,840.00
b. Fringe Benefits					
c. Travel					
d. Equipment	2,925.00				2,925.00
e. Supplies	75.00				75.00
f. Contractual					
g. Construction					
h. Other					
i. Total direct Charges (sum 6a - 6h)	5,000.00				
j. Indirect Charges					
k. TOTAL \$ (sum 6i and 6j)	5,000.00	1,840.00			6,840.00
l. Program Income					

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Community-Based Environmental Education

Appendix: Resumes

- [Key Personnel](#)
- [CSWMD Commitment Letter](#)
- [West Side High School Commitment Letter](#)

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Key Personnel:

Environment Specialist. The City. Seven years of experience in environmental advocacy and outreach education as former Executive Director of the Task Force, a State community-based environmental organization. Currently working as Environmental Specialist for The City.

Recycling Services Specialist, The City. Public Relations and Education Coordinator for Recycling Services in The City.

Educationalist, County Solid Waste Management District. Has won the national recognition for the recycling education programs developed for the CSWMD.

Corrdinator, Enviromobile, County Solid Waste Management District. Coordinates local environmental education programs from the enviromobile which travels from school to school with a variety of hands-on interactive environmental projects including the Enviroscope.

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CSWMD Commitment Letter:

November 14, 1997

U.S. EPA, Region V
Environmental Education Grants
Grants Management Section (MC-10)
77 West Jackson Blvd.

Chicago, IL 60604

To Whom It May Concern:

The County Solid Waste Management District Environmental Education Staff will work in partnership with The City and West Side High School in The City, to develop and implement an environmental education training and outreach program which will build local capacity and teaching skills in an environmental justice community.

The County Solid Waste Management District (CSWMD) Education Staff will work with The City Recycling Department to train high school teachers and students from West Side High School in their award-winning education programs on recycling and the environment. The teachers and students will take the program to schools, churches, and community organizations in The City neighborhoods with a focus on the west side of The City. The west side of The City is the location of Three Superfund Sites, The City Municipal Landfill (in closure), and the Emergency Cleanup Site.

We look forward to contributing the resources of our staff to a project that will help to coordinate and broaden recycling programs and environmental education in The City.

Sincerely,

Educationalist.



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West Side High School Commitment Letter:

November 14, 1997

To Whom It May Concern:

A representative of The City has spoken to us concerning the establishment of a cooperative effort between the west side community, West Side High School, The City, and the County Solid Waste Management District. Specifically, there is a need to coordinate a teacher/student and community outreach program regarding recycling and other environmental issues.

We would like to assist in this project by helping to recruit teachers and students for training. Additionally, we would like to organize and present this education program to area schools and community organizations to emphasize the importance of this project.

Sincerely,

Student Council Sponsor
in consultation with
Student Council President



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Community-Based Environmental Education

Completed SF424 Form

This image is a rendering of the actual SF-424, and is not to scale.

Application for Federal Assistance		2. DATE SUBMITTED 11/15/97	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE 11/18/97	STATE APPLICATION
Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name: The City		Organizational Unit: Municipal Government	
ADDRESS (give city, county, state, and zip code) Some Address Some State, ST 00000		Name and telephone number of the person to be contacted on matters involving this application (give area code). Some Name (111) 000-0000	
6. Employer Identification Number <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/> C A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): <u>non profit</u>	
8. Type of Application: <input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		9. Name of Federal Agency Environmental Protection Agency	
11. Descriptive Title of Applicant's Project Community-Based Environmental Education		10. Catalog of Federal Domestic Assistance Number <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Title: Environmental Education Grant	
12. Areas Affected by Project (cities, counties, etc.): City and Surrounding Areas		13. Proposed Project:	
Start Date May 1997	Ending Date May 1998	a. Applicant State - First District	b. Project State - First District
15. Estimated Funding:		14. Congressional Districts Of:	
a. Federal	\$ 5000.00	16. Is application subject to review by State Executive Order 12372 Process? a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input checked="" type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$ 1200.00		
c. State	\$		
d. Local	\$ 640.00		
e. Other	\$		
f. Program Income	\$		
g. Total	\$ 6840.00	17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input checked="" type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DUPLY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			

HAS BEEN NOT NOTIFIED BY THE GOVERNING BODY OF THE CITY AND THE CITY WILL COMPLY WITH THE REQUESTED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. Typed Name of Authorized Representative Some Name	b. Title Environmental Specialist, The City	c. Phone Number [111] 000-0000
d. Signature of Authorized Representative		e. Date Signed 11/14/97

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Actual Example of an Environmental Education Grant

This is an example of an environmental education program to educate the public about wildlife and the environment, and about the conservation of endangered species. The names of the organizations as well as their addresses and telephone numbers have been changed to protect them against the appearance of U.S. EPA's endorsement.

Following is the list of the basic components that integrates this grant proposal example.

Please click on any of the components

- [Project Summary](#)
- [Project Description](#)
- [Program Design](#)
- [Project Evaluation](#)
- [Project Budget](#)
- [Appendix](#)
- [Completed SF424 Form](#)

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Birds Without Borders

Project Summary

Please click on any of the components

-  [Organization](#)
-  [Summary](#)
-  [Objectives](#)
-  [Audience](#)
-  [Delivery](#)
-  [Costs](#)

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Organization: The Zoological Society of The County is a non-profit organization created in 1910 by civic leaders who shared the vision of enlarging and developing the County Zoo. Today, the Society's staff of over 50 employees are joined by 600 volunteers who work to fulfill the Society's mission to **support The County Zoo, educate the public about wildlife and the environment, and conserve endangered species here and around the world .**

 [Go to the top of Project Summary](#)

Summary: The Zoological Society, in partnership with the Foundation for Wildlife Conservation, is proud to offer **Birds Without Borders-Aves Sin Fronteras**, a multi-year international conservation, research and education project designed to monitor species of birds that breed in the State and winter in Central America (neotropical migrants). The project, initiated in 1996 by the President of the Society, will provide a definitive study of the population dynamics of the birds and encourage stewardship of privately owned lands for their preservation. A multi-disciplinary science education program has been designed to complement the research. The purpose of the educational component is to provide a field-based, interdisciplinary environmental science program to over 1,000 7th-10th grade students and teachers from throughout the State.

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Objectives: The objectives of this three-year environmental education program are to broaden student understanding of ecological issues, help them master scientific method and process skills, and strengthen their ability to use technology. Through their program participation and its accredited pre-service training, teachers will increase their ability to teach science and use technology in the classroom. This program meets the EPA's priorities for advancing teaching skills, promoting science career education and environmental justice.

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Audience: This program targets 7th-10th grade students who attend school near the field research sites. The schools represent diverse ethnic, cultural and economic backgrounds. The secondary audience is 20 teachers (two per school) representing varied academic disciplines including science, math, social studies, etc. Participating schools include Avenue Middle and High-School, located in The City's central city. Its total enrollment of 784 students is 63% white, 32% African American, 3% Hispanic, and 2% Asian, with over 73% being economically disadvantaged. The City Montessori's 215 students are 71% Caucasian, 19% African American, 4% Hispanic, 2% Asian and Native American. 15% are economically disadvantaged. Pew Middle and High School serves a growing suburban, predominantly Caucasian population. Pew Middle School has 432 students and the High School (9th-10th grade) enrollment is 225. Located in Central State, Hor Middle and High School is a small rural town of less than 4,000. It is predominantly agricultural with some light industry. 97.5% of its residents are white. The High School has 439 students and the Middle School has 755 students. Water School serves the Desert Reservation. Water's enrollment of 220 students is 70% Caucasian and 30% Native American. The primary industries are gaming and logging; 54% are economically disadvantaged. The City's Indian Community School also joined as this proposal is being submitted.

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Delivery: Participating students and teachers will work side-by-side with the Society's scientists at one of three research sites located on private lands. The program utilizes the existing One-Bird-Two Habitat curriculum, complete with a new field notebook and cultural exchange units. Students will build bird observation sites at their schools and conduct independent research, analyze their findings and communicate their results to the researchers and their fellow students using the Web site being established for this program. In 1999, Belize students will begin participating in the same program. The Internet will serve as the communication link for all participants.

The Zoological Society of The City conservation staff will manage the partnerships with private landowners, Partners in Flight, the State Breeding Bird Atlas Project, the State Department of Natural Resources, and the Nature Conservancy. The Education Department will manage the partnerships with the schools, the State Vocational Technical System and the State University Extension (these two

organizations will be facilitating career exploration). The President of the Zoological Society will manage the partnerships with Central America landowners and the County Zoo.

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Costs: The total cost of this initiative in 1998 is \$308,048. Of that amount, the environmental education budget is \$123,322. We are seeking \$5,000 from the EPA to support scientific research equipment needed in the 10 schools participating in the program beginning in September, 1998.

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Birds Without Borders

Project Description

Please click on any of the components

- [Description](#)
- [Program Goal](#)
- [Proposed Outcomes](#)
- [Priorities](#)
- [Application](#)

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Description: In 1996, the President of the Zoological Society of the County (ZSC) and the Foundation for Wildlife Conservation (FWC), initiated Birds Without Borders-*Aves Sin Fronteras* (BWB-ASF), a five-year project that has three goals: research, education, and involvement of private landowners in conservation.

Research has documented that the numbers of neotropical migrants (birds that breed in North America and winter south of the U.S.) have been decreasing on their US breeding grounds since 1978 (Terborgh 1989, Robbins et al. 1989). This decline is due in part to the dramatic changes in habitat on both their breeding and wintering grounds. In the US, many forests and grasslands have been converted to cropland and pasture and the remaining eastern forests have been logged and are now less than 60 years old (Terborgh 1992). Since 1950, deforestation has also drastically changed the landscape in Central and South America (Hartshorn 1992). Further research is needed to determine if neotropical migrants can successfully use these altered habitats for breeding and to define the habitats important as migratory toper sites (places used for feeding and resting during migration) and winter feeding areas. It is not known if resident bird species (remain in the State year-round) and short-distance migrants (winter in the Southern US) are affected by these habitat changes as well.

The project will focus on migratory and resident birds at three sites in the State and two sites in Central America. While public lands provide a variety of essential habitats for most bird species, the majority of lands in the US (79%) are privately owned (Wigley and Sweeney 1992). Therefore, proper stewardship of private lands with regard to habitat preservation for migratory and resident bird species is crucial. Over 50 private landowners in the State and Central America generously agreed to have their lands used as study sites for this important research. The State and Central America share 120 species of birds, i.e. the birds winter in Central America and migrate to the State in spring, spend summer here to breed and

raise young, then return to Central America in the fall. Resident species will also be studied, since they may be affected by habitat change. In Central America, migratory birds comprise only 20-30% of all bird species, so resident bird species will also be studied in Central America.

Using the privately owned lands (study sites) as models for habitat conservation, the project will encourage interested private landowners to adapt land management programs that enhance bird diversity and population viability. Based on our research findings, we will provide landowners with habitat management recommendations that will benefit migratory birds. The results will also be presented at national scientific meetings and submitted for publication in peer-reviewed scientific journals.

The Zoological Education Department has developed an multi-disciplinary middle school environmental education program to complement the research. Over 1,000 seventh through 10th grade students will leave the classroom and work side-by-side with the Society's field researchers at the research sites located on privately owned lands throughout. Two new teachers per school will participate in the Society's comprehensive accredited teacher training program each year.

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Program Goal: It is the Zoological Society's goal to provide a field-based, interdisciplinary environmental science program to over 1,000 middle school students and teachers from diverse backgrounds from the greater City area.

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Proposed Outcomes:

1. Participating 7th-10th grade students will demonstrate a 15% gain in their scientific process skills and their ability to conduct all aspects of scientific method at the conclusion of this program, measured in a pre-and-post test evaluating science knowledge and skills.
2. By the end of the first year, the number of participating students who demonstrate entry-level computer competency will increase by 80% as a result of the programs' comprehensive computer training. This will be measured in a pre-and-post technological profile and by student ability to use the Internet independently.
3. At the end of the program, student knowledge and understanding of ecosystems, biodiversity and the importance of habitat preservation will increase by 10% as measured in an environmental awareness assessment administered before and after the programs completion.

4. At the end of the program year, 95% of the participating teachers will improve their capacity to teach. This will be determined by each teacher's ability to successfully complete the accredited training, implement this interdisciplinary science-based program, fully utilize its learning tools (and additional resources offered by the Society) and access other curriculum materials available on the Internet. The Society will measure progress by comparing a standardized educator profile administered at the start of the program with a competency assessment completed at the end of Birds Without Borders program.



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Priorities: This environmental education program utilizes the resources of a local community organization (the Zoological Society of the City) to embellish the existing school science curriculum. It addresses several other EPA priorities in the following ways:

Community Issues: The Society is offering an integrated education and research program in which the public can participate. Through its hands-on experiences, this environmental education program will increase student understanding of environmental issues related to ecosystems, habitat protection and biodiversity. This program also fosters landowner awareness and involvement in conservation and land stewardship. Research results will be compiled into education reports and disseminated to landowners and interested bird enthusiasts by direct mail and through lectures at nature centers, association and community gatherings.

Teaching Skills: Over 20 teachers will participate in the program's accredited teacher training program each year for the next three years. This training will enable them to integrate this program into their lesson plans and increase their ability to use technology in the classroom.

Career Development: In partnership with the State Vocational Technical System (Vo-Tech) and the State University Extension, students will gain access to information on job skill requirements and science careers available. Through their field research experiences and Internet communication, students will also have direct access to "real" scientists who will serve as important role models.

Environmental Justice: At least 35% of the students served in this program are from economically disadvantaged neighborhoods. The total student population is culturally diverse, representative of students from African American, Hispanic, American Indian and rural backgrounds working with Central American students.



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Application: While a new program, Birds Without Borders will incorporate an improved One Bird- two Habitat curriculum. This existing curriculum will serve as the foundation for the other program methods, including teacher training, Internet communication, establishing the bird observation sites (field notebook unit) the cultural exchange unit and field research itinerary.

This program has wide application. Any interested citizen or private landowner will have access to the community education program and the conservation research results available on the Internet. The general public will have opportunities to observe the birds by visiting the City Zoo. Two bird observation platform decks, complete with educational graphics, are being built to educate and encourage public participation. Approximately 1.4 million people visit the Zoo each year.

While the comprehensive school education program (complete with field research and Society staff visits) will be available to 10 specific schools, any teacher can obtain the curriculum and access the Web site for their calssroom participation. Eventually, the Society anticipates linking other interested schools in the program by providing the curriculum (complete with information on how to estblish their own bird observation site) and teacher training on the Internet. Schools can visit the County Zoo to observe the birds as well. The Internet will continue to provide the communication link between researchers, students, and the community for at least the next five years.



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Birds Without Borders

Project Design

Please click on any of the components

- [Field Research](#)
- [Curriculum](#)
- [Field Notebook Unit](#)
- [State and Central American Unit](#)
- [Computer Technology](#)
- [Zoological Society Education Department Visits](#)
- [Teacher Training and Development](#)
- [Summer Enrichment](#)
- [Bird Observation Site at the County Zoo](#)

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Field Research: Teacher training at the field research site is scheduled for the spring 1998. Twice annually (in October and April), students and teachers will visit one of the three research sites to observe and work side-by-side with the Zoological Society research team. Students will participate in bird-banding demonstrations, bird walks, insect sampling and discuss data collection and analysis. They will learn how to observe and identify different species of birds. The conservation research will be conducted on private lands in three locations throughout the State which form a latitudinal sample and include diverse habitats. The Central American locations include the Central American Zoo and Tropical Education Center, the Wildcat/Migratory Bird Sanctuary, and Creek Nature Center. Researchers will be conducting point counts, censusing, mist netting, banding, and behavioral observations.

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Curriculum: The Society will use the developed and tested One Bird- Two Habitat curriculum on neotropical migratory bird conservation. This 3-6 week interdisciplinary curriculum integrates geography, language arts, social studies, math, and music to illustrate the interconnectedness between people, birds, and habitats internationally. Teachers will receive curriculum training in April, 1998.

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Field Notebook Unit: In May, 1998, the Society and a team of teachers will develop a Field Notebook Unit to complement the curriculum and help participants establish a bird observation site near their school, collect and document data, utilize other research data to analyze their findings, and create a home page on the Web. Students will learn how to access the Internet for additional information on related projects and subjects. The unit will include an optional summer enrichment activity.

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State and Central American Unit: A third unit will be developed to build a "people to people" bridge between the State and Central America and people prepare students for future cross-cultural communication. The unit will help students understand aspects of life in Central America and the State.

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Computer Technology: During the fall semester, 1998, teachers and students will help the Society develop the Web site for this program. Interactive technology will be used by students, the researchers and the community (access will be provided at the County Zoo) to ask questions, debate, discuss issues and access additional information. Additional linkages will be formed with the State Vocational Technical System (Vo-Tech) and the State University Extension for information on job skills, science careers and other resources. The Web site will be used and enhanced by students, teachers, and field researchers in the State throughout the duration of the program.

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Zoological Society Education Department Visits: In September, 1998, Zoological Society educators will visit each school to introduce the program and curriculum to students. The staff will visit a total of three times annually throughout the school year. The first visit will introduce the birds and the program. The second presentation will include a more detailed description of bird identification, bird behaviors, and migration paths, help students establish the school-based bird observation site and introduce the Web site. The final visit will consist of a "live chat" with the Society's field researchers.

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Teacher Training and Development: Teacher training will begin with an initial meeting in March, 1998. Each year, two teachers from each school will participate in accredited teacher training workshops focused on using computers to teach science, integrating the One Bird-Two Habitat curriculum in existing lesson plans, conducting field research, increasing their understanding of the Birds Without Borders education and research program and how to integrate this program across the curriculum.

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Summer Enrichment: This component will be offered to State youth who want to continue and expand their bird observation and research beginning in the summer, 1999. Student participants, coached by local educators, will observe and record information on bird species present, nesting, feeding, and breeding success. This weekly data will be shared via Web technology. A college intern will guide the research, review data and help students improve their data gathering and observational techniques.

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Bird Observation Site at the County Zoo: Two new bird observation platforms at the Zoo will provide opportunities for public education, teacher training and student bird observation.

This program targets Native and African American, Asian and Caucasian middle school students and high school freshmen from rural and urban communities located near the field research sites throughout the State and Central America. The targeted schools represent diverse ethnic, cultural, and economic backgrounds. The interaction between the State students will prepare them for communicating with their Central American peers in 1999. This age group was selected because of their developmental level and potential to learn, as defined by the State Department of Public Instruction:

- They are rapidly broadening their interests and knowledge
- They are highly concerned about themselves and their relationships to others, and need opportunities to identify and discuss issues among themselves.
- They should have opportunities to view the consequences of actions of governments, industries, special interest groups, and other powerful influences that affect the interaction of science, technology, and society.
- They are beginning to consider national and worldwide issues.

Throughout the program, students will be encouraged to take initiative for learning by working in teams, writing reports, making presentations, conducting research, questioning, developing and supporting their own learning. The program will launch with a teacher training and planning session in April 1998. At this time, several teachers will be selected to help design and write the field notebook unit. In 1999, two teachers will be chosen to visit Central America with the Society's project staff to establish the program

in-country, train participating Central American teachers and gather information to write the Central America cultural exchange unit.



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Birds Without Borders

Project Evaluation

The effectiveness of the research will be analyzed scientifically. The research staff will analyze the data at the end of each field season, prepare results for publication and share these findings with others as discussed above.

A comprehensive evaluation process has been developed to assess the outcome objectives designed for the educational component of this program. A pre-test (cognitive exam) will be administered by the Zoological Society as a baseline to determine knowledge and abilities gained. This test will measure student ability to use scientific method (a systematic process for proving or disproving a given question) and their knowledge and ability to use scientific process skills of comparing, ordering, categorizing, relating, and inferring. The post-test will measure students competency through performance, factual knowledge of the material and proficiency in problem solving.

An outside consultant will help create a tool for measuring computer competency before the program begins and upon its completion. A "scenario-based" evaluation tool will measure student ability to use applied technology such as accessing resources, communicating with others, recording data, making inquiries and creating a Web page on the Internet.

An environmental awareness assessment administered before the program begins will test student knowledge of terms including biodiversity, sustainability, ecosystems, and ecology, ornithology, migration and geography, as well as their understanding of environmental and global issues as they apply to scientific understanding. Student awareness of the complexity of land use decisions and their ability to describe natural and human induced factors affecting bird populations will also be assessed. A post test will measure the same information. Experts in the field of horticulture, zoology, and environmental science will further assess student knowledge and understanding of the material through their evaluation of the bird observation sites developed by students at their own school.

Before the program begins, all teachers will complete a teacher profile to assess attitudes and knowledge of the subject matter presented in this program, their ability to use outside resources in the classroom, and individual skills and experience with technology. At the conclusion of the training program, a competency assessment will be administered to determine mastery of subject matter, ability to explore applications in non-academic settings, and incorporate new teaching strategies. Teachers who desire will receive credit and a grade for the program. The Zoological Society staff and consultant will also conduct site visits at the beginning and end of the program to observe and evaluate the teachers.

This education program meets the objectives defined by the State Student Assessment System, the statewide testing program for knowledge and concepts. The One Bird - Two Habitat curriculum has built-in assessment and evaluation tools. The curriculum activities and background information, all

based on research to ensure accuracy, were reviewed by experts in Central America, ornithology, forestry, and education. Then, 23 teachers field tested the curriculum. Evaluations conducted during this pilot indicated the success of the unit: students showed a statistically significant increase in knowledge and understanding related to the unit. Teachers will evaluate student knowledge of the curriculum using the evaluation methods in the One Bird-Two Habitats curriculum, including the "Town Meeting" and "Portfolio" activities.

These evaluations will be used to measure whether this program is effectively helping students to master scientific skills and knowledge, use computers and increase their level of environmental knowledge. The evaluations will indicate what program areas need more attention and expansion. Each year through the duration of the 3-year program the objectives will be enhanced to challenge and specifically target the students participating in the program.

In addition to the teacher assessment that determines whether teachers increase their ability to teach, the Society will also conduct an informal program survey of all teachers to determine the program's strengths and opportunities for improvement. Their recommendations and suggestions will be reviewed and incorporated by the Society to improve the program each year.

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Birds Without Borders

Budget

- [1. Teacher Training, Society Education Presentations, Program Support](#)
- [2. Program Design Consultation and Evaluation](#)
- [3. Field Research, School-Based Research, Internet Communication](#)
- [4. School Communication and Curriculum](#)
- [5. Total Education Project](#)
- [6. SF424A \(Completed Budget Form\)](#)


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1. Teacher Training, Society Education Presentations, Program Support	\$42,450
Salaries	
Education Project Coordinator 1,170 hr. x \$11.67/hr	\$13,660
2 College Interns 924 hr. x \$6.50/hr	\$6,000
3 Program Assistants Educator/15% time	\$4,408
Educator/30% time	\$6,171
Administrator/Educator: 5% time	\$2,150
Benefits and Taxes	
Coordinator	\$4,115
Intern (17.9%)	\$537


Intern (17.9%)	\$537
Educator	\$1,477
Educator	\$3,011
Educator/Administrator	\$384

Funded by Private Donors and Zoological Society

 [Go to the top of Budget](#)

2. Program Design Consultation and Evaluation	\$6,200
Evaluation	\$1,200
Computer	\$1,000
Teacher	\$4,000


Funded by Private Donors and Zoological Society

 [Go to the top of Budget](#)

3. Field Research, School-Based Research, Internet Communication	\$68,640
EQUIPMENT AND SUPPLIES	\$58,560
* Classroom scientific research equipment	\$15,600
Classroom computers	\$42,960
School Bird Observation Site Development (plants, shrubbery, bird seed, etc.)	\$2,400
TRAVEL	\$10,080
Staff	\$3,226


Schools	\$4,800
Teachers (plants, shrubbery, bird seed, etc.)	\$2,054
In-State Trip	-0-

*Funded by Private Donors, Society, and proposed *\$5,000 to the EPA for equipment*

 [Go to the top of Budget](#)

4. School Communication and Curriculum	\$3,632
Postage, Printing, Supplies, Data Sheets	\$3,632

Funded by Zoological Society

 [Go to the top of Budget](#)

5. TOTAL EDUCATION PROJECT	\$123,322
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 [Go to the top of Budget](#)

Completed Budget Form (Form SF424A)


Budget Information - Non-Construction Programs

SECTION A - BUDGET SUMMARY

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

SECTION B- BUDGET CATEGORIES

6. Object Class Categories:	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
	(1)	(2)	(3)	(4)	(5)
a. Personnel		32,389.00			32,389.00
b. Fringe Benefits		10,061.00			10,061.00
c. Travel		10,080.00			10,080.00
d. Equipment	5,000.00	55,960.00			60,960.00
e. Supplies		3,632.00			3,632.00
f. Contractual		6,200.00			6,200.00
g. Construction					
h. Other					
i. Total direct Charges (sum 6a - 6h)	5,000.00	118,322.00			123,322.00
j. Indirect Charges					
k. TOTAL \$ (sum 6i and 6j)	5,000.00	118,322.00			123,322.00
l. Program Income					

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Birds Without Borders

Appendix

- [Resumés](#)
- [Commitment Letters](#)
- [Letters of Support](#)

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Resumés:

Resumés from the following people were submitted:

1. President, Zoological Society of The County
2. Director of Education, Zoological Society of The County
3. Education Director, The Central America Zoo
4. Documentary Film Assistant
5. Field Educator, Central America.
6. Outreach Specialist, Zoological Society of The County
7. School Programs Specialist, Zoological Society of The County

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Birds Without Borders

Appendix: Commitment Letters

- [Indian Community School Commitment Letter](#)
- [Avenue School Commitment Letter](#)
- [Montessori School Commitment Letter](#)



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Indian Community School Commitment Letter:

November 7, 1997

To: President Zoological Society of The County

The Indian Community School wishes to commit to the Birds Without Borders project of The County Zoological Society.

Sincerely,

Director of Education

Asst. Director of Education



[Go to the top of Appendix: Commitment Letters](#)

Avenue School Commitment Letter:

December 3, 1996

Educational Department
Zoological Society of The County
Some Address

Dear Zoological Society of The County

After reviewing your proposal for "Birds Without Borders", a study of neo-tropical birds in two States, and Central America, the Avenue School, faculty, and students, would like to commit to the program.

We feel that Avenue School, with its 790 students from creative and diverse backgrounds, would make an excellent partner in the project. We look forward to combining hands-on science with technology.

We understand that we will need to provide teacher time, class time, and a phone line to ensure the success of the program.

We hope your funding is secure and we will be able to start working on the project in 1997.

Peace,

Principal.

 [Go to the top of Appendix: Commitment Letters](#)

Montessori School Commitment Letter:

December 3, 1996

Educational Department
Zoological Society of The County
Some Address

Dear Zoological Society of The County

After reviewing your proposal for "Birds Without Borders", a study of neo-tropical birds in two States, and Central America, the Montessori School, faculty, and students, would like to commit to the program.

We feel that Montessori School, with its 76 students from creative and diverse backgrounds, would make an excellent partner in the project. We look forward to combining hands-on science with technology.

We understand that we will need to provide teacher time, class time, and a phone line to ensure the success of the program.

We hope your funding is secure and we will be able to start working on the project in 1997.

Sincerely,

Principal.

 [Go to the top of Appendix: Commitment Letters](#)

Birds Without Borders

Appendix: Letters of Support

- [The Central America Zoo Letter of Support](#)
- [The Cooperative Extension - State University Letter of Support](#)
- [The State University- Other Location Letter of Support](#)



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The Central America Zoo Letter of Support:

December 5, 1996

President Zoological Society of The County
Some Address

Dear President:

I am writing to you with regard to the project we have been discussing and collaborating on together called "Birds Without Borders".

The importance of this program cannot be overstated. Migratory bird species are in decline, and this is well documented. Yet, there is a paucity of systematic and comprehensive field research which can provide useful data to assist in the conservation of these species.

As this relates to the Central America Zoo and Tropical Education Center, the "Birds Without Borders" project would be the first long-term study in this area. The ecosystems would vary, the resulting data would provide a window into habitat requirements for North American migratory species in this region of Central America.

Important? We have the opportunity to assist in the preservation of a unique biological phenomenon that has been occurring for millions of years. I speak for the entire staff at the Central America Zoo and TEC when I say that we indeed look forward to the design and implementation of this timely work.

With best wishes,

Director of Education

 [Go to the top of Appendix: Letters of Support](#)

The Cooperative Extension - State University Letter of Support:

December 3, 1996

Educational Department
Zoological Society of The County
Some Address

Dear Zoological Society of The County

As coordinator of the "One Bird-Two Habitats" program in the state, I support your organization's proposal to incorporate this existing curriculum into your Central America-focused field research and education efforts. I appreciate that you have recognized the "One Bird-Two Habitats" curriculum as being a well-researched, invaluable resource in its entirety. Your supplemental Central America educational materials should complement many of the unit's activities.

I will work with you on the teacher training aspect to disseminate materials provided funding is secured. As you know, project materials were developed by and are under control of the State Department of Natural Resources (DNR). The Senior Author and DNR employee, has given her verbal approval that you may purchase curricula for dissemination through workshops. Since, my organization currently disseminates these curricula through statewide teacher workshops, you may purchase materials through us.

We understand that we will need to provide teacher time, class time, and a phone line to ensure the success of the program.

I am pleased that the Zoological Society of The County has proposed this commendable project to integrate our existing migratory bird educational program into a field research project for schools. This initiative will do much to educate our youth and to conserve our migratory birds. I truly hope funding is granted.

Sincerely,

One Bird-Two Habitats Coordinator

 [Go to the top of Appendix: Letters of Support](#)

The State University- Other Location Letter of Support:

November 27, 1996

Dear Zoological Society of The County

On behalf of the State University System I would like to express my interest and support of your proposed "Birds Without Borders" program.

The State University (SU) System would bridge the gap for students participating in the "Birds Without Borders" program. This could involve on-line networking (Web page), high school visits and opportunities for students to visit SU campuses to meet with appropriate faculty and graduate researchers in the areas of animal science, agriculture, etc.

The University System would also support high school graduates involved in the program to continue to pursue their interests in science and research.

I look forward to being involved in this valuable program.

Sincerely,

Advisor, Multi-Cultural Services.

 [Go to the top of Appendix: Letters of Support](#)

Birds Without Borders

Completed SF424 Form

This image is a rendering of the actual SF-424, and is not to scale.

Application for Federal Assistance		2. DATE SUBMITTED 11/10/97	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY Nov 1, 1997	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name: Zoological Society of the County		Organizational Unit: Education Department	
ADDRESS (give city, county, state, and zip code) Some Address Some State, ST 00000		Name and telephone number of the person to be contacted on matters involving this application (give area code). Some Name (111) 000-0000	
6. Employer Identification Number □ □ - □ □ □ □ □ □ □ □		7. Type of Applicant: (enter appropriate letter in box) N	
8. Type of Application: <input checked="" type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		9. Name of Federal Agency U.S. Environmental Protection Agency	
11. Descriptive Title of Applicant's Project Birds Without Borders <u>Aves Sin Fronteras</u> Scientific Research Equipment for 7th-10th grade students		10. Catalog of Federal Domestic Assistance Number □ □ - □ □ □ Title: Environmental Education Grant	
12. Areas Affected by Project (cities, counties, etc.): The County and other 3 Counties		13. Proposed Project:	
Start Date 9-1-98	Ending Date 8-30-99	a. Applicant Statewide	b. Project V
14. Congressional Districts Of:		15. Estimated Funding:	
a. Federal	\$ 5,000.00	16. Is application subject to review by State Executive Order 12372 Process? a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input checked="" type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$		
c. State	\$ 51,322.00		
d. Local	\$		
e. Other	\$ 67,000.00		
f. Program Income	\$		
g. Total	\$ 123,322.00	17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input checked="" type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DUPLY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			

HAS BEEN NOT AUTHORIZED BY THE GOVERNING BODY OF THE AGENCY AND THE AGENCY WILL OBTAIN FROM THE APPLICANT ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. Typed Name of Authorized Representative Some Name	b. Title Grants Officer	c. Phone Number [111] 000-0000
d. Signature of Authorized Representative		e. Date Signed 11/11/97

[Return to Environmental Education Example Main Page](#)

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How to Enhance a Grant Proposal

Click on the icon to look at some general tips to enhance a grant proposal



It is important for an applicant to become familiar with eligibility requirements and other criteria related to the organization and grant program from which assistance is sought. Applicants should remember that the basic requirements, application forms, information, deadlines, and procedures will vary for each grant maker. Since funding information changes, applicants are strongly encouraged to contact the funding source before preparing any application.

NOTE: An applicant should follow the directions in the grant application. A general example of how to prepare a proposal is included here. Some tips are also included.

Click on the icon to look at important points to be considered before starting to write a grant proposal



A successful grant proposal is one that is thoughtfully planned, well prepared, and concisely packaged. There are nine basic components in a solid proposal package:

1. [Proposal Summary](#)
2. [Introduction of the Organization](#)
3. [Problem Statement \(or needs assessment\)](#)
4. [Project Objectives](#)
5. [Project Methods or Design](#)
6. [Project Evaluation](#)
7. [Future Funding](#)
8. [Project Budget](#)
9. [Appendices](#)

When writing the proposal, **PLACE YOURSELF IN THE REVIEWER'S SHOES.**



1. Proposal Summary

The proposal summary appears at the beginning of the proposal and outlines the project. It can be a

cover letter or a separate page. It should be brief: no longer than two or three paragraphs. It is often helpful to prepare the summary after the proposal has been developed. This makes it easier to include all the key points necessary to communicate the objectives of the project. The summary document becomes the foundation of the proposal. The first impression it gives will be critical to the success of the venture. It very possibly could be the only part of the package that is carefully reviewed before the decision is made to consider the project further.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Grant Proposal Summary](#)

 [See an Example of a Proposal Summary](#)

2. Introduction of the Organization

Most proposals require a description of an applicant's organization and its past, present, and projected operations. Some features to consider are:


Click on the icon to look at some tips for the Introduction




- a brief biography of board members and key staff members
- the organization's goals, philosophy, and record with other grantors
- any success stories.

The data should be relevant to the goals of the granting organization and its grant program, and should establish the applicant's credibility.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Introduction to the Organization](#)

 [See an Example of an Introduction of the Organization](#)

3. Problem Statement

Click on the icon to look at some tips for the Problem Statement



The problem statement (or needs assessment) is a key element of a proposal. It should be a clear, concise, well-supported statement of the problem to be overcome using the grant funding. An applicant could include data collected during a needs assessment that would illustrate the problems to be addressed. The information provided should be both factual and directly related to the problem

addressed by the proposal.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Problem Statement](#)

 [See an Example of a Problem Statement](#)

4. Project Objectives

Click on the icon to look at some tips for the Project Objectives



The project objectives should clearly describe the goals of the project. Applicants should explain the expected results and benefits of each objective. They should also list the specific criteria of the grant program. Then, describe how the proposal meets each criterion.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Project Objectives](#)

 [See an Example of Project Objectives](#)

5. Project Methods or Design

Click on the icon to look at some tips for the Project Methods or Design



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 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Project Methods](#)

 [See an Example of Project Methods](#)

6. Project Evaluation

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 [Write the Project Evaluation](#)

 [See an Example of a Project Evaluation](#)

7. Future Funding



Applicants may be asked to list expected sources of continuing funding after the conclusion of the grant. The applicant may also be required to list other sources and amounts of funding obtained for the project.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Proposal's Future Funding](#)

8. Project Budget



Click on the icon to look at some tips on the Proposal Budget



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 [Write the Grant Proposal Budget](#)


 [See an Example of a Project Budget](#)

9. Appendices

Click on the icon to look at some tips for the Appendix



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 [Write the Appendix](#)

 [See an Example of Appendices](#)

Tips for Introduction:

CLOSE

To close this window either click on the BACK button of your browser or click on this icon

- Be concise, specific and compelling.
- Build credibility for your organization. (Start a "credibility" file.)
- Reinforce the connection between you and the funder.
- Establish a context for your problem statement.
- IN BRIEF: Who, what, when, why, and how much!

How to Enhance a Grant Proposal

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 [Go to the top of Enhancing a Grant Proposal](#)

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 [See an Example of Project Objectives](#)

5. Project Methods or Design

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Click on the icon to look at some tips for the Appendix



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 [Write the Appendix](#)

 [See an Example of Appendices](#)

Tips for the Problem Statement:

To close this window either click on the BACK button of your browser or click on this icon 

● Zero in on a specific problem you want to solve or an issue you want to address.



● Do not make assumptions of the reviewers.

● Use statistics to support existence of your problem or issue.

● Make a connection between the issue and your organization.

● Make a case for your project locally, not just nationally.

● Demonstrate your knowledge of the issue or problem.



● Set-up the delivery of your goals and objectives.

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 [See an Example of Project Objectives](#)

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7. Future Funding



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 [Write the Proposal's Future Funding](#)

8. Project Budget



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 [See an Example of a Project Budget](#)

9. Appendices

Click on the icon to look at some tips for the Appendix



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 [Write the Appendix](#)

 [See an Example of Appendices](#)

Tips for Project Objectives:

CLOSE

To close this window either click on the BACK button of your browser or click on this icon

- Goals are general and offer the evaluator an understanding of the thrust of your program.
- Objectives are specific, measurable outcomes. They should be realistic and attainable.
- Objectives help solve the problem or address the issue.
- If your objectives make reference to a number -- make sure it is do-able.
- Do not confuse objectives with methods.
- Be realistic.

How to Enhance a Grant Proposal

Click on the icon to look at some general tips to enhance a grant proposal



It is important for an applicant to become familiar with eligibility requirements and other criteria related to the organization and grant program from which assistance is sought. Applicants should remember that the basic requirements, application forms, information, deadlines, and procedures will vary for each grant maker. Since funding information changes, applicants are strongly encouraged to contact the funding source before preparing any application.

NOTE: An applicant should follow the directions in the grant application. A general example of how to prepare a proposal is included here. Some tips are also included.

Click on the icon to look at important points to be considered before starting to write a grant proposal



A successful grant proposal is one that is thoughtfully planned, well prepared, and concisely packaged. There are nine basic components in a solid proposal package:

1. [Proposal Summary](#)
2. [Introduction of the Organization](#)
3. [Problem Statement \(or needs assessment\)](#)
4. [Project Objectives](#)
5. [Project Methods or Design](#)
6. [Project Evaluation](#)
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When writing the proposal, **PLACE YOURSELF IN THE REVIEWER'S SHOES.**




1. Proposal Summary

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cover letter or a separate page. It should be brief: no longer than two or three paragraphs. It is often helpful to prepare the summary after the proposal has been developed. This makes it easier to include all the key points necessary to communicate the objectives of the project. The summary document becomes the foundation of the proposal. The first impression it gives will be critical to the success of the venture. It very possibly could be the only part of the package that is carefully reviewed before the decision is made to consider the project further.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Grant Proposal Summary](#)

 [See an Example of a Proposal Summary](#)

2. Introduction of the Organization

Most proposals require a description of an applicant's organization and its past, present, and projected operations. Some features to consider are:


Click on the icon to look at some tips for the Introduction




- a brief biography of board members and key staff members
- the organization's goals, philosophy, and record with other grantors
- any success stories.

The data should be relevant to the goals of the granting organization and its grant program, and should establish the applicant's credibility.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Introduction to the Organization](#)

 [See an Example of an Introduction of the Organization](#)

3. Problem Statement

Click on the icon to look at some tips for the Problem Statement



The problem statement (or needs assessment) is a key element of a proposal. It should be a clear, concise, well-supported statement of the problem to be overcome using the grant funding. An applicant could include data collected during a needs assessment that would illustrate the problems to be addressed. The information provided should be both factual and directly related to the problem

addressed by the proposal.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Problem Statement](#)

 [See an Example of a Problem Statement](#)

4. Project Objectives

Click on the icon to look at some tips for the Project Objectives



The project objectives should clearly describe the goals of the project. Applicants should explain the expected results and benefits of each objective. They should also list the specific criteria of the grant program. Then, describe how the proposal meets each criterion.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Project Objectives](#)

 [See an Example of Project Objectives](#)

5. Project Methods or Design

Click on the icon to look at some tips for the Project Methods or Design



The project method outlines the tasks that will be accomplished with the available resources. It is helpful to structure the project method as a timeline. Early in the planning process, applicants should list the tasks that will have to be completed to meet the goals of the project. They can then break these into smaller tasks and lay them out in a schedule over the grant time period. This will provide a chance to consider what personnel, materials, and other resources will be needed to carry out the tasks.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Project Methods](#)

 [See an Example of Project Methods](#)

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Applicants should develop evaluation criteria to evaluate progress towards project goals. It is important to define carefully and exactly how success will be determined. Applicants should ask themselves what they expect to be different once the project is complete.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Project Evaluation](#)

 [See an Example of a Project Evaluation](#)

7. Future Funding



Applicants may be asked to list expected sources of continuing funding after the conclusion of the grant. The applicant may also be required to list other sources and amounts of funding obtained for the project.

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 [Write the Proposal's Future Funding](#)

8. Project Budget



Click on the icon to look at some tips on the Proposal Budget



Particular expenses should be outlined in detail in the project budget. It can also be helpful to divide the budget into categories, such as personnel salaries and benefits, travel, equipment, supplies, contract costs, etc. Many grant applications request a line item budget. The budget should show how funds will be spent and by whom. The budget should also demonstrate consistency with project activities.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Grant Proposal Budget](#)


 [See an Example of a Project Budget](#)

9. Appendices

Click on the icon to look at some tips for the Appendix



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 [Write the Appendix](#)

 [See an Example of Appendices](#)

Tips for Project Methods or Design:

CLOSE

To close this window either click on the BACK button of your browser or click on this icon

- Describe in detail the activities that will take place in order to achieve desired results.
- Make sure your methods are realistic.
- Describe WHY you have chosen these activities. Justify them over all other approaches you could have taken.
- Show your knowledge of the bigger picture.
- Include a timetable of major milestones.



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 [Write the Grant Proposal Budget](#)


 [See an Example of a Project Budget](#)

9. Appendices

Click on the icon to look at some tips for the Appendix



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 [Write the Appendix](#)

 [See an Example of Appendices](#)

Tips for Project Evaluation:

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- Very important, but often missing or poor.
- Summative and Formative Evaluation:
 - Summative Evaluation is a plan to evaluate the project that measures how will you have met your objectives.
 - Formative Evaluation is a plan to evaluate the project during and after its execution. It can be used as a tool to make appropriate changes along the way.
- If you are having a problem developing your evaluation process, you better take another look at your objectives.
- Be ready to begin evaluation as you begin your project.



Mock Grant Writing Activity



Writing the "Project Evaluation" Component of a Grant Proposal

In this section, you can practice writing the "Project Evaluation" for your Grant Proposal. A text area is provided below for you to write it. You can use this text area in the same way as you work with a regular text editor. Therefore, you can utilize the keyboard to write and edit your text. **To be able to print and save your work, you will need to highlight your text, copy it, open a word processor of your choice, and paste the text within the word processor. From there, you can save and print your document.**

Underneath the text area there are 4 icons that you can click at any time during the writing process. The actions you can take using each of the icons are the following:



Clicking the CLEAR icon allows you to erase the contents in the text area.



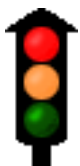
Clicking the BACK icon leads you back to the Mock Grant Writing Activity Table of Contents.



Clicking the HELP icon leads you to see a description of this topic that you have read before under the "Writing A Proposal" section of the program. Here, you can check again what are the important points needed to write a good "Project Evaluation".



Clicking the SEARCH icon leads you to see an example of the "Project Evaluation" component of a real grant proposal (a Brownfield Oversight Community Action Project).



IMPORTANT. To come back from elsewhere use your browser's BACK button, otherwise, you will lose the text that you have typed in the text area.



Mock Grant Writing Activity



Writing the "Future Funding" Component of a Grant Proposal

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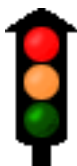
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The Proposal Budget

Click on the icon to look at some tips on the Proposal Budget



Funding sources require different amounts of detail in the budget. Most governmental funding sources require a large amount of detail. Also, they usually provide budget forms with instructions. The budget format presented here is designed to match what government agencies request. If the funding source requires a specific format, you must provide a budget in that format.

Your Budget is an Estimate

Your budget is an estimate. A funding source will give you some freedom in spending the money. Still, you may not exceed the total amount for the grant. Do not feel you must spend the money to the penny. Your funding source will allow some freedom in spending the money. They might permit requests to change the budget. Such requests must be in writing. A written response becomes a formal "budget modification." The budget modification changes the conditions of the grant. Careful planning will decrease the number of changes that may be required. Also, careful planning shows honesty. This honesty will be necessary to get permission for future changes.

Be Specific

The numbers should be specific. Rounding an item to nearest thousand dollars does not inspire confidence. It also suggests you have not done much work preparing the budget. The reviewer will do a lot of work studying your budget. They expect you to do a lot of work planning the budget. If you round at all, round to dollars, or tens at most. Along the same lines, there is no place in the budget for miscellaneous or contingency items. Your planning should allow for contingencies. For example, a cost of living increase will happen before the grant begins. In this case, you should base salaries on the increased salaries. If you plan to buy equipment, contact the distributor to find out the cost of the equipment when you plan to purchase it. The amount of thought you give to preparing the budget will produce a better program. It will also increase your chances of receiving the grant.

This Format

This budget format is useful for planning both governmental and private grants. It has two basic parts: (I) Personnel costs, and (II) Non-Personnel costs. There is an optional third part called "Indirect Costs" that pertains to some grant applications. There is also a "Budget Summary." This is written after the budget is complete and is presented at the start of the budget.

Please select among the following topics to see a budget example

- **Budget Summary**

- **Budget Detail:**

- **I. Personnel**

- **A. Salaries and Wages**

- **B. Fringe Benefits**

- **C. Consulting and Contract Services**

- **II. Non-Personnel**

- **A. Space Costs**

- **B. Rental, Lease or Purchase of Equipment**

- **C. Consumable Supplies**

- **D. Travel**

- **E. Telephone**

- **F. Other Costs**

- **III. Indirect Costs**

- **Completed Budget**

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● **III. Indirect Costs**

● **Completed Budget**

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Tips for the Budget:

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- Typically three parts:
 - personnel (salaries, fringe benefits, contracts)
 - non-personnel (space, rent of equipment, supplies)
 - indirect cost (overhead)
- Should correlate to objectives and methods. Timelines are often found here, also.
- Justify requests for salary.
- If you plan to hire someone with the funding, include a position description.
- A match shows commitment on your part.
- In-kind vs. In-cash



The Proposal Budget

Budget Summary

	Total	Total Requested	Total Donated
Total this Grant	\$100,671.12	78,362.62	22,308.50
1. Personnel	77,762.62	58,479.12	19,283.50
A. Salaries and Wages	44,950.00	43,200.00	6,750.00
B. Fringe Benefits	12,148.62	10,479.12	1,669.50
C. Consultants and Contract Services	15,664.00	4,800	10,864.00
II. Non-Personnel	\$22,908.50	\$19,883.50	\$3,025.00
A. Space Costs	12,300.00	9,950.00	2,400.00
B. Rental, Lease or Purchase of Equipment	2,710.00	2,085.00	625.00
C. Consumable Supplies	1,287.00	1,287.00	- 0 -
D. Travel	1,761.00	1,761.00	- 0 -
E. Telephone	3,500.00	3,500.00	- 0 -
F. Other Costs	1,350.00	1,350.00	- 0 -

Costs are divided into two columns: "requested" and "donated." The "requested" column is for items we are asking the funding source to pay for. The "donated" column represents those items that are either to be paid for from some other source of funds, or which are actually donated or contributed to the project. In the case of a federal grant proposal, these two columns represent the "federal share" and the "non-federal share." Let's look at each of these budget components separately. To the funding source, this will be done in what is called the "budget detail." This is where each section of the budget is broken down. Budget calculations also appear here. If the funding source provides forms, much of the following information will fit into the appropriate space on the form.



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The Proposal Budget

Budget Detail - Personnel: A. Salaries and Wages

	Requested	Donated
1. Personnel		
A. Salaries and Wages		
(1) Exec. Dir. @ \$1,500/mo x 10% x 12 mos.		1,800.00
(1) Proj. Dir. @ \$1,200/mo x 100% x 12 mos.	14,400.00	
(2) Counselors @ \$900/mo x 100% x 11 mos.	19,800.00	
(1) Counselor* @ \$900/mo x 50% x 11 mos.		4,950.00
(1) Secretary @ \$750/mo x 100% x 12 mos.	9,000.00	
Total	\$ 43,200.00	\$ 6,750.00

*This half-time counselor position is contributed to this program by another social service agency.

First, enter the number of persons at the same salary and same job. Second, enter the title of the position. Third, enter the full monthly salary for that position. Do this whether the position is full-time or part-time. Pro-rating salaries for part-time positions can be very confusing. Clarify this by entering the percentage time that this person will be working on your project. Then, enter the number of months this person will be employed during the grant period. Next multiply the three numbers (number of people, salary, number of months working) to obtain totals. Enter these totals in one of two columns. Which column depending upon whether the funds are being requested of this funding source or coming from elsewhere.

Indicate personnel contributed by other agencies with an asterisk (*). Note the source of these additional personnel.

It is wise to have salary ranges for most, if not all, of the positions within your organization. If you do, then you may make an additional note to this section. For example: "All salaries within this budget item represent the middle step of the salary range for the position, except for those instances where a person is presently filling that position." You would then attach a copy of your salary schedule to the budget. This procedure can keep you from becoming locked into an exact salary. This also depends on your personnel policies. Your policies may allow the employment of a new person at any step within the salary range. By using the middle step for budget purposes, you allow for the averaging of the salary of a new employee. Some may come in at the first step, some at the top step. If the funding source advises another way of presenting salaries (for example, at the top step), then follow instructions.

When jobs are created that do not currently exist within your organization, conduct a survey to

determine proper salaries. Find local agencies similar in size and mission. Try to identify positions in those agencies close to the new jobs in your agency. Salaries for these positions should be your guide. Save this survey information. The funding source might ask how you decided the salary of a new job.

In the salaries and wages section, enter only those positions where salaries are paid. These salaries can either be paid by the proposed grant, your regular budget, or by some other source of funding. Volunteers, who are not paid, will be entered in the "Consultants and Contract Services" item.



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The Proposal Budget

Budget Detail - Personnel: B. Fringe Benefits

	Requested	Donated
1. Personnel		
B. Fringe Benefits		
SUI - 3.2% x \$24,000 (California Rates)	768.00	
Workers Comp. Policy	350.00	
FICA - 6.13% x \$43,200	2,648.16	
Health Insurance - 2 single employees @ \$35/mo; 2 employees with dependents @ \$98/mo; x12 mos. (employer pays 100%)	3,192.00	
Extended Disability Ins. - 4 employees @ \$4.02/mo x 12 mos.	192.96	
Vacation and Sick Leave - 16 wks. @ avg. salary of \$208.00/wk.	3,328.00	
Fringe benefits for donates executive director, based on agency's total fringe benefit percentage (24%) of salary (\$1,800)		432.00
Fringe benefits for donated counselor, based on donating agency's total fringe benefit percentage (25%) of salary (\$4,950)		1,237.50
Total	\$ 10,479.12	\$ 1,669.50

Fringe benefits require a separate category in your budget. They should not be combined with staff salaries. Some funding sources will accept a fringe benefit as a percentage of payroll (for example, "22 percent of the above"). However, it is desirable to carefully explain all of the benefits covered by the grant. Do not do this if the funding source asks differently. Donated fringe benefits can be entered as payroll percentages. There are three kinds of fringe benefits that apply:

1. Mandated benefits - those required by the state in which you are located. Examples of required benefits are Workers Compensation Insurance and State Unemployment Insurance (SUI).
2. Security (FICA) - from which public and private nonprofit agencies are exempt but in which most agencies voluntarily participate.
3. Voluntary benefits - vary from organization to organization. They include medical, dental, disability and life insurance, private retirement programs, reimbursement for work-related education expenses, reimbursement for parking, sabbatical leave, etc.

All organizations have some provisions for vacation and sick leave. Sometimes these are not written into the budget. Smaller organizations often omit this item from the fringe benefit description. If grant-supported staff do not take their vacations during the period of a grant, at the end of the grant, they may wind up with a financial burden for unused vacation time. Then they must find a source of funds to compensate staff for this earned vacation. Avoid this situation by including a figure for vacation and sick leave. Do this only if allowed for by the funding source.

Perform your actual calculations within the budget detail. For example, in California, the rate for State Unemployment Insurance during 1978 ranged from 0.4 percent to 4.9 percent (depending on the history of unemployment claims of the applicant) of the first \$6,000 of each person's salary. The 1979 Social Security rate was 6.13 percent of the first \$22,900 of any salary.



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The Proposal Budget

Budget Detail - Personnel: C. Consulting and Contract Services

	Requested	Donated
1. Personnel		
C. Consulting and Contract Services		
Consulting Psychologist (Dr. Goodjoe, NY Physiological Assn.) 4 hrs/ wk x \$40 x 52 wks.		8,320.00
Evaluation Consultant (Dr. Fastbuck, Uni. Evaluation Center) 10 hrs/ wk x \$25/hr x 12 mos.	3,000.00	
Bookkeeping Services by Fold, Spindle, & Mutilate, Inc. \$150/mo x 12 mos.	1,800.00	
(4) Volunteer tutors @ 5 hrs/wk each x 48 wks x \$2.65/hr.		2,544.00
Total	\$ 4,800.00	\$ 10,864.00

Paid and unpaid (volunteer) consultants are listed in this section of your budget. Rather than employing a bookkeeper, you may use paid consultant time. If services are volunteered, that goes in here as well. Volunteer time may be allowed by some government funding sources. This occurs when they require some portion of the grant be matching funds, or in-kind contributions by the applicant. This raises the question of how to place a value on a volunteer's time.

Federal agencies produce varied schedules of the value of volunteer time. These allow for such valuations as: physicians - \$45.00/hr; attorneys - \$40.00/hr; teachers - \$5.00/hr; social workers - \$1.98/hr. Be careful of any of these schedules. They are often a most unrealistic mixture of economic and social values and are not to be trusted. It is better to get written statements from the volunteers testifying to their commitment to volunteer services to your program. Remember, these must be like service s. For an attorney to be valued at \$40.00/hr. in your program, he/she must be providing legal services to you - not driving children to football games every Saturday. These statements establish the value of the volunteered time. They also are good credibility letters from persons sufficiently impressed with you to volunteer.

Volunteers who have not the needed skills to qualify for a specific role, and who have not been paid a salary in that role, must be rated at the current minimum wage. This happens no matter how well they perform.

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The Proposal Budget

Budget Detail - Non-Personnel: A. Space Costs

	Requested	Donated
II. Non-Personnel		
A. Space Costs		
Office rent - 1,200 sq. ft. @ \$6.00/ft/yr	7,200.00	
Tutoring space - contributed by local school: one classroom 20 hrs/wk x \$50/wk x 48 wks.		2,400.00
Office janitorial @ \$100/mo x 12 mos.	1,200.00	
Office Utilities @ \$125/mo x 12 mos.	1,500.00	
Total	\$ 9,900.00	\$ 2,400.00

The first non-personnel item is space costs. That includes office rent, space used outside your office, utilities, maintenance, janitorial services, and essential renovations. As with all other budget items, you must be aware of "comparability" of costs. If you propose to pay much more for rent than the current rent in your community, be prepared to explain your choice.



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The Proposal Budget

Budget Detail - Non-Personnel: B. Rental, Lease, or Purchase of Equipment

	Requested	Donated
II. Non-Personnel		
B. Rental, Lease or Purchase of Equipment		
(1) Secretarial Desk @ \$150	150.00	
(1) Secretarial Chair @ \$65	65.00	
(2) Desks @ \$100	200.00	
(2) Chairs @ \$65	130.00	
(2) Desks donated by applicant @ rental value of \$5/ea/mo x 12 mos.		120.00
(8) Chairs donated @ rental value of \$5/ea/mo x 12 mos.		480.00
(4) File cabinets @ \$55	220.00	
(2) Spendtrift typewriters @ \$30/mo leased x 12 mos.	720.00	
(1) Dynamite Copying machine leased @ \$50/mo x 12 mos.	600.00	
Total	\$ 2,085.00	\$ 600.00

The second non-personnel item is for rental, lease or purchase of equipment. This will include typewriters, tables, chairs, desks, filing cabinets, copying equipment, etc. Unused equipment your agency now owns can be applied to this project. Attach an approximate rental value to the unused equipment. For example, rather than buying a new desk for a new person, use one you already have but are not now using. Find out what it would cost to rent the desk for a year, and put that value into your budget as a contribution from your agency. If you donate the desk at its full value, then the desk actually becomes the property of Uncle Sam. They have enough desks already.



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The Proposal Budget

Budget Detail - Non-Personnel: C. Consumable Supplies

	Requested	Donated
II. Non-Personnel		
C. Consumable Supplies		
Desktop supplies for 6.5 staff @ \$125/ea/yr	812.50	
100 reams copypaper @ \$2.75/ea and 5 toner refills @ \$40/ea	475.00	
Total	\$ 1,287.50	- 0 -

There are three separate kinds of consumables that might appear in your budget:

1. Desk top supplies. These include the normal pens, erasers, stationery, paper clips, etc. A reasonable cost for these items is \$100 to \$125 per year per person in your office. Experience should indicate whether this will be sufficient.
2. Copying supplies. Since copying has become universal, and since paper and toner are such expensive items, these should be separated from the above unless you are advised otherwise.
3. Program-related consumables. These might be arts and crafts supplies provided to children in a child care program, etc.



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The Proposal Budget

Budget Detail - Non-Personnel: D. Travel

	Requested	Donated
II. Non-Personnel		
D. Travel		
Local mileage for Project Director: 100 mi/mo @ \$0.17/mi x 12 mos.	204.00	
Local mileage for (2) Counselors: 200 mi/mo @ \$0.17/mi x 12 mos.	816.00	
Travel expenses for Project Director to attend Grantsmanship Center Training Program in Los Angeles, July 11-15, 19 - \$325 tuition plus \$218 round-trip air plus 6 days per diem @ \$33/day	741.00	
Total	\$ 1,761.00	- 0 -

Be specific. For local mileage, project the number of miles you expect each person to drive on the job each month. Multiply this by the accepted rate in your geographic area. Multiply again by the number of months in the grant period. For out-of-town travel, you must anticipate the travel that will be required during the grant. This may be easy for program-related travel (e.g., visiting remote program sites), but is more difficult in planning training and conference attendance. These items in your budget should be supported by a statement in your program narrative describing the need for and benefits of whatever travel is budgeted. You might include fees for training, as well as per diem and air travel expenses, in this category.



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The Proposal Budget

Budget Detail - Non-Personnel: E. Telephone

	Requested	Donated
II. Non-Personnel		
E. Telephone		
Installation @ \$260	260.00	
(6) Instruments @ \$45/ea/mo x 12 mos.	3,240.00	
Total	\$ 3,500.00	- 0 -

If you will be installing new telephones, get an estimate from the phone company (or other vendor) of the cost of installation. Then estimate the average monthly cost per instrument times the number of instruments times the number of months of the project. If you are a nonprofit educational organization with a curriculum, a faculty and a student body, you may be exempt from the diminishing telephone excise tax. Check it out with the IRS.



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The Proposal Budget

Budget Detail - Non-Personnel: F. Other Costs

	Requested	Donated
II. Non-Personnel		
F. Other Costs		
Postage	600.00	
Insurance (Fire, Theft, Liability)	750.00	
Total	\$ 1,350.00	- 0 -

This is the category for items that do not fit naturally into another category. Examples of items that might be

1. Postage
2. Fire, theft, and liability insurance
3. Dues in professional associations paid for by the applicant
4. Subscriptions to periodicals
5. Publications costs



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The Proposal Budget

Budget Detail - Indirect Cost

Organizations that operate several different funded projects face a problem. The cost to the organization of housing a project may drain the resources of the institution. Indirect costs are an attempt to compensate the organization for these costs. Indirect costs are also to provide a basis for sharing the costs of running a large institution among the various programs and projects within the institution. The Department of Health, Education and Welfare states:

Indirect costs are those costs of an institution which are not readily identifiable with a particular project or activity but nevertheless are necessary to the general operation of the institution and the conduct of its activities. The costs of operating and maintaining buildings, grounds and equipment, depreciation, general and departmental administrative salaries and expenses and library costs are types of expenses usually considered as indirect costs. In theory, all such costs might be charged directly; practical difficulties, however, preclude such an approach. Therefore, they are usually grouped into common pool(s) and distributed to those institutional activities benefited through a cost allocation process. The end product of this allocation process is an indirect cost rate(s) which is then applied to individual grant and contract awards to determine the amount of indirect costs chargeable to the award.

Indirect costs may or may not be provided by a funding source. Generally, those sources that support higher educational institutions do provide them. Some funding sources place a ceiling upon indirect costs allowed in a given grant situation. Be sure to find out what percentage, if any, the funding source will allow for indirect costs, and determine which portion of your budget the percentage applies to. Sometimes indirect costs are a percentage of the total direct costs, or of the personnel costs, or of the salary and wages item alone.



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The Proposal Budget

Completed Budget

This is what a completed budget might look like:

Budget Summary

	Total	Total Requested	Total Donated
Total this Grant	\$ 100,671.12	\$ 78,362.62	\$ 22,308.50
1. Personnel	\$ 77,762.62	\$ 58,479.12	\$ 19,283.50
A. Salaries and Wages	44,950.00	43,200.00	6,750.00
B. Fringe Benefits	12,148.62	10,479.12	1,669.50
C. Consultants and Contract Services	15,664.00	4,800	10,864.00
II. Non-Personnel	\$ 22,908.50	\$ 19,883.50	\$ 3,025.00
A. Space Costs	12,300.00	9,950.00	2,400.00
B. Rental, Lease or Purchase of Equipment	2,710.00	2,085.00	600.00
C. Consumable Supplies	1,287.00	1,287.00	- 0 -
D. Travel	1,761.00	1,761.00	- 0 -
E. Telephone	3,500.00	3,500.00	- 0 -
F. Other Costs	1,350.00	1,350.00	- 0 -

Budget Detail

	Total	Total Requested	Total Donated
Total Program	\$ 100,671.12	\$ 78,362.62	\$ 22,308.50
1. Personnel	\$ 77,762.62	\$ 58,479.12	\$ 6,750.00
A. Salaries and Wages	\$ 49,950.00	\$ 43,200.00	\$ 6,750.00
	Requested	Donated	
(1) Exec. Dir. @ \$1,500/mo x 10% x 12 mos.		1,800.00	
(1) Proj. Dir. @ \$1,200/mo x 100% x 12 mos.	14,400.00		
(2) Counselors @ \$900/mo x 100% x 11 mos.	19,800.00		

(1) Conuselor* @ \$900/mo x 50% x 11 mos.		4,950.00
(1) Secretary @ \$750/mo x 100% x 12 mos.	9,000.00	
Total	\$ 43,200.00	\$ 6,750.00

*This half-time counselor position is contributed to this program by another social service agency.

		Total	Total	Total
		Requested	Donated	Donated
B. Fringe Benefits		\$ 12,148.62	\$ 10,479.12	\$ 1,669.50
	Requested		Donated	
SUI - 3.2% x \$24,000 (California Rates)	768.00			
Workers Comp. Policy	350.00			
FICA - 6.13% x \$43,200	2,648.16			
Health Insurance - 2 single employees @ \$35/mo; 2 employees with dependents @ \$98/mo; x12 mos. (employer pays 100%)	3,192.00			
Extended Disability Ins. - 4 employees @ \$4.02/mo x 12 mos.	192.96			
Vacation and Sick Leave - 16 wks. @ avg. salary of \$208.00/ wk.	3,328.00			
Fringe benefits for donates executive director, based on agency's total fringe benefit percentage (24%) of salary (\$1,800)			432.00	

Fringe benefits for
 donated counselor,
 based on donating
 agency's total fringe
 benefit percentage
 (25%) of salary
 (\$4,950) 1,237.50

Total \$ **10,479.12** \$ **1,669.50**

C. Consulting and Contract Services \$ **15,644.00** \$ **4,800.00** \$ **10,864.00**

Requested Donated

Consulting Psychologist
 (Dr. Goodjoe, NY Physiological
 Assn.) 4 hrs/wk x \$40 x 52 wks. 8,320.00

Evaluation Consultant (Dr.
 Fastbuck, Uni. Evaluation Center) 3,000.00
 10 hrs/wk x \$25/hr x 12 mos.

Bookkeeping Services by
 Fold, Spindle, & Mutilate, Inc. 1,800.00
 \$150/mo x 12 mos.

(4) Volunteer tutors @ 5 hrs/
 wk each x 48 wks x \$2.65/hr. 2,544.00

Total \$ **4,800.00** \$ **10,864.00**

II. Non-Personnel \$ **22,908.50** \$ **19,833.50** \$ **3,025.00**

A. Space Costs \$ **12,300.00** \$ **9,900.00** \$ **2,400.00**

Requested Donated

Office rent - 1,200 sq. ft. @
 \$6.00/ft/yr 7,200.00

Tutoring space -
 contributed by local
 school: one 2,400.00
 classroom 20 hrs/wk
 x \$50/wk x 48 wks.

Office janitorial @ \$100/mo x 12 mos.	1,200.00		
Office Utilities @ \$125/mo x 12 mos.	1,500.00		
Total	\$ 9,900.00	\$ 2,400.00	

B. Rental, Lease or Purchase of Equipment	\$ 2,710.00	\$ 2,085.00	\$ 600.00
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	Requested	Donated	
(1) Secretarial Desk @ \$150	150.00		
(1) Secretarial Chair @ \$65	65.00		
(2) Desks @ \$100	200.00		
(2) Chairs @ \$65	130.00		
(2) Desks donated by applicant @ rental value of \$5/ea/ mo x 12 mos.		120.00	
(8) Chairs donated @ rental value of \$5/ea/mo x 12 mos.		480.00	
(4) File cabinets @ \$55	220.00		
(2) Spendtrift typewriters @ \$30/mo leased x 12 mos.	720.00		
(1) Framed scenic wall poster of Big Sur - donated		25.00	
(1) Dynamite Copying machine leased @ \$50/mo x 12 mos.	600.00		
Total	\$ 2,085.00	\$ 625.00	

C. Consumable Supplies	\$ 1,287.50	\$ 1,287.50	- 0 -
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	Requested	Donated	
Desktop supplies for 6.5 staff @ \$125/ea/yr	812.50		
100 reams copypaper @ \$2.75/ea and 5 toner refills @ \$40/ ea	475.00		
Total	\$ 1,287.50	- 0 -	

D. Travel		\$ 1,761.00	\$ 1,761.00	- 0 -
	Requested	Donated		
Local mileage for Project Director: 100 mi/mo @ \$0.17/mi x 12 mos.	204.00			
Local mileage for (2) Counselors: 200 mi/mo @ \$0.17/mi x 12 mos.	816.00			
Travel expenses for Project Director to attend Grantsmanship Center Training Program in Los Angeles, July 11-15, 19 - \$325 tuition plus \$218 round-trip air plus 6 days per diem @ \$33/day	741.00			
Total	\$ 1,761.00	- 0 -		
E. Telephone		\$ 3,500.00	\$ 3,500.00	- 0 -
	Requested	Donated		
Installation @ \$260	260.00			
(6) Instruments @ \$45/ea/ mo x 12 mos.	3,240.00			
Total	\$ 3,500.00	- 0 -		
F. Other Costs		\$ 1,350.00	\$ 1,350.00	- 0 -
	Requested	Donated		
Postage	600.00			
Insurance (Fire, Theft, Liability)	750.00			
Total	\$ 1,350.00	- 0 -		

How to Enhance a Grant Proposal

Click on the icon to look at some general tips to enhance a grant proposal



It is important for an applicant to become familiar with eligibility requirements and other criteria related to the organization and grant program from which assistance is sought. Applicants should remember that the basic requirements, application forms, information, deadlines, and procedures will vary for each grant maker. Since funding information changes, applicants are strongly encouraged to contact the funding source before preparing any application.

NOTE: An applicant should follow the directions in the grant application. A general example of how to prepare a proposal is included here. Some tips are also included.

Click on the icon to look at important points to be considered before starting to write a grant proposal



A successful grant proposal is one that is thoughtfully planned, well prepared, and concisely packaged. There are nine basic components in a solid proposal package:

1. [Proposal Summary](#)
2. [Introduction of the Organization](#)
3. [Problem Statement \(or needs assessment\)](#)
4. [Project Objectives](#)
5. [Project Methods or Design](#)
6. [Project Evaluation](#)
7. [Future Funding](#)
8. [Project Budget](#)
9. [Appendices](#)

When writing the proposal, **PLACE YOURSELF IN THE REVIEWER'S SHOES.**




1. Proposal Summary

The proposal summary appears at the beginning of the proposal and outlines the project. It can be a

cover letter or a separate page. It should be brief: no longer than two or three paragraphs. It is often helpful to prepare the summary after the proposal has been developed. This makes it easier to include all the key points necessary to communicate the objectives of the project. The summary document becomes the foundation of the proposal. The first impression it gives will be critical to the success of the venture. It very possibly could be the only part of the package that is carefully reviewed before the decision is made to consider the project further.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Grant Proposal Summary](#)

 [See an Example of a Proposal Summary](#)

2. Introduction of the Organization

Most proposals require a description of an applicant's organization and its past, present, and projected operations. Some features to consider are:


Click on the icon to look at some tips for the Introduction




- a brief biography of board members and key staff members
- the organization's goals, philosophy, and record with other grantors
- any success stories.

The data should be relevant to the goals of the granting organization and its grant program, and should establish the applicant's credibility.

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 [Write the Introduction to the Organization](#)

 [See an Example of an Introduction of the Organization](#)

3. Problem Statement

Click on the icon to look at some tips for the Problem Statement



The problem statement (or needs assessment) is a key element of a proposal. It should be a clear, concise, well-supported statement of the problem to be overcome using the grant funding. An applicant could include data collected during a needs assessment that would illustrate the problems to be addressed. The information provided should be both factual and directly related to the problem

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 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Problem Statement](#)

 [See an Example of a Problem Statement](#)

4. Project Objectives

Click on the icon to look at some tips for the Project Objectives



The project objectives should clearly describe the goals of the project. Applicants should explain the expected results and benefits of each objective. They should also list the specific criteria of the grant program. Then, describe how the proposal meets each criterion.

 [Go to the top of Enhancing a Grant Proposal](#)

 [Write the Project Objectives](#)

 [See an Example of Project Objectives](#)

5. Project Methods or Design

Click on the icon to look at some tips for the Project Methods or Design



The project method outlines the tasks that will be accomplished with the available resources. It is helpful to structure the project method as a timeline. Early in the planning process, applicants should list the tasks that will have to be completed to meet the goals of the project. They can then break these into smaller tasks and lay them out in a schedule over the grant time period. This will provide a chance to consider what personnel, materials, and other resources will be needed to carry out the tasks.

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 [Write the Project Methods](#)

 [See an Example of Project Methods](#)

6. Project Evaluation

Click on the icon to look at some tips for the Project Evaluation



Applicants should develop evaluation criteria to evaluate progress towards project goals. It is important to define carefully and exactly how success will be determined. Applicants should ask themselves what they expect to be different once the project is complete.

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 [Write the Project Evaluation](#)

 [See an Example of a Project Evaluation](#)

7. Future Funding



Applicants may be asked to list expected sources of continuing funding after the conclusion of the grant. The applicant may also be required to list other sources and amounts of funding obtained for the project.

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 [Write the Proposal's Future Funding](#)

8. Project Budget



Click on the icon to look at some tips on the Proposal Budget



Particular expenses should be outlined in detail in the project budget. It can also be helpful to divide the budget into categories, such as personnel salaries and benefits, travel, equipment, supplies, contract costs, etc. Many grant applications request a line item budget. The budget should show how funds will be spent and by whom. The budget should also demonstrate consistency with project activities.

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 [Write the Grant Proposal Budget](#)


 [See an Example of a Project Budget](#)

9. Appendices

Click on the icon to look at some tips for the Appendix



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 [Write the Appendix](#)

 [See an Example of Appendices](#)

Tips for the Budget:

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- Typically three parts:
 - personnel (salaries, fringe benefits, contracts)
 - non-personnel (space, rent of equipment, supplies)
 - indirect cost (overhead)
- Should correlate to objectives and methods. Timelines are often found here, also.
- Justify requests for salary.
- If you plan to hire someone with the funding, include a position description.
- A match shows commitment on your part.

How to Enhance a Grant Proposal

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 [See an Example of Project Methods](#)

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 [Write the Proposal's Future Funding](#)

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 [Write the Grant Proposal Budget](#)


 [See an Example of a Project Budget](#)

9. Appendices

Click on the icon to look at some tips for the Appendix



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 [Write the Appendix](#)

 [See an Example of Appendices](#)

Tips for Appendices:

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● Resumes:

- Shows qualifications
- Shows work ethic and commitment
- Sometime can be a few paragraphs
- List other grants you have managed

● Letters of Support or Endorsement:

- They are DIFFERENT
- Support implies partners
- Keep endorsement to a minimum
- Should be sent to you, the applicant. Do not sent separately to the funder.

● Other attachments:

- Do not include unless they are requested



Tips for Partnerships:

CLOSE

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● What is it?

A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals.

● What does it require?

- Share responsibility
- Define common goals
- Mutual accountability for success
- Share resources and rewards

● Why do it?

Gives you more bang for your buck.



- Makes services more accessible and effective.
- Synergy offers ways to overcome obstacles
- Diversifies capability to accomplish tasks.
- Funders like it.

Do not just partner just to partner. Think about what a partner can bring to the table that will help get the project done.




[Return to the General Tips](#)

General tips to Enhance a Grant Proposal

CLOSE

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- Read the Request for Proposals (RFP) carefully!
- Organize your proposal according to the RFP.
- Pay attention to the point allocation before you begin writing.
- Explain things -- don't DECLARE them!
- Don't make assumptions of your reviewers.
- Avoid jargon and A.C.R.O.N.Y.M.S.
- Don't simply reiterate buzzwords.
- Be innovative .. new audiences, new techniques, etc.
- Be passionate.
- Be realistic.
- Be specific. I would like this much in order to do this.
- Show the funder the return on its investment.
- Check grammar, spelling, and typos.
- Ask someone else to review it.
- Solicit partners! 
- If the funder says "no," ask why.
- Volunteer to be an evaluator.

Specific Program Information

There are three grant programs that this tutorial addresses: Environmental Justice, Environmental Education, and Environmental Justice Through Pollution Prevention. Click on the graph representing the grant program area that you are most interested in:



Environmental Justice



Please select from the following topics:

- I. [**● What is Environmental Justice?**](#)
- II. [**● Environmental Justice Small Grants Program**](#)
- III. [**● Environmental Justice Contacts**](#)
- IV. [**● Additional Environmental Justice Information**](#)



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What is Environmental Justice?

Environmental justice is a movement promoting the fair treatment of people of all races, income, and culture with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Fair treatment implies that no person or group of people should shoulder a disproportionate share of the negative environmental impacts resulting from the execution of this country's domestic and foreign policy programs. (The environmental justice movement is also occasionally referred to as Environmental Equity -- which EPA defines as the equal treatment of all individuals, groups or communities regardless of race, ethnicity, or economic status, from environmental hazards).

The environmental justice movement is generally acknowledged to have emerged in the early 1980's in response to large demonstration opposing the siting of a PCB-landfill in a predominantly black community in Warren County, North Carolina. Subsequent studies and public attention raised concerns of the fairness and protection afforded under existing environmental programs -- concerns that are now receiving increased attention at all levels of government as well as within the private private community.

Today, environmental justice is a priority both within the White House and EPA. The Administration has documented its concern over this issue through issuing [Executive Order 12898](#), Federal Actions To Address Environmental Justice in Minority Populations and Low-Income Populations (February 11, 1994). This Order requires that federal agencies make achieving environmental justice part of their mission. Similarly, the EPA has identified environmental justice a key priority under the Browner Administration. To date, EPA has:

- created an Office of Environmental Justice (originally the Office of Environmental Equity) in 1992
- commissioned a task force to address environmental justice issues
- oversees a Federal Advisory Committee addressing environmental justice issues (the National Environmental Justice Advisory Council)
- has developed an implementation [strategy](#) as required under E.O. 12898.

In 1993, EPA Administor Browner made environmental justice an EPA priority. She stated that "many people or color, low income and Native American communities have raised concerns that they suffer a disproportionate burden of helath consequences due to the siting of industrial plants and waste dumps, and from exposure to pesticides or other toxic chmiemicals at home and on the job and that environmental programs do no adequately address these disproportionate exposures ... EPA is committed to addressing these concerns and is assuming a leadership role in environmental justice to enhance environmental quality for all residents of the United States."

The National Environmental Policy Act of 1969 (NEPA) serves as the Nation's basic environmental

protection charter. A primary purpose of NEPA is to ensure that federal agencies consider the environmental consequences of their actions and decisions as they implement their respective missions. For "major Federal actions significantly affecting the quality of the human environment," the federal agency must prepare a detailed environmental impact statement (EIS) that assesses the proposed action and all reasonable alternatives. EISs are required to be broad in scope, addressing the full range of potential effects of the proposed action on human health and the environment. Regulations established by both the Council on Environmental Quality (CEQ) and EPA require that socioeconomic impacts associated with significant physical environmental impacts be addressed in the EIS.

The environmental justice movement has both direct and indirect links with pollution prevention. At the most basic level, pollution prevention provides a means of achieving or improving environmental justice through reducing the environmental and health impacts that must be borne by any element of society. In recognition of this, the environmental justice grants program makes achieving pollution prevention an express objective of projects eligible for grants. In addition, environmental education efforts focused on promoting fair treatment emphasize the importance of pollution prevention in achieving programmatic objectives. Many environmental justice leaders also participate in the Common Sense Initiative, EPA's program to work with segments of industry to promote waste reduction, compliance, and the streamlining of environmental regulations. Finally, EPA is examining integrating considerations of environmental justice in the use of Supplemental Environmental Projects to promote compliance and program objectives.



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Report To The President On Executive Order 12898

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- [B. Accomplishments](#)
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A. Introduction

Community-based organizations have been fighting for environmental justice for as long as communities have faced environmental risks, but these issues have come to the national forefront in the last decade. Though attacks against waste dumps figured prominently in earlier discourse, the environmental justice movement has also evolved to take leadership in more global solutions to environmental problems through pollution prevention, sustainable development approaches, and improved access of minority and low-income communities to natural resources and a clean environment, as well as the conservation of their cultural environment today. Environmental justice encompasses a broad range of issues, from African Americans living near hazardous waste facilities in the Southeast to Alaska Natives' restrictions on traditional subsistence activities and from Latino farm workers exposed to pesticides in fields to Asian American electronics workers exposed to solvents in factories.

This Administration has recognized this issue and has taken some steps to address it, most notably through the President's Executive Order 12898, "Federal Actions to Address Environmental Justice in Minority Populations and Low Income Populations," signed on February 11, 1994. This report is a follow-up to the first REPORT TO THE PRESIDENT ON EXECUTIVE ORDER 12898, submitted April 11, 1995. The second REPORT TO THE PRESIDENT highlights the Administration's more recent accomplishments in response to this Executive Order and gives a sample of successful projects in which federal agencies are demonstrating progress toward environmental justice through new partnerships. Though some great projects have been started, considerable work remains to be done. This report also outlines some plans for expanding this essential work. Attached are Reports from the member Agencies of the Interagency Working Group on their progress in implementation of their Environmental Justice Strategies, which they completed last year. This Administration's commitment to environmental justice is part of a broader commitment to environmental protection and social justice that it is demonstrating through its work on economic development, affordable housing, education and job training, public safety, public health, and other important components that are essential for all communities to be safe, healthy, and sustainable.



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B. Accomplishments

This Administration has taken steps toward incorporating environmental justice into all of its activities. Federal agencies have made significant progress toward implementing the requirements of the Executive Order (E.O.); they have engaged both national and local stakeholders in an attempt to solve environmental justice issues. Below is a summary of our progress in these areas and a sampling of projects that illustrate how Agencies are working through innovative partnerships to create real solutions for affected communities.

Please select from the following topics:

- **[1. Executive Order Requirements](#)**
- **[2. Responses to Recommendations from Environmental Justice Leaders](#)**
- **[3. Environmental Justice Projects](#)**



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1. Executive Order Requirements

Please select from the following topics:

- a. [Development of an Interagency Working Group](#)
- b. [Enhancement of Research and Data Collection](#)
- c. [Fish Consumption](#)
- d. [Public Participation](#)



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a. Development of an Interagency Working Group

The Interagency Working Group (IWG), comprised of representatives from thirteen federal agencies, has completed its second year of operation. Each of the IWG's eight task forces, which totaled 220 individuals, have been terminated. However, some of the functions of these groups will be continued by other groups such as the Environmental Health Policy Committee and the interagency Working Group on American Indians and Alaska Natives. Products of these task forces include:

- A report on existing interagency projects, ideas for future projects, and criteria for evaluating current and future projects.
- An "outreach checklist," developed in conjunction with environmental justice stakeholders, on how to best establish a dialogue with minority and low-income communities.
- A series of reports on health and research issues ranging from the status of governments efforts on consumption patterns and development of guidance for subsistence populations to the explanation of the limits of our knowledge on multiple and cumulative exposures.
- An enforcement conference designed to educate federal enforcement officials on the tools available to deal with environmental justice issues.



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b. Enhancement of Research and Data Collection

The E.O. directs federal agencies to gather information about the demographic composition of areas surrounding federal facilities. The Bureau of the Census in the Department of Commerce (DOC) and the Environmental Protection Agency (EPA) have responded to this directive by developing LandView II, a computerized spatial display of information. LandView II has the capability to import and display, by geographic area, environmental data, including toxics emission data, wastewater permits, Superfund sites, and permitted toxic wastes facilities. Other agencies, including the Nuclear Regulatory Commission (NRC), have contributed to this project. The Department of Energy (DOE) has drafted a tutorial for users of LandView II in characterizing populations surrounding the facilities. The resulting data will help facilitate early consultation with stakeholders, assure appropriate representation at stakeholder meetings, and determine possible exposures. DOC has produced a companion software to LandView II known as the Environmental Justice Demonstration Data Disk. This demonstration contains supplemental information covering a broad range of subjects, such as vital statistics, cause of death, population characteristics, and meteorological conditions.



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c. Fish Consumption

The E.O. also directs federal agencies to consider protection for populations who subsist on fish and wildlife and may receive dangerous levels of toxic chemicals from dietary exposure. In particular, many Native Americans in the Great Lakes and, Asian and Pacific Islanders on the West Coast face serious health threats from fish consumption. New initiatives were proposed by the Committee on Health Safety and Food of the National Science and Technology Council (NSTC). NSTC is a joint effort of the DOC, U.S. Department of Agriculture (USDA), and the Food and Drug Administration (FDA). With guidance from the Committee, research is underway to assess the risks associated with the harvesting and consumption by subsistence and recreational fishers, and the effects of environmentally-induced hazards on minority and low-income populations that harvest fish and shellfish from contaminated waters. The Department of Defense (DOD), DOE, the Department of Interior (DOI), EPA, and the USDA all have launched efforts to study this issue or to improve communication with populations at risk. DOE has initiated several projects in this area: 1) projects in the Columbia and Savannah Rivers to develop data on consumption of contaminated fish; 2) data collection and sampling by other federal agencies to provide to scientists and community members, as well as learning about subsistence issues at DOE facilities from affected populations; and 3) a newsletter published triennially entitled, "Subsistence and Environmental Health." Though some of these projects are just beginning, they will move significantly toward completion over the next year.



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d. Public Participation

One important component of the E.O. is the directive to encourage public participation in environmental decision making. To implement this directive, the IWG and several individual agencies have held public meetings to discuss environmental justice issues. Following the January 1995 IWG public meeting, the Department of Transportation (DOT) held another public meeting on May 11-13, 1995, in Atlanta. In addition, EPA's National Environmental Justice Advisory Committee (NEJAC) and community members jointly planned public meetings for Boston, Philadelphia, Detroit, Oakland, and Atlanta on Brownfields Economic Redevelopment. Over 500 community representatives and 15 federal agencies participated. The IWG will explore future opportunities for public input on environmental justice issues.



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2. Responses to Recommendations from Environmental Justice Leaders

In 1993, environmental justice leaders submitted recommendations to the President directed at shifting the institutional focus of EPA and other agencies to protecting adversely affected communities. We have followed through on many of the most important recommendations and we are looking at others that have yet to be addressed.

Please select from the following topics:

- **a. National Environmental Policy Guidance**
- **b. Title VI of the Civil Rights Act**
- **c. National Environmental Justice Advisory Council**
- **d. Native American Issues**
- **e. Sustainable Development and Pollution Prevention**



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a. National Environmental Policy Guidance

The DOD, DOE, DOI, EPA, and NRC have taken steps to incorporate environmental justice concerns into their internal National Environmental Policy Act (NEPA) processes, and they will be making significant progress during the next year. For example, DOI issued the Environmental Compliance Memoranda on Environmental Justice and Trust Resources, which revises NEPA guidance to require environmental justice consideration within the program offices. Likewise, the NRC revised its Regulation Handbook to ensure that public comments on environmental justice are routinely solicited during Rulemaking. The Air Force developed a model for environmental justice analysis and used it as part of the development of their base closure process. The model has been inserted into the environmental impact statements (EIS) for the two base disposal actions.



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b. Title VI of the Civil Rights Act

In 1993, environmental justice leaders called for the development of guidance on the applicability of civil rights laws to environmental programs. Since the E.O. was signed, the Department of Justice's (DOJ's) Civil Rights Division and EPA have worked together to assess the available legal tools for addressing civil rights in an environmental context. This work is ongoing.



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c. National Environmental Justice Advisory Council

Environmental justice leaders also recommended the creation of an advisory committee to assist EPA in developing its environmental justice programs. EPA chartered the National Environmental Justice Advisory Council (NEJAC) on September 1993, to give the EPA Administrator input from affected stakeholders about environmental justice issues. The NEJAC consists of 25 members appointed from environmental justice groups, industry, state, local, and tribal governments. Its six subcommittees focus on enforcement, health and research, indigenous peoples, international issues, public participation and accountability, and waste and facility siting. In addition to the 25 Council members, 34 representatives also contribute input on these subcommittees. The NEJAC has conducted seven meetings in Albuquerque, Atlanta, Detroit, and Washington, D.C., and has used satellite downlinks to involve Puerto Rican participants and regions throughout the country.



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d. Native American Issues

DOE is institutionalizing and integrating its responsibilities toward environmental justice and Indian trust resources, bringing together the principles of the E.O. and the Secretarial ORDER ON INDIAN TRUST RESOURCES. DOI plays a critical role for American Indians and Alaska Natives through the management of 22 percent (%) of the U.S. land areas and resources. In addition, the Secretary chairs the Working Group on American Indians and Alaska Natives as part of the White House Domestic Policy Council. In response to recommendations from tribal governments and others, EPA established and held the first meeting of the Tribal Operations Committee (TOC) in February 1994. In March 1994, the EPA Administrator reaffirmed the 1984 Indian Policy, and in June 1994, the EPA Administrator issued a 9-point Action Memorandum on "Strengthening the Agency's Tribal Operations." In October 1994, EPA established the American Indian Environmental Office to act as the Agency's central coordinating office for tribal operations. Most recently, in February 1996, the Office of Cooperative Environmental Management and the American Indian Environmental Office created the Tribal Transboundary Environmental Forum Protocol Committee. The Committee will address transboundary environmental concerns in relation to corollary activities pursuant to the North American Free Trade Agreement and the North American Environmental Side Agreements.



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e. Sustainable Development and Pollution Prevention

This Administration has also launched programs to promote the integration of pollution prevention, job creation, and sustainable development. The DOC, the Department of Housing and Urban Development (HUD), DOT, EPA and other Agencies have been cooperating on projects that encourage redevelopment and revitalization of the inner cities. Last year, the EPA awarded over \$4 million to 71 economically disadvantaged community groups and local governments to test innovative and institutionalize pollution prevention approaches. EPA is also collaborating with the National Association of Home Builders Research Center and Habitat for Humanity to build affordable, safe housing in more environmentally friendly advances.



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3. Environmental Justice Projects

In addition to structural changes that this Administration has made, many agencies have cooperated with each other and with local partners to address specific environmental justice problems. In the success stories and works in progress listed below, affected community members are taking leadership in both rural and urban communities.

Please select from the following topics:

- **[a. Urban Resources Partnerships](#)**
- **[b. Enforcement Actions](#)**
- **[c. Brownfields Economic Redevelopment](#)**
- **[d. Ecosystem Restoration in Cooperation with Native Americans](#)**
- **[e. Mississippi Delta Project](#)**
- **[f. Environmental Health Research](#)**
- **[g. U.S.-Mexico Border Initiatives](#)**
- **[h. Project Harambee](#)**
- **[i. South Lawrence Trafficway](#)**



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a. Urban Resources Partnerships

The DOI, EPA, HUD, and USDA collectively support the Urban Resource Partnerships (URPs) in Chicago, East St. Louis, New York, Philadelphia, Seattle, Los Angeles, and Denver. In Chicago, 18 projects will reclaim vacant lots as community gardens, hire teens, restore parts of a fragile wetland near a public-housing development, create a habitat for wildlife, and restore a river. In New York, federal agencies and low-income, minority communities in Harlem, Bedford Stuyvesant, and the South Bronx have joined together to sponsor clean-up days, build ponds adjacent to schools, and construct outdoor learning centers. In addition, working with the New York City Environmental Justice Alliance and the Citizens Committee, federal agencies are creating innovative ways URPs can provide technical assistance, independent of funding, to their member organizations. In a similar project, the Philadelphia URP is working with the region's minority and low-income community on a wetlands project, reforestation of the Wissachickon Valley, and a Community Development Vacant Lands Education Program.



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b. Enforcement Actions

The Memorandum that accompanied the E.O. states that the *"application of existing statutory provisions is an important part of this Administration's efforts to prevent those minority communities and low-income communities from being subject to disproportionately high and adverse environmental effects"*. Since the issuance of the E.O., DOJ has worked diligently with the EPA and other federal agencies to fulfill this mandate by enforcing environmental and civil rights laws in a manner that helps to ensure that all persons live in a safe and healthy environment and that law enforcement responds as fully as possible to the real risks to human health and the environment that they face.

As part of an effort to address recurring environmental problems such as illegal dumping, the U. S. Attorneys Office for the District of Columbia and DOJ's Environment and Natural Resources Division issued a criminal action against a company president and employee for illegally disposing waste chemicals in a residential dumpster of a low-income and minority public housing complex in the District of Columbia. On June 12, 1995, both defendants pleaded guilty to one felony count under the Resource Conservation and Recovery Act.

In the U.S. Attorney's Office in Philadelphia, a local subsidiary of a St. Louis corporation pleaded guilty to violating the Clean Air Act by illegally dumping debris contaminated with asbestos onto a private lot located in a low income neighborhood in Southwest Philadelphia. The respondent agreed to a \$1 million cleanup cost of the land. Prior to announcing a plea agreement, the Assistant U.S. Attorney, representatives of the Philadelphia Environmental Crimes Task Force, and representatives of the Federal Bureau of Investigation (FBI) met with neighborhood residents to discuss the nature of the violations and determine the community needs.

Where possible, DOJ has consulted with and informed communities of environmental enforcement-related matters. For example, when public housing residents of a lead-contaminated site in southeastern Virginia expressed concerns about the effectiveness of soil excavation in removing lead and contamination from the clean-up site, DOJ worked with EPA on another proposed remedy for the Superfund site. In response to the community concerns, EPA reduced the depth of soil excavation withing the Superfund site designated for institutional use and increased the soil excavation at sites designated for residential use. The residents supported the proposed remedy and are anxious to implement the settlement. Residents will also provide feedback with temporary relocation and clean-up strategies.



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c. Brownfields Economic Redevelopment

In January 1995, EPA Administrator Carol Browner unveiled the BROWNFIELDS ACTION AGENDA - a comprehensive approach empowering states, communities and other stakeholders interested in economic redevelopment to work together in a timely manner to assess, cleanup and reuse Brownfields. The Brownfields initiative is building partnerships with key stakeholders, including other federal agencies, to revitalize idled, abandoned or underused industrial or commercial facilities where opportunities for expansion or redevelopment are complicated by existing or potential environmental contamination. EPA is currently developing 40 Brownfields pilots across the country by providing useful information and new strategies for promoting environmental cleanup through redevelopment. Many of these pilots involve working with other federal agencies in concert with their Brownfields activities complementing other important community issues such as housing, transportation and labor. EPA and HUD are coordinating on Brownfields redevelopment opportunities on pilots in Empowerment Zone (EZ) and Enterprise Communities (EC).

The EPA has also signed a Memorandum of Understanding with the Economic Development Administration to ensure that assessment and cleanup activities are linked with economic redevelopment opportunities in Brownfields communities. Critical to the Brownfields effort, is the coordination between EPA and the Department of Labor (DOL) to leverage job training activities in Brownfields pilot cities. The Agency recently hosted a national meeting to provide pilot recipients with an opportunity to meet with Federal representatives and develop partnerships for leveraging their Brownfields efforts. An important outcome of the meeting was the development of an Interagency Task Force on Brownfields to stimulate the creation of additional Federal partnerships to provide communities with assistance on key issues such as community involvement, workforce development and health risks.

Currently, Brownfields pilots are underway in Bridgeport, Connecticut, Baltimore, Maryland, and Cleveland, Ohio. In Bridgeport, cleanup and economic redevelopment are by empowering communities to participate in the decision making process. In Baltimore, old abandoned industrial sites are being voluntarily cleaned up and redeveloped by industries that can provide new jobs and opportunities for growth. In Cleveland, the Cuyahoga County Planning Commission is working to cleanup and improve Brownfields sites in the Cleveland area.



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d. Ecosystem Restoration in Cooperation with Native Americans

DOI is incorporating environmental justice considerations in the Elwha River ecosystem restoration project in Olympic National Park, Washington. The National Park Service has worked closely with the Lower Elwha S'Klallam Tribe in the development of two EIS to ensure that the interests of the tribe are represented. Restoration of the Elwha river ecosystem will improved native salmon fisheries, allow greater recreational use of the park, create jobs, and improve the quality of life for tribal member during the on-going restoration project.

DOI has also worked to protect and restore water and fish resources for Native Americans of the Pyramid Lake Paiute Reservation in Nevada. Pyramid Lake and its fish were the principal resource of the Paiute Tribe before the construction of the Newlands Irrigation Project, which diverted significant quantities of water away from the Truckee River and the Reservation. This diversion led to the extinction of the native strain of Lahontan cutthroat trout and the near extinction of the cui-ui, both fish only found in the Pyramid Lake. DOI has filed suit to recoup over a million acre feet of water illegally diverted during the 1970s and 1980s. It is completing a Truckee River Water Quality Settlement Agreement with the Tribe, Reno area governments, EPA and DOJ, and is negotiating with the state governments of California and Nevada to improve the quantity and quality of water flow and aid in the recovery of the cui-ui.

In FY 1995, DOD and EPA developed the Missouri Flood Control Project with the Mni Sose Intertribal Water Rights Coalition, which includes over twenty tribes, to provide assistance to tribes within the Missouri River Basin that are working with the Army Corps of Engineers to revise the Missouri River Master Water Control Manual. Under the project, Mni Sose is also assisting six Missouri River Basin tribes to enhance their protection, management, and sustainable development of natural and water resources and to enhance tribal information systems. The project aims to strengthen cooperation among federal, tribal, state, and local natural resource agencies in the areas of tribal involvement in water rights impacts, resolution of conflicts, resource management and planning, environmental protection strategies, and training for tribal leaders and natural resource staff.



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e. Mississippi Delta Project

The Mississippi Delta Project (MDP) is an interagency project designed to demonstrate that partnerships among the academia, private sector organizations, and community residents can be formed to identify and reduce the impact of environmental hazards. Governmental agencies participating included the Agency for Toxic Substances and Disease Registry (ATSDR), the Center for Disease Control (CDC), the National Institute of Health (NIH), and the EPA. The project region is a 219-county strip along the Mississippi River in Arkansas, Illinois, Kentucky, Louisiana, Mississippi, Missouri, and Tennessee, populated by approximately 8.3 million people, including a large number of low income and minority communities. MDP is comprised of a Steering Group and four workgroups that include representatives from government, state health and environmental agencies, universities with historic ties to these communities, and community-based organizations. The MDP is working to identify opportunities for improving and promoting environmental health. PHASE I of this three-phased project is defining the problems that emphasis key environmental hazards that impact under-served communities. A needs assessment conducted by Meharry Medical College profiled the Region in four areas: (1) key environmental hazards, (2) demographics, (3) providers of health and environmental services in the Region, and (4) education resources. Final revisions to the profiles are anticipated by the end of fiscal year 1996. PHASE II will select a number of needs identified in PHASE I and develop intervention strategies appropriate for preventing health and environmental impacts. PHASE III will identify and promote successful interventions to protect environmental health.



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f. Environmental Health Research

The Institute of Medicine (IOM), a branch of the National Academy of Science, is conducting an 18-month study initiated in September 1995, to assess medical and health issues related to multi-ethnic communities. The study will emphasize socioeconomic status and a diversity of potential environmental and occupational health hazards and conditions, including pesticide exposures to farm workers, especially migrants, respiratory disease in urban populations, and subsistence consumption. The study is supported by the CDC, DOE, EPA and NIH. The project will also assess and evaluate current surveillance systems and discuss the systematic under-reporting of illness.



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g. U.S.-Mexico Border Initiatives

The EPA, the Health and Human Services, the State Department, and DOI, the states of California, Arizona, New Mexico, and Texas, and several border cities including San Diego, El Paso, Brownsville and their Mexican counterparts, have initiated a series of projects to reduce pollution, clean-up sites, and manage natural resources along the Border. The projects include health effect studies, environmental and monitoring studies, clean-up of the Rio Grande and New rivers, drinking water and waste water improvements, aerial photography and resource mapping, management of joint ecological resource areas, Texas and New Mexico environmental compliance initiatives, and community education and participation initiatives.



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h. Project Harambee

The residents of Brown Village in Atlanta, Georgia, in partnership with EPA's Region IV Office, the City of Atlanta Water Department, CTSI Corporation, Earthbond, and the Southface Energy Institute, have developed a water and energy conservation project. The unemployed residents of Brown Village, an economically disadvantaged community, were hired and trained to install low-flush toilets and low-flow shower heads in about 300 homes, resulting in a 30% reduction in water and sewer bills, and increase community awareness of conservation methods and benefits. At the same time, the local elementary schools participated in environmental education programs. This project is ongoing and was recently honored at a bipartisan Congressional reception with a Distinguished Appropriate Technology Award from the National Center for Appropriate Technology.



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i. South Lawrence Trafficway

In 1995, the Federal Highway Administration (FHWA), the Kansas Department of Transportation, and Douglas County proposed to expand a two-lane roadway bisecting the Haskell Indian Nations University in Lawrence, to connect two major interstate highways. This alternative, proposed in the draft supplemental EIS, had the least impact to the physical environment and the community. Haskell, which is the only multitribe Native American university in the nation founded in the 1890s and designated a National Historic Landmark in 1961, challenged the EIS on the grounds that the E.O. was not considered, the college and appropriate Indian representatives were not consulted in the NEPA and EIS scoping process, and there was a high adverse environmental and social impact on the spiritual and cultural use of land for Indian religious purposes. A Medicine Wheel, sweat lodges and ancient burial grounds would be disrupted by the proposed roadway expansion. With the EIS contested, the FHWA conducted new public hearings, proposed mitigation measures for the preferred route and presented two alternative routes. EPA, FHWA and Haskell representatives have developed a draft compromise which recommends the selection of the southernmost alternative within the 15-mile bypass, coupled with extensive mitigation to accommodate wildlife access to the river and to compensate for the loss of wetlands. The South Lawrence Trafficway was part of \$600 million highway improvement package approved in 1989 by the Kansas state legislature, and has become a case study on how the environmental impacts on minority communities have been overlooked in the past.



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The EPA's Environmental Justice Strategy

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- [Other Sections of Environmental Justice Strategy](#)
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The EPA's Environmental Justice Strategy

INTRODUCTION

EPA was established in 1970 in response to growing concerns about the problems and the difficulties in protecting public health and improving environmental conditions in our country. These concerns included unhealthy air, polluted rivers, unsafe drinking water, and waste disposal. EPA, and the Clinton Administration, believe that all Americans are important to the future of our nation and deserve to be protected from pollution, regardless of race, color, national origin, or economic circumstance. Early in her tenure, EPA Administrator Browner accepted the challenge to make environmental justice one of EPA's highest priorities. As part of the National Performance Review (NPR) efforts to reinvent government, the Administrator formed a team of EPA employees to focus on the Agency's mission, including environmental justice, and find solutions to problems that impede fulfillment of its mission.

On February 11, 1994, President Clinton issued Executive Order 12898, "Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations," and an accompanying Presidential memorandum, to focus Federal attention on the environmental and human health conditions in minority communities and low-income communities. The Executive Order, as amended, directs Federal agencies to develop, by March 24, 1995 an Environmental Justice Strategy that identifies and addresses disproportionately high and adverse human health or environmental effects of their programs, policies, and activities on minority populations and low-income populations.

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The EPA's Environmental Justice Strategy

DEVELOPMENT OF THE ENVIRONMENTAL JUSTICE STRATEGY

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- [Our Goals](#)
- [The Principles](#)
- [The Process](#)

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Our Goals

- No segment of the population, regardless of race, color, national origin, or income, as a result of EPA's policies, programs, and activities, suffers disproportionately from adverse human health or environmental effects, and all people live in clean, healthy, and sustainable communities.
- Those who live with environmental decisions -- community residents, State, Tribal, and local governments, environmental groups, businesses -- must have every opportunity for public participation in the making of those decisions. An informed and involved community is a necessary and integral part of the process to protect the environment.

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The Principles

The purpose of the Strategy is to ensure the integration of environmental justice into the Agency's programs, policies, and activities consistent with the Executive Order. As the Administrator said when the President issued the Executive Order:

"We will develop strategies to bring justice to Americans who are suffering disproportionately... We will develop strategies to ensure that low-income and minority communities have access to information about their environment--and that they have an opportunity to participate in shaping the government policies that affect their health and

environment."

Our strategy and further efforts on environmental justice will be based on the following guiding principles:

1. Environmental justice begins and ends in our communities. EPA will work with communities through communication, partnership, research, and the public participation processes.
2. EPA will help affected communities have access to information which will enable them to meaningfully participate in activities.
3. EPA will take a leadership and coordination role with other Federal agencies as an advocate of environmental justice.



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The Process

Since the NPR report and the issuance of the Executive Order, a number of steps were undertaken by the Agency:


- EPA established the Environmental Justice Steering Committee and Policy Workgroup to develop, help implement, and monitor EPA's environmental justice activities. The Steering Committee acts as a senior management "board of directors" to guide environmental justice at EPA. The Policy Workgroup, made up of senior-level staff, develops, implements, and reviews environmental justice policy. In addition, each Office and Region has established Environmental Justice Coordinators. These three groups are assisted by the Office of Environmental Justice.
- On April 11, 1994, EPA formed the National Environmental Justice Advisory Council (NEJAC), which is comprised of 23 representatives from academia, business and industry, State, Tribal, and local governments, environmental organizations, community groups, and non-governmental organizations. The NEJAC provides advice to the Agency on matters related to environmental justice. Communities and leaders of the environmental justice movement have taken leadership roles in this process.
- The EPA National Goals Project has held a series of public meetings around the country to identify major environmental priorities, including environmental justice issues. Environmental justice concerns are integrated into EPA's process of identifying national environmental goals.

The Steering Committee and Policy Workgroup have been developing an environmental justice strategy for the last year. The first step was the Environmental Justice Action Plan developed in response to the recommendations of the NPR. The Action Plan was incorporated into the Agency's draft outline of the Environmental Justice Strategy produced pursuant to the Executive Order. Expanding on the draft outline, Offices and Regions contributed substantially to this Strategy. The Strategy incorporates the Agency's work with the Federal Interagency Working Group on Environmental Justice, its task forces, and with other Federal agencies. It was produced with the hard work and expertise not only of those within the government, but, more importantly, with the support of a broad range of individuals outside the government who care about these issues.

The early documents leading up to the development of this final Strategy were developed with involvement of diverse people and groups working together. EPA recognizes that no process would be appropriate without up-front involvement of our communities and stakeholders. For example, the NEJAC and its four subcommittees have been actively involved in the strategy development process by reviewing and commenting on EPA's Environmental Justice Action Plan, EPA's draft outline, and draft strategy. At the January 1995 NEJAC meeting in Atlanta, NEJAC committees and subcommittees contributed substantial comments to the Draft Environmental Justice Strategy. EPA and other agencies held an interactive public forum to solicit comments on the draft Strategy from communities and stakeholders throughout the nation.

The strategy uses the term "minority" rather than "people of color" in order to be consistent with the Executive Order, but EPA is mindful and supportive of many communities' desire to use "people of color." The Strategy's uses of the term indigenous refers to all people within the boundaries and territories of the United States regardless of their affiliation with a federally-recognized Tribe. However, the Agency recognizes various terminology preferences among native people and will strive to respect and utilize appropriate language on a case-by-case basis in its interactions with native constituents.

This Strategy is a broad, framework intended to be a "Living Document" and an initial step in an ongoing effort to integrate environmental justice objectives into the Agency's activities.

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The EPA's Environmental Justice Strategy

OTHER SECTIONS TO THE EPA'S ENVIRONMENTAL JUSTICE STRATEGY

There are many other sections to the EPA's Environmental Justice Strategy. They include:

[Integration with other EPA Principals and Approaches](#)

[Health and Environmental Research](#)

[Data Collection, Analysis, and Access](#)

[American Indian, Alaska Native, and Indigenous Environmental Protection](#)

[Public Participation, accountability, partnerships, outreach and communication with stakeholders](#)

[Enforcement, compliance assurance, and regulatory review](#)

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INTEGRATION WITH OTHER EPA PRINCIPLES AND APPROACHES

The Environmental Justice Strategy is well-integrated into the fabric of many of the Agency's principles and initiatives which the Agency considers fundamental to its operation and mission. In fact, environmental justice is one of the seven guiding principles established in the Agency's strategic plan, "The New Generation of Environmental Protection." For example, in EPA's community based environmental protection, the Agency works with the affected communities in fashioning strategies to promote a healthy environment and a sustainable economy. Additionally, partnering with communities with minority low-income populations which may be suffering from disproportionately high and adverse human health or environmental effects should be a cornerstone of EPA's pollution prevention efforts. Another important partnership is with the States and Tribal governments in the operation of regulatory and enforcement programs. EPA recognizes the crucial implementation role of these State and Tribal partners, and will work with them to incorporate environmental justice into our efforts.

Furthermore, NPR activities underway provide a foundation for addressing institutional environmental justice issues in a more coordinated fashion. One example is the reorganization of the Agency's enforcement functions into the Office of Enforcement and Compliance Assurance (OECA). The reorganization allows the Agency to make better use of innovative compliance methods in cross-cutting areas such as multi-media enforcement, geographic initiatives, and industrial sectors, all of which should work to the benefit of affected communities.

The Agency has developed an overarching approach focused on establishing common sense principles and procedures for conducting the Agency's business. The Common Sense Initiative is a sweeping effort to work with industry on a sector-by-sector basis to address public health and environmental issues. It brings together communities, environmentalists, industry, States, Tribes, and others to develop cleaner, cheaper, and smarter solutions.

The Strategy has the following five environmental justice mission topics: 1) Public Participation, Accountability, Partnerships, Outreach, and Communication with Stakeholders; 2) Health and Environmental Research; 3) Data Collection, Analysis, and Stakeholder Access to Public Information; 4) American Indian and Indigenous Environmental Protection; and 5) Enforcement, Compliance Assurance, and Regulatory Reviews. The Strategy also contains a final section describing a number of model projects.

IMPLEMENTATION

Accompanying this Strategy will be EPA's Environmental Justice Annual Report which enumerates program and regional projects that are planned or underway consistent with this strategy. EPA Offices and Regions will be expected to update their existing environmental justice strategy or implementation plan to ensure adherence to the Agency guidance outlined in this Strategy. In addition, each Office and

Region will be expected to develop mechanisms for stakeholder and community input, interagency/ intergovernmental coordination, pilot projects, and real measures of progress. An evaluation of our progress on all these activities will be undertaken and completed by September 30, 1995.



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IMPORTANCE OF HEALTH AND ENVIRONMENTAL RESEARCH

Human health and environmental research is a cornerstone of informed decision-making to ensure a healthy environment. The main environmental justice objective for EPA's health and environmental research is to improve the scientific basis for decisions by conducting research and related activities to identify and prioritize environmental health risks, as well as pollution prevention opportunities for risk reduction. EPA recognizes that environmental justice issues are multi-disciplinary and that addressing them properly requires coordination with other research organizations and stakeholders.

OBJECTIVES FOR HEALTH AND ENVIRONMENTAL RESEARCH

1. Research Partnerships: Working with affected stakeholders:

- An early EPA priority will be to explore the dimensions of community-led research and to better integrate this model into EPA's research strategy.
- EPA will explore through pilot projects the resources and strategies necessary to help train community people to be effective collaborators in the research process. This training will include such things as decision-making processes, research design, questionnaire construction, data collection, and data analysis.
- EPA will work with minority communities and low-income communities under study to incorporate, to the extent practicable, their concerns and comments in EPA research design, data analysis, implementation, and information dissemination.
- EPA will work with the scientific community to improve health assessments and risk assessments and incorporate environmental justice including socioeconomic issues into its policies and guidance.
- EPA will support environmental justice research through (1) competitive grants to researchers examining environmental justice questions and, (2) exchange programs between EPA and non-governmental groups with a shared research agenda.
- EPA will expand interagency and other intergovernmental partnerships to ensure a coordinated research strategy and the ability to target cross-disciplinary projects in affected communities.

2. Sound Science: Working with affected stakeholders, EPA will conduct research in areas where it can make the greatest contribution to environmental justice and in a manner to ensure that the Agency's environmental justice policies are based on sound science.

- EPA, in coordination with other Federal agencies, will: collect, analyze, and maintain information on fish and/or wildlife subsistence consumption patterns, conduct research, develop methodologies, collect data, and publish guidance on the human health risks and effects associated with the consumption of pollutant-bearing fish, and wildlife. EPA will communicate the risks of those consumption patterns and work to integrate differential consumption patterns of natural resources and exposure patterns into the Agency's regulations, guidance, policies, and other activities.
- EPA will continue to develop human exposure data and will address exposure in at least three main areas: methods development, model development, and monitoring data.
- EPA will assess major pollution sources of high environmental risks in communities and support pollution prevention with research, as needed, to reduce risk from those sources.
- EPA will evaluate the current state of knowledge in exposure and cumulative risk fields, and then identify data gaps and research needs. In particular, research needs to include diverse exposed populations in epidemiological and clinical studies, especially those population segments at high exposure.
- EPA's risk characterization guidance will help communicate risks by characterizing the most important findings and conclusions. Risk characterization includes the strengths, weaknesses, and assumptions of the risk data and analysis and a comparison to other risks.
- EPA will work to ensure that future legislation will be responsive to environmental justice health research and data needs.

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DATA COLLECTION, ANALYSIS, AND STAKEHOLDER ACCESS TO PUBLIC INFORMATION

EPA's mission of protecting public health and the environment depends on individuals within and outside of the Federal government having access to good data for informed decision-making.

IMPORTANCE OF DATA COLLECTION, ANALYSIS, AND ACCESS

A sound information resource management foundation is vital to the Agency in its ability to provide objective, reliable, and understandable information for our programs and stakeholders. By strategically managing and integrating information, the Agency will better understand environmental justice issues and make better decisions. EPA will work with affected communities, State, Tribal, and local governments, and others to have the best possible information available to identify and address disproportionately high and adverse human health or environmental effects on minority populations and low-income populations.

OBJECTIVES FOR DATA COLLECTION, ANALYSIS, AND ACCESS

1. Addressing Data Gaps: EPA will conduct an inventory of the Agency's major data systems to identify uses, limitations, and gaps.
 - EPA will work to fill data gaps including those related to pollution prevention in affected communities and those identified by affected communities through interactive needs assessments.
 - EPA will examine, and expand, as appropriate, its databases to identify major facilities or sites, including Federal and non-Federal facilities or sites (covered by the Executive Order), that could pose a substantial environmental, human health, or economic effect on the surrounding populations.
 - EPA will coordinate with public health departments and other Federal agencies to improve environmental health and exposure databases.
 - EPA, in partnership with affected stakeholders, will:
 - identify methods of combining data and performing analysis for geographical and exposure information, and will publish guidance on how to use these methods to address environmental justice.

- increase the accuracy of its locational data for major facilities or sites of potential toxic releases and environmental quality monitoring points in affected communities.

2. Improving Quality and Reducing Burdens of Data Reporting: In partnership with affected stakeholders:

- EPA, in coordination with other Federal agencies and State, Tribal, and local governments, will work to create effective reporting mechanisms, including electronic reporting, to minimize cumbersome or duplicative reporting requirements and to improve accuracy.
- EPA will develop key identifiers, assist citizen reporting of key data elements, and facilitate analysis of human health and environmental data.

3. Data Integration and Analysis: In partnership with affected communities and stakeholders:

- EPA will promote the use of Geographical Information Systems (GIS) to enhance identification of disproportionately affected communities.
- EPA will integrate the Agency's information resource management process linking environmental priorities, data needs, and resource investments.
- EPA will collect, analyze, and disseminate data that will compare environmental and human health risks to populations identified by race, national origin, or income.

4. Improving Public Access: In partnership with affected stakeholders:

- EPA will work to provide, as appropriate and practicable, direct stakeholder and user involvement in the design, implementation, and evaluation of its information systems.
- EPA information systems, as appropriate and practicable, will allow two-way communication between the Agency and community information users.
- EPA will produce educational materials to assist the public in their effective use of EPA data.
- EPA will make available to the public, information it collects on populations surrounding major facilities or sites.



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AMERICAN INDIAN, ALASKA NATIVE, AND INDIGENOUS ENVIRONMENTAL PROTECTION

EPA will work with Federally-recognized Tribal governments, Tribal and indigenous organizations, affected native populations, the Tribal Operations Committee, and the National Environmental Justice Advisory Council to integrate the provisions of the Executive Order into EPA's environmental policies, programs, and activities.

IMPORTANCE OF AMERICAN INDIAN, ALASKA NATIVE, AND INDIGENOUS ENVIRONMENTAL PROTECTION

While other sections of this Strategy specifically include, where appropriate, Federally-recognized Tribal governments and/or indigenous people, this section addresses environmental justice issues that are unique to Federally-recognized Tribal governments, their members, and other indigenous communities. Many initiatives aimed at achieving environmental justice are steps towards achieving more broad public participation and equity in environmental protection for American Indians and indigenous communities. Environmental protection for American Indians, Alaska Native, and indigenous communities is a critical part of the Agency's mission. This is illustrated by the Agency's Indian Policy, the establishment of the Tribal Operations Committee, the creation of the American Indian Advisory Council and the American Indian Environmental Office, and the incorporation of indigenous issues through the National Environmental Justice Advisory Committee and the Office of Environmental Justice.

OBJECTIVES FOR AMERICAN INDIAN, ALASKA NATIVE, AND INDIGENOUS ENVIRONMENTAL PROGRAMS

- EPA will continue to work with other Federal agencies and Federally-recognized Tribes to effectively protect and improve Tribal health and environmental conditions. These activities will include: providing outreach, education, training, and technical, financial and legal assistance to develop, implement, and maintain comprehensive Tribal environmental programs, which will undertake the remediation of environmental hazards and the development and implementation of Tribal environmental codes and Tribal-EPA Agreements to address Tribal needs, program delegations, and direct Federal implementation.
- EPA will implement its programs both for American Indians and indigenous communities, recognizing the government-to-government relationship, the Federal Trust responsibility, Tribal sovereignty, treaty-protected rights, other tenets of Federal Indian law, and particular historical and cultural needs of Tribes and indigenous populations. To ensure consistency, the Office of

Environmental Justice, the Environmental Justice Coordinators, the American Indian Environmental Office, the Office of Enforcement and Compliance Assurance, and the Indian Coordinators will work closely to coordinate activities.

- Human health and environmental research and other activities involving Tribal and indigenous environments and communities will take into account the cultural use of natural resources. These activities will seek contributions from Tribal governments and indigenous people in order to incorporate their traditional understandings of, and relationships to, the environment.
- EPA will work with other Federal agencies, Federally-recognized Tribal governments, and environmental justice advocates to develop appropriate guidance for addressing indigenous grassroots environmental justice issues and encourage public participation processes for environmental protection activities.
- EPA will work with Tribal governments and indigenous populations to protect and sustain Tribal and indigenous health, environments, and resources.



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PUBLIC PARTICIPATION, ACCOUNTABILITY, PARTNERSHIPS, OUTREACH, AND COMMUNICATION WITH STAKEHOLDERS

EPA will promote partnerships, outreach, and communication with affected communities, Federal, Tribal, State, and local governments, environmental organizations, academic institutions, non-profit organizations, and business and industry.

IMPORTANCE OF PUBLIC PARTICIPATION, ACCOUNTABILITY, PARTNERSHIPS, OUTREACH, AND COMMUNICATION

A comprehensive approach to identifying and addressing environmental justice concerns requires the early involvement of affected communities and other stakeholders. Additionally, approaches to effectively address environmental justice issues require partnership, the leveraging of resources, and coordination. Most significantly, in efforts to pool all available knowledge, EPA will access and incorporate expertise of local, affected community members throughout this process.

OBJECTIVES FOR PUBLIC PARTICIPATION, ACCOUNTABILITY, PARTNERSHIPS, OUTREACH, AND COMMUNICATION

1. Outreach and Partnerships: To ensure their active public participation and to provide input early in environmental decision-making, EPA will enhance partnerships and coordination with stakeholders, including: affected communities, Federal, Tribal, State, and local governments, environmental organizations, non-profit organizations, academic institutions (including Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges), and business and industry.
 - EPA will use the National Environmental Justice Advisory Council (NEJAC), along with input from other stakeholders, particularly those from affected communities, early in the decision-making process.
 - EPA will utilize public participation models, such as the one created by NEJAC, in its partnerships, and outreach and communication activities.
 - EPA will work to improve environmental education, training opportunities and partnerships with academic institutions, including HBCUs, HSIs, and Tribal Colleges. EPA will improve communication, education, and outreach on environmental justice issues among all stakeholders.
 - EPA will ensure that public documents and notices related to human health or the environment are concise, understandable to the community involved, and are made readily accessible to the public.
 - Whenever possible and appropriate, EPA will publish public notices for EPA public meetings in languages other than English, in local and minority-oriented newspapers, and

through electronic media, including radio and television. EPA will identify a network of translators to assist in conducting public meetings.

- EPA will ensure mailing lists include Tribal governments and organizations, environmental justice organizations, and other interested stakeholders including schools, civic associations, local business and industry associations, and religious institutions as appropriate.

- EPA will exchange information and expertise with affected stakeholders.

- EPA will work to ensure that future legislation will incorporate techniques to improve public participation.

2. Technical Assistance: EPA will examine its current technical assistance programs for minority communities and low-income communities.

- EPA will administer appropriate grant programs for and promote technical assistance to partners particularly small business, community-based organizations, and Tribal governments.

3. Training: EPA will encourage State, Tribal, and local governments to work with the Federal government to achieve environmental justice goals through training and other coordinated activities.

- EPA will incorporate an ongoing orientation and training program for its personnel on environmental justice issues, including those related to public participation, tribal relations, health research, and data gathering. The development of training programs will include input from stakeholders, including grassroots organizations. The training will be tailored to the needs of the Office or Region. Training kits may include: generic information on environmental justice, examples of model initiatives and projects, and public participation guidelines.

- EPA will offer training assistance to other Federal agencies and Tribal, State, and local officials on environmental justice issues.

- EPA will sponsor environmental justice seminars or workshops to focus on media-specific environmental justice activities and case examples.

4. Management Accountability: EPA will strengthen management accountability for environmental justice activities.

- EPA will reorganize to strengthen leadership and management of environmental justice activities in the Agency.

- EPA will develop a system for monitoring and evaluating program improvements resulting from the integration of environmental justice.

- Each Office or Region will develop a feedback mechanism for tracking environmental justice activities across the Office or Region, focusing on both major environmental justice projects and routine implementation of the policy by staff.

5. Public Participation in Facility Siting and Permitting: A major priority for the Office of Solid Waste and Emergency Response (OSWER) is to address the siting and permitting of hazardous waste facilities that might have a disproportionately high and adverse human health or environmental effect on minority or low-income communities.

- OSWER will improve public participation in siting and permitting decisions.

- Resolution of these issues is expected to focus on at least two major avenues:
 2. early and ongoing public participation in permitting and siting decisions, and
 4. active participation in the Agency-wide effort to develop methodologies for defining cumulative risk from multiple sources.
 - In coordination with other Federal agencies, EPA will design and conduct environmental and human health research needed to support its environmental justice programs.
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ENFORCEMENT, COMPLIANCE ASSURANCE, AND REGULATORY REVIEW

EPA will include a focus on environmental justice issues in its enforcement initiatives and through compliance analysis, data analysis, and regulatory review relating to populations covered by the Executive Order. EPA will implement Title VI of the Civil Rights Act and will consider environmental justice issues through the review of and comments on other Federal agencies' proposals and actions under the National Environmental Policy Act and Section 309 of the Clean Air Act.

IMPORTANCE OF ENFORCEMENT, COMPLIANCE ASSURANCE, AND REGULATORY REVIEW

Strong and effective enforcement of environmental and civil rights laws is fundamental to virtually every mission of EPA. The Agency recognizes that conditions affecting covered populations (populations covered in the Executive Order), whether in rural or urban areas, can result from multiple exposures, high-level exposures from a single source, and chronic non-compliance. The pollution comes from diverse sources, including both private and Federal facilities. The Presidential memorandum issued with the Executive Order emphasizes that existing laws, including the National Environmental Policy Act (NEPA) and Title VI of the Civil Rights Act of 1964, provide opportunities for Federal agencies to address environmental hazards in minority communities and low-income communities. The Agency further recognizes that it must, along with its Federal, Tribal, and State partners, work to identify and respond to any regulatory gaps in the protection of covered populations.

OBJECTIVES FOR ENFORCEMENT, COMPLIANCE, AND REGULATION

1. Strategic Enforcement of Environmental Statutes: EPA will incorporate environmental justice concerns into its program for ensuring compliance with Federal environmental requirements at both private and Federal facilities. The Agency will review and revise as needed significant policy and guidance documents to address environmental justice issues. A major feature of this approach will be to ensure that EPA's enforcement and compliance assurance activities include a focus on minority communities and low-income communities which suffer from disproportionately high and adverse human health or environmental effects. EPA will use, as appropriate, the full range of tools available to it to correct noncompliance in such communities. EPA will ensure that Memoranda of Agreement between Headquarters and Regional offices reflect environmental justice activities and will include environmental justice as a specific component of program reviews. EPA will include in its enforcement efforts identification of communities and populations, such as low-income urban and rural populations which suffer from disproportionately high and adverse human health or environmental effects. EPA will work to ensure that inspection and enforcement actions are sufficient to address those effects.

● EPA's focused efforts will use the most current demographic information (using

Geographic Information System mapping techniques), Toxics Release Inventory data, media specific and multi-media data, community reports, and relevant health statistics.

- EPA will customize its enforcement and compliance assurance program for affected communities to reflect the needs of the community and the particular compliance problems in that community. EPA will also use technical support and assistance as a supplement to traditional enforcement as appropriate.

- EPA will actively encourage the use of creative approaches to settlement of enforcement actions, particularly where violations have been identified in communities disproportionately impacted by environmental problems (traditionally, many enforcement actions have been resolved by assessing cash penalties and imposing "end of pipe" solutions). Specifically, Regions and States will be encouraged to obtain Supplemental Environmental Projects (SEPS) which promote pollution prevention, remedy environmental damage, and collect adequate monetary fines. The goal of the projects will be to reduce long-term exposures within the affected community.

- EPA will work with academic institutions, including HBCUs, HSIs, and Tribal Colleges, and other local environmental justice groups to develop an educational program that provides affected communities with information on environmental protection, such as statutory and regulatory matters; citizen rights under Federal and State environmental statutes; whistle-blower protection for employees; the interpretation of data on performance available to the public; and the regulator's role in ensuring compliance.

2. National Environmental Policy Act (NEPA) and Clean Air Act (CAA) Section 309

Responsibilities: Under the authority of NEPA and Sec. 309 of the CAA, EPA will, consistent with regulations and guidelines issued by the President's Council on Environmental Quality, routinely review the environmental effects of major Federal actions significantly affecting the quality of the human environment. For such actions, EPA reviewers will focus on the spatial distribution of human health, social, and economic effects to ensure that agency decisionmakers are aware of the extent to which those impacts fall disproportionately on covered communities.

- EPA will aid Federal officials in their review of Federal actions as it relates to carrying out its responsibilities under NEPA and CAA Sec. 309.

- EPA will consider holding workshops and seminars with Sec. 309 reviewers and NEPA coordinators to further explore environmental justice impact analysis methods.

3. Non-discrimination: EPA will work to ensure non-discrimination in the development and implementation of environmental protection programs.

- EPA will improve its implementation of requirements of Title VI of the Civil Rights Act of 1964 (Title VI) by issuing guidance, and conducting oversight for State and local recipients of EPA funding.

- EPA will develop guidance on the requirements of Title VI for carrying out Federally-authorized State permitting programs under the Clean Air Act, Clean Water Act, and the Resource Conservation and Recovery Act.

- EPA will work to develop case referral guidance, training materials on environmental justice and Title VI, and materials on Title VI compliance reviews.

- EPA will develop guidance on non-discrimination responsibilities of the Agency under the Executive Order.

4. Regulatory Review: EPA will work to ensure that environmental justice is incorporated into the Agency's regulatory process.

- EPA will complete its Regulatory Impact Analysis Guidance. This will provide the Agency guidance on ways to incorporate environmental justice into its regulatory development process.

- A cross-Agency work group on grants and environmental justice will examine options for incorporating environmental justice into EPA's grant programs to adequately reach minority populations and low-income populations and make recommendations to the Steering Committee on implementation.

- EPA will work with other Federal agencies and State, Tribal, and local governments to address environmental problems involving jurisdictional disputes or gaps in environmental laws.

- EPA will work to address cross-border pollution.

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The EPA's Environmental Justice Strategy

ENVIRONMENTAL JUSTICE MODEL PROJECTS

In its recommendations to EPA, the NEJAC strongly supported the use of model or pilot projects to generate opportunities and examples for grassroots communities, government agencies, and business to address environmental justice concerns. Many EPA Offices and Regions have distinguished themselves in this area by creating model projects that reflect a "re-invented" way of doing business. The following are samples of these projects. For a complete list of projects, please contact the Office of Environmental Justice.

[Master Home Environmentalist Program](#)

[Baltimore Urban Environmental Initiative](#)

[Brownfields Economic Redevelopment Pilots](#)

[Southest Chicago Environmental Initiative](#)

[Community Chemical Emergency Preparedness and Prevention Outreach and Training](#)

[Lead Abatement Training and Employment Opportunities for the Inner City Community](#)

[Louisiana Environmental Justice Program](#)

[Mississippi Delta Project](#)

[New Mexico and Texas Colonias Border Project](#)

[Pennsylvania Risk and Enforcement Projects](#)

[Public Health Pilot activities](#)

[Open Airways for Schools](#)

[Water Projects for Rural Communities](#)

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MASTER HOME ENVIRONMENTALIST PROGRAM

Region 10, in conjunction with the City of Seattle and the YMCA, has established a Master Home Environmental Program which is designed to reduce exposures from toxic materials and pollutants in the home. The focus is on indoor pollutants including lead, contaminated soil, toxics, in-house dust, hazardous household chemicals and pollutants from smoke and tobacco products. A group of Seattle Health Department nurses is working with low-income families in the Women, Infants, and Children (WIC) program to provide them with information on home toxics and lead. The program targets communities with higher populations of minority and low-income residents and relies on volunteers, many from the targeted communities. Volunteers who successfully complete the training present this information to community groups and organizations, and assist people in implementing a survey of pollution problems in their homes.

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BALTIMORE URBAN ENVIRONMENTAL INITIATIVE

The Baltimore Urban Environmental Initiative (URI) is an interagency activity being conducted by Region 3 in cooperation with the City of Baltimore and the Maryland Department of the Environment. The URI is designed to identify and rank areas of disproportionate risk in Baltimore City for purposes of implementing risk reduction, pollution prevention, public awareness, and other appropriate environmental activities to minimize risks. The Baltimore URI has both short- and long-term tracks. The short-term efforts address issues of immediate concern as well as initial data collection, data analyses, and project planning. The long-term effects will be expanded in areas that warrant continued action.

A project development and problem identification report for the URI will describe the data gathering and risk identification and characterization efforts in support of the overall Initiative. Data has been gathered from a number of existing environmental and demographics-based databases in order to identify and evaluate human health and ecological threats for purposes of targeting risk reduction/prevention activities. Quantitative and qualitative risk assessment methods have been applied and displayed through the use of a Geographic Information System.

The short-term efforts, based upon preliminary risk analyses, applied the knowledge and experience of an interagency team to jointly target areas of environmental concern that could benefit from immediate action. The six areas of concern identified were: 1) lead; 2) hazardous materials incident; 3) fish consumption/toxics in the Harbor; 4) air toxics; 5) ground-level ozone; and 6) indoor air and radon. Individual action teams were formed to address each issue. These teams were responsible for developing action agendas to address the overall goals of risk reduction, pollution prevention, and outreach and education, for each risk area.

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BROWNFIELDS ECONOMIC REDEVELOPMENT PILOTS

EPA, in partnership with the Departments of Housing and Urban Development, Labor, Energy and Commerce's Energy Development Agency, are working to leverage and coordinate federal resources promoting job training, economic development and community empowerment at local Brownfields sites. EPA has launched a major initiative to encourage cleanup and revitalization of idled, abandoned or underused industrial or commercial facilities where opportunities for expansion or redevelopment are complicated by existing or potential environmental contamination. OSWER will establish approximately 50 demonstration projects that will lead to the assessment and cleanup of these "Brownfields," and is also making several administrative changes which can be made to facilitate cleanup and redevelopment without lowering cleanup standards (e.g., endorsing State voluntary cleanup programs, deleting 25,000 sites from the Superfund Inventory that are of no current Federal interest, clarifying liability concerns, and developing soil screening levels).

The Brownfields Pilots will encourage community groups, investors, lenders, developers, and other affected parties to address how these lands can be redeveloped and bring jobs and vitality back to our nation's older industrial and commercial communities. The Brownfields Projects will explore ways in which cleanup for redevelopment might work, providing a series of models for States and localities struggling with such efforts. Findings and experience from these pilots will serve as a foundation for a national EPA strategy to stimulate economic redevelopment through environmental cleanup. The strategy will provide guidance on successful processes for cleaning up and returning contaminated, abandoned industrial Brownfields to productive use.

In all of these economic redevelopment activities, OSWER is seeking ways to improve communications, develop trust and involve the affected communities. For example, the NEJAC Waste and Facility Siting Subcommittee is co-sponsoring a series of public forums to ensure that environmental justice concerns are fully incorporated into economic redevelopment and revitalization projects. OSWER and the Regions are also exploring the creation of business and industry, stakeholder and other types of public/private partnerships to address environmental justice concerns.

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SOUTHEAST CHICAGO ENVIRONMENTAL INITIATIVE

Southeast Chicago is a mosaic of predominately poor or working class, African-American, Hispanic, and white neighborhoods. It is an area of high structural unemployment and multiple environmental problems, including a concentration of disposal sites, countless urban Brownfields, and heavy industries. Located within Southeast Chicago is Altgeld Gardens, a public housing community for thousands of low-income African-Americans and is surrounded by a number of polluting facilities--landfills, incinerators, oil refineries, a paint factory, a steel mill, a sewage treatment plant, a chemical plant, a scrap metal yard, a lagoon, a sludge drying bed, and a freeway. This community has a high concentration of severe environmental problems and concerns.

EPA Region 5 developed the Southeast Chicago Urban Environmental Initiative Action Plan, a framework to improve the environmental conditions of the community. This unique partnership hopes to bring together representatives of the government, industry, community, and environmental groups. Agencies and actions targeted include:

The Agency for Toxic Substances and Disease Registry (ATSDR) is conducting health assessments of the Southeast Chicago community;

The Department of Housing and Urban Development is developing residential lead-based paint removal projects and other environmental improvements; and,

EPA, Chicago's Department of Environment, and the Illinois Environmental Protection Agency are working together to ensure tougher enforcement and compliance of existing environmental regulations.

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COMMUNITY CHEMICAL EMERGENCY PREPAREDNESS AND PREVENTION OUTREACH AND TRAINING

Kellog, Idaho, is one of the communities within the Bunker Hill Superfund site boundaries. Once a mining/smelting industry town, the area now faces a multi-million dollar cleanup effort. This primarily blue collar community must also confront a 25% unemployment rate. Citizens were concerned that despite an increase in local employment opportunities, jobs are not being filled locally. Contractors were encouraged by EPA to hire locally, but most local individuals had not completed the 40-hour health and safety training required for employment at cleanup sites.

The Region 10 Superfund Site Response Section is piloting a program which conducts hazardous waste health and safety training for communities with nearby cleanup sites. In 1993 and 1994, Region 10's training targeted communities with high unemployment rates, with the goal of aiding the local workers' eligibility for employment by cleanup contractors at nearby Superfund sites. For example, 90 people in Kellog, Idaho, were trained and certified, making them eligible for employment at the nearby Bunker Hill Superfund Site. The project's success was in addressing the unemployment rate and in providing local education and awareness training.

Training was also conducted for the Makah tribe at Neah Bay, the Coeur d'Alene tribe, and for Galena, Alaska (an Alaska Native Village). Operational level emergency response training was conducted in Fairbanks, Alaska for the Tanana Chiefs Council. Future training efforts will include Tok, Alaska and other communities that request training as a method for becoming integrated into nearby clean-up efforts.

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LEAD ABATEMENT TRAINING AND EMPLOYMENT OPPORTUNITIES FOR THE INNER CITY COMMUNITY

EPA, the Commonwealth of Massachusetts, the city of Boston, and Roxbury Community College, joined by local community groups, have undertaken a pilot project to train unemployed workers in a minority community to remove harmful lead paint from homes and bridges, and provide specialized training so that minority contractors can gain access to State and city lead paint abatement contracts. Eighty-five percent of Boston's 230,000 public housing units contain lead-based paint and less than 2% have been abated to date. The current workforce of 21 minority contracting firms is limited; this project closes the gap between trained workers and contract workers.

Boston's Office of Public Facilities received a \$3.5 million grant from the U.S. Department of Housing and Urban Development (HUD) to do lead abatement of 400,000 housing units. Massachusetts Housing Finance Agency will invest \$2.5 million to de-lead 2,000 housing units in Boston. In addition, this pilot project will also build the management capacity of struggling minority firms to support bonding, insurance, and equipment expenditures necessary to compete on large lead abatement contracts.

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LOUISIANA ENVIRONMENTAL JUSTICE PROGRAM

Louisiana is one of the first States to set up a formal environmental justice program to address its wide-ranging environmental issues. The Louisiana Department of Environmental Quality (LDEQ) implemented an Environmental Justice Program under a grant from EPA Region 6. Fact-finding public hearings are being used to serve as a forum for discussion and resolution of local environmental justice issues. The Department hired a full-time coordinator to establish Environmental Justice Advisory Panels comprised of community and industry representatives.

In the first year of the program, the State hosted public meetings and built the foundation of an environmental justice program within the Louisiana Department of Environmental Quality. A follow-up grant was given to LDEQ to continue the environmental justice work with formation of community advisory boards (environmental justice panels) in key pilot parishes around the State.

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MISSISSIPPI DELTA PROJECT

The Mississippi Delta area has a high concentration of transportation routes, heavy and petrochemical industries, waste sites, and other facilities. Environmental justice organizations have complained that many of these facilities are sited close to minority communities and that these communities are disproportionately exposed to environmental pollution. An interagency steering committee comprised of ATSDR, the Center of Disease Control (CDC), Occupational Safety and Health Administration (OSHA), EPA, and the State Health and Environmental departments is working to address these issues.

The goal of this interagency project is to reduce environmental hazards and to prevent them from adversely affecting minority populations and low-income populations residing in the highly industrialized areas along the Mississippi River. This project covers 219 counties in seven States (Arkansas, Illinois, Kentucky, Louisiana, Mississippi, Missouri, and Tennessee), affecting more than 8.3 million people. The project is designed to: (1) identify the key environmental hazards that might affect high risk communities; (2) evaluate the public health impact on high exposure populations; (3) increase health care delivery services in the region, including capacity of State and local health departments to address public health associated with environmental exposures; and (4) engage HBCUs and other academic institutions to help increase environmental awareness in these communities. This project represents the largest, geographic-specific public health initiative ever attempted to study the association between hazardous environmental exposure and health effects in minority communities and low-income communities.

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NEW MEXICO AND TEXAS COLONIAS BORDER PROJECTS

Colonias are Hispanic rural neighborhoods and unincorporated subdivisions in or near cities in Texas, New Mexico, Arizona, and California along the U.S.-Mexico border. Between Texas and New Mexico there are about 1,200 colonias with an estimated population of 300,000 people. Colonias are characterized by substandard housing, inadequate plumbing and sewage disposal systems, and inadequate access to clean water. The common thread is the potential and immediate health threat due to inadequate or lack of safe potable water and sewage disposal.

Under recent grants from New Mexico, nine facility plans and four construction design plans are nearing completion for the thirteen new wastewater collection and treatment systems to serve colonias in New Mexico. This grant program, administered by the New Mexico Environment Department, is made possible through a grant by EPA Region 6.

The Texas Natural Resources Conservation Commission has awarded fifteen grants to provide waste water collection and treatment systems in Texas Colonias. These projects will affect 64,000 colonias residents. Additional facility plans are being prepared for six colonias which have received grants for innovative/alternative methods of wastewater collection and treatment. These six projects are designed to identify low cost methods of wastewater treatment for colonia application.

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PENNSYLVANIA RISK AND ENFORCEMENT PROJECTS

The City of Chester has among the highest concentration of industrial facilities in Pennsylvania. Chester hosts a number of waste processing plants and two oil refineries. All solid waste from Delaware County is incinerated in Chester and at least 85% of raw sewage and associated sludge is treated there. A large infectious medical waste facility was also recently sited in Chester. Many of the plants are located in close proximity to low-income, minority residential neighborhoods. In fact, a clustering of waste treatment facilities have been permitted within 100 feet of over 200 Chester homes.

Chester residents are concerned about the health effects of living and working amid toxic substances and complain of frequent illness. Of cities in the State, Chester has the highest infant mortality rate, the lowest birth rate, and among the highest death rate due to certain malignant tumors.

In response to the Chester community concerns, EPA Region 3 has committed to a major initiative involving two studies addressing environmental regulatory and pollutant impact/risk exposure issues. The first was a 30-day study of EPA's legal authority for existing and proposed facilities in the Chester area. As a result of the 30-Day Study, the Region has focused enforcement actions and just recently issued field citations to a number of underground storage tanks located in Chester and the nearby area of Marcus Hook. Other focused enforcement-related activities are proceeding in air toxics reduction and compliance, innovative settlements for toxic emissions violators, and multi-media compliance reviews.

In addition, an 180-day study, conducted by a team of toxicologists working with State and local officials is assessing all available environmental media and human exposure pathways. Work products will be displayed through a Regional Geographic Information System overlaying industrial facilities data, NPL sites and small quantity waste generators, and air emissions data.

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PUBLIC HEALTH PILOT ACTIVITIES

OSWER has initiated pilots in partnership with the Health and Human Service Departments to respond to health concerns of communities living near hazardous waste sites. The Superfund Medical Assistance Work Group (SMAWG) was established and developed the Medical Assistance Plan (MAP). MAP, consisting of six elements which will vary according to a community's need for assistance and the availability of resources, will be implemented in phases. The first phase will assess the health care needs and concerns of the community and evaluate the primary care capacities in that community. The second phase consists of five components, including technical assistance to local agencies and health care providers; environmental health education for health care providers; medical testing for residents assessing any health effects possibly related to hazardous substance exposure; referral to specialty clinics or specialists; and medical follow-up of persons with documented exposures to hazardous substances or with adverse health conditions related to possible exposures.

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OPEN AIRWAYS FOR SCHOOLS

According to recent statistics from the American Lung Association (ALA), asthma deaths in urban minority children have increased 30% over a ten-year period. While the reasons for this increase are many, indoor air pollutants are among the leading factors. To address this problem, the Office of Air and Radiation in partnership with the American Lung Association and Zeta Phi Beta (a national women of color sorority) have launched a model school-based asthma health education program for children with asthma, their parents, and their teachers.

The program, called Open Airways for Schools, focuses on developing asthma management skills for students, helping parents and teachers create more supportive environments for asthmatic children and developing activities to reduce indoor pollutants. This partnership between EPA, ALA, and Zeta Phi Beta sorority will impact millions of urban, poor households with asthmatic children.

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WATER PROJECTS FOR RURAL COMMUNITIES

EPA's Office of Water, in partnership with the Office of Environmental Justice, is sponsoring a series of 14 projects around the country to address the pressing water and wastewater needs of underserved rural minority communities. EPA is working with the Rural Community Assistance Program (RCAP), which is responsible for the actual implementation of the projects. The overall goal of the effort is to demonstrate effective approaches for providing essential water and wastewater services to selected African American, Hispanic, and Tribal communities.

Each project will last approximately one year. During this period, RCAP field offices will take various steps to address the specific needs of these communities. Some of the services provided by RCAP include training and education on properly operating and maintaining alternative wastewater and water treatment systems, identifying affordable treatment options for these communities, and helping communities access affordable sources of funding. This initiative targets underserved, rural, and Tribal communities.

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References



- [EPA's Strategy on Environmental Justice](#)
- [EPA's Financial Tools: Grants](#)
- [EPA Order: Implementation Order To Streamline Small Grants](#)
- [A Summary of Some EPA Grant Programs](#)
- [A Summary of Other Federal Agency Grants](#)
- [EPA's General Assistance Program for Tribes](#)
- **Publications**
 - [The White House](#)
 - [EPA Publications](#)
 - [Federal Agency Environmental Justice Strategies](#)

● **Blank forms**

[Download](#) some of the necessary forms for application. You will need Adobe Acrobat to view and print the file. If you do not have Adobe Acrobat, you will need to download the software. To get the necessary software, [click here](#), and follow the instructions. Once you have downloaded the file, you can print the file to a postscript printer.

EPA's FINANCIAL TOOLS

GRANTS

Description: A grant is a sum of money awarded to a state or local government or non-profit organization. Typically, grants are awarded by the federal government to state or local governments, or by states to local governments, for the purpose of financing a particular activity or facility. The grant money represents a transfer payment from one organization to another for a purpose deemed necessary or desirable by the awarding organization.

Advantages: The primary advantage of grants is that state and local governments and other eligible recipients do not have to use their own resources (which they may or may not have) to pay the specific eligible costs that the grants cover. In cases where grant recipients do not have the needed resources, grants allow them to pursue additional activities. And in cases where they have adequate resources, grants make it possible for recipients to pursue additional activities or to forgo expenditures entirely. Grants can be highly equitable when they address affordability concerns and can leverage additional resources through matching funds.

Limitations: Applying for grants can be costly, time-consuming, and problematical. It requires trained staff on the part of the grantee to determine grant opportunities and submit often detailed grant applications. These grant applications can often take months for the awarding organizations to process and award. Even then, due to the intense competition at both the state and the local levels for the limited pool of grant funds, state and local governments and other recipients may find it increasingly difficult to acquire funding for many projects.

Due to grant project eligibility limitations, only a percentage of the total project costs may be eligible for project assistance. Providing matching funds, often ranging from 5 to 50 percent, may be difficult. Even when grant funding is approved, the grantee may need to seek short-term debt instruments to cover cash shortages while awaiting the arrival of the funds.

Grant funds often have conditions that affect the scope, intent, nature or cost of the project or program in question. For example, U.S. EPA Section 105 grants are negotiated grant agreements which obligate State air programs to use the funds to perform certain activities that may or may not coincide with the State's own priorities for its air program. Certain grant conditions, such as mandatory grant reviews and production of detailed reports, may increase the overall cost of the project. Most federal grants also require that grantees must comply with other federal laws and regulations regarding a range of factors such as wage rates, anti-discrimination and environmental requirements. In recent years, grant funding has been unstable, making it difficult to plan ahead.

Reference for Further Information: An excellent source of information regarding a wide range of federal grants is the Catalog of Federal Domestic Assistance available from the U.S. General Services

Administration. This Catalog can also be accessed electronically via the internet at: <http://www.gsa.gov/fdac.htm>

LIST OF GRANTS

- [Appalachian Regional Commission Supplemental Grants](#)
- Department of Housing and Urban Development Community Development Block Grants (CDBG):
 - [Economic Development Initiative Grants](#)
 - [CDGB Entitlement Grants](#)
 - [CDGB Small Cities Program Nonentitlement Grants](#)
 - [CDGB States' Grants Program Nonentitlement Grants](#)
 - [Economic Development Administration \(EDA\) Public Works & Infrastructure Development Grants](#)
 - [EDA Special Economic Development and Adjustment Assistance Grants](#)
 - [Environmental Protection Agency \(EPA\) Program Grants](#)
 - [EPA Performance Partnership Grants](#)
 - [EPA Sustainable Development Challenge Grant Program](#)
 - [Environmental Technology Initiative](#)
 - [Foundation and Corporate Giving](#)
 - [Rural Business - Cooperative Service Business Enterprise Grants](#)
 - [Rural Business - Cooperative Service Economic Development Grants](#)
 - [Rural Utilities Service Water and Waste Disposal Systems Grants](#)
 - [State Grant Programs](#)



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APPALACHIAN REGIONAL COMMISSION (ARC) SUPPLEMENTAL GRANTS

Description: These grants are awarded to States, public bodies, and private non-profit organizations for projects that create opportunities for self-sustaining economic development and improved quality of life for the people of Appalachia. The program seeks to stimulate investments in public services and facilities that attract private sector investments and accelerate social and economic development.

Actual Use: In fiscal year (FY) 1995, more than \$100 million in grants supported 398 projects, including 182 physical infrastructure, 136 human development, and 80 business development. Water and wastewater treatment systems are among the types of physical infrastructure projects assisted. Grants in FY 1995 ranged from \$5,000 to \$1,300,000 with an average of \$254,440. In FY 1996, the federal government provided more than \$100 million in funding for this program.

Potential Use: Physical infrastructure projects supported could include more water and wastewater treatment systems and could be extended to include solid waste facilities, recycling facilities, waste-to-energy facilities, small business air pollution and waste audits, and recreation. Project resources might also be devoted to brownfields cleanup and redevelopment activities.

Advantages: ARC funding has been quite stable over the years, and highly equitable given the economic need of the region as a whole. Project funding is specific and remains an opportunity.

Limitations: Grants are limited to counties in all or part of the States comprising Appalachia -- including Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia and West Virginia. The program generally only supplements other federal grants and 20 percent of eligible costs must come from sources other than the federal government. ARC supplemental grant assistance is limited to 50 percent of total project costs except in distressed counties where assistance is limited to 80 percent.

Reference for Further Information: Environmental Financial Advisory Board, EFAB Advisory: Small Community Financing Strategies for Environmental Facilities, dated August 9, 1991, contains a general description of the ARC supplemental grant program. Additional information on these grants and the ARC programs can be found in the Catalog of Federal Domestic Assistance and at its internet site, <http://www.gsa.gov/fdac/queryfdac.htm> - at which point type, "appalachian regional commission", in the search block.



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DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD) COMMUNITY DEVELOPMENT BLOCK GRANTS-ECONOMIC DEVELOPMENT INITIATIVE GRANTS

Description: The CDBG Economic Development Initiative (EDI) awards project grants to help local governments eligible under HUD's Section 108 Loan Guarantee Program carry out economic development projects. The grants must enhance the security of loans guaranteed under the Section 108 Program or improve the viability of projects financed under the Section 108 Program.

Actual Use: HUD obligated almost \$350 million in EDI grants in fiscal year (FY) 1995. 70 grants ranging from \$70,000 to \$4.6 million were awarded competitively to 64 cities for economic development projects in 26 States. These grants leveraged approximately \$1 billion in Section 108 Loan Guarantees and other private investments. Projects supported are projected to help create about 20,000 jobs for low and moderate income people.

Projects funded include a wide range of economic development activities including commercial, industrial and economic development revolving loan funds. Eligible activities include acquisition of real property, rehabilitation of publicly-owned real property, housing rehabilitation, economic development activities, acquisition, construction reconstruction, or installation of public facilities, and, in the colonias, public works and other site improvements.

Potential Use: Depending on interpretation of Section 108 criteria, grants might finance or leverage loans funding facilities in water, wastewater, solid waste, recycling, waste-to-energy, brownfields cleanup and redevelopment, and small business air quality improvements.

Advantages: Equity and leveraging opportunities are high and built into the program. Some very specific environmental projects have been completed in low-income areas.

Limitations: EDI grant funds are constrained in that they may only be used in conjunction with projects and activities assisted under the Section 108 loan Program. Principal beneficiaries of the grants must be low and moderate income persons. Many non-environmental projects are funded and payment is on a cost-incurred basis.

Reference for Further Information: The HUD publication, Programs of HUD, contains a description of this CDBG program. Information on its can also be found in the *Catalog of Federal Domestic Assistance* and its internet site at <http://www.gsa.gov/fdac/queryfdac.htm> - at which point type, "community development block grants", in the search block.



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DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD) COMMUNITY DEVELOPMENT BLOCK GRANTS - ENTITLEMENT GRANTS

Description: The CDBG Entitlement Grants Program seeks to develop viable urban communities by providing decent housing and a suitable living environment, and by expanding economic opportunities. It supports activities that benefit low-to moderate income citizens in cities in Metropolitan Statistical Areas (MSAs) designated by OMB as a central city in MSAs and qualified urban counties of at least 200,000 (excluding entitlement cities located in such counties). Federal formula grants based on population, income, housing, and growth lag are awarded to eligible entities. Specific activities that can be carried out include acquisition of real property, relocation and demolition, rehabilitation of residential and nonresidential structures, and the provision of public facilities and improvements, such as water and wastewater treatment facilities.

Actual Use: HUD obligated more than \$3 billion in entitlement grants in fiscal year (FY) 1995 and plans to obligate that much in both FYs 1996 and 1997. Nine hundred and thirty-six local governments were eligible to receive these grants in FY 1996. Grantees must certify that at least 70 percent of grant funds received are spent for activities that principally benefit low- and moderate-income persons. Water and wastewater treatment facilities and brownfields-related activities are among the types of eligible projects that have been funded by these grants.

Potential Use: Depending on interpretation of grant criteria, these grants might also be used to finance air pollution and solid waste facilities, and to conduct a range of brownfields cleanup and redevelopment activities.

Advantages: This grant program is HUD's major program and has been relatively stable.

Limitations: These grants assist a limited number of relatively large communities with distressed areas. To apply, communities must develop and submit a number of detailed documents including a Consolidated Plan, annual action plan and certifications. Post award requirements include annual performance reports, audits, and detailed records maintenance. Many non-environmental projects are funded, competition is fierce, and assistance is provided on a reimbursement basis. is limited to 80 percent.

Reference for Further Information: The HUD publication, *Programs of HUD*, contains a description of this program. Information on entitlement grants can also be found in the *Catalog of Federal Domestic Assistance* and its internet site at <http://www.gsa.gov/fdac/queryfdac.htm> - at which point type, "community development block grants", in the search block.



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DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD) COMMUNITY DEVELOPMENT BLOCK GRANTS - SMALL CITIES PROGRAM NONENTITLEMENT GRANTS

Description: These grants support decent housing, a suitable living environment, and expanded economic opportunities for low and moderate income persons. They fund activities in nonentitlement areas (cities with 50,000 or less people and counties with less than 200,000 people that do not receive entitlement grants) in New York and Hawaii. Eligible activities include the acquisition, rehabilitation or construction of public works facilities and improvements, clearance, housing rehabilitation, code enforcement, home ownership assistance, relocation payments, economic development, existing urban renewal projects, and certain public services.

Actual Use: HUD obligated over \$60 million for these grants in fiscal year (FY) 1995 and plans to obligate like amounts in FYs 1996 and 1997. Water and wastewater systems are among the projects eligible for assistance. State fund allocations are determined by formula taking into account population, income levels, per room housing density; age of housing, and other factors.

Potential Use: Depending on HUD interpretation of grant criteria, these grants might be used to finance air pollution control, solid waste, recycling, and waste-to-energy facilities, as well as a range of brownfields cleanup and redevelopment activities.

Advantages: Environmental justice and equity concerns in terms of addressing ability-to-pay are good. Leveraging possibilities with state revolving loans and rural utility water and wastewater funding and/or pre-financing are high.

Limitations: Priority is given to grants that benefit low and moderate income persons or aid in the elimination of slums or blight. At least 70 percent of each grant made must benefit low and moderate income persons. For metropolitan areas, low and moderate income is a level equal to or less than HUD's Section 8 low income limit. For non-metropolitan areas, low and moderate income is defined as 80 percent of the median income for those areas in the State.

Reference for Further Information: The *HUD publication*, Programs of HUD, describes all HUD programs. Information on small cities program grants can also be found in the *Catalog of Federal Domestic Assistance* and its internet site at <http://www.gsa.gov/fdac/queryfdac.htm> - at which point type, "community development block grants", in the search block.

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DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD) COMMUNITY DEVELOPMENT BLOCK GRANTS - STATES' GRANTS PROGRAM NONENTITLEMENT GRANTS

Description: These grants seek to help provide communities with decent housing, a suitable living environment and expanded economic opportunities. They finance activities in nonentitlement areas (cities with 50,000 or less people and counties with less than 200,000 people which do not receive entitlement grants) that benefit low to moderate income citizens. Puerto Rico and all States except New York and Hawaii receive funds to administer these grants to localities. Each State develops its own program and funding priorities. Fundable activities include buying real property, relocation and demolition, rehabilitation of residential and nonresidential structures, and providing public facilities and improvements such as water and wastewater treatment facilities.

Actual Use: HUD obligated more than \$1.2 billion in nonentitlement grants in fiscal year (FY) 1995 and plans to obligate as much in both FYs 1996 and 1997. Grantees must ensure that 70 percent of grant funds benefit low- and moderate-income persons. Water and wastewater treatment systems are among the projects eligible for assistance. State allocations are determined by formula using population, income levels, per room housing density; age of housing, and other factors.

Potential Use: Depending on each State's interpretation of grant criteria, CDGB entitlement grants might also be used to finance air pollution control, solid waste, recycling, and waste-to-energy facilities, as well as a range of brownfields cleanup and redevelopment activities.

Advantages: The program is equitable from an affordability perspective. Leveraging can be high, as communities can combine state revolving loans, as well as rural utility grants and loans, for water and wastewater systems.

Limitations: Grants are limited to low and moderate income communities experiencing distress. For metropolitan areas, low and moderate income is a level equal to or less than HUD's Section 8 low income limit. For non-metropolitan areas, it is defined as 80 percent of the median income for those areas in the State. A State may only use up to \$100,000 plus two percent of its grant to administer the program and must match each federal dollar over \$100,000.

Reference for Further Information: The HUD fact sheet, *State Community Development Block Grant Program*, has a description of the program. Information is also available in the *Catalog of Federal Domestic Assistance* and on its internet site at <http://www.gsa.gov/fdac/queryfdac.htm> - at which point type, "community development block grants", in the search block.



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ECONOMIC DEVELOPMENT ADMINISTRATION (EDA) PUBLIC WORKS AND INFRASTRUCTURE DEVELOPMENT GRANTS

Description: These grants support projects that promote long-term economic development and help construct public works/development facilities needed to encourage job creation and retention in economically distressed areas. States, cities, counties, other political subdivisions, Indian Tribes, Commonwealths, the Federated States of Micronesia, the Republic of the Marshall Islands, and U.S. territories, and public and private nonprofit organizations are eligible recipients.

Actual Use: Eligible projects include water and wastewater treatment systems, industrial park infrastructure improvements, industrial access roads, railroad siding and spurs, port facilities, tourism facilities, and vocational schools. A basic grant covers up to 50 percent of project costs, but severely depressed areas may get supplementary grants bringing the federal share to 80 percent of project costs. Designated Indian reservations may receive up to 100 percent assistance. In Fiscal Year (FY) 1995, more than \$190 million was obligated for these grants covering 162 projects. Obligations are projected to exceed \$150 million per year in FYs 1996 and 1997.

Potential Use: These grants could be used to acquire capital for renovating wastewater and drinking water utilities to bring them into compliance with the Clean Water and Safe Drinking Water Acts. They also might be used to help fund brownfields cleanup and redevelopment costs associated with the redevelopment of the types of eligible public facilities listed above.

Advantages: The program has had a significant environmental focus. Grants have on occasion been combined with state revolving fund loans and rural utility grants/loans for water and wastewater. Aid to the private non-profit sector enhances leveraging opportunities.

Limitations: Grants are limited to communities experiencing severe economic distress. Also, communities must generally provide matching funds of up to 50 percent. Further, grant funds are disbursed for costs incurred only after all construction contracts have been awarded. EDA grants have historically been somewhat unstable.

Reference for Further Information: USEPA Environmental Financial Advisory Board Advisory: *Small Community Financing Strategies for Environmental Facilities*, August 9, 1991. A program description is also available in the *Catalog of Federal Domestic Assistance* and its internet site, <http://www.gsa.gov/fdac/queryfdac.htm> - then type, "economic development administration", in the search block.

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ECONOMIC DEVELOPMENT ADMINISTRATION (EDA) SPECIAL ECONOMIC DEVELOPMENT & ADJUSTMENT ASSISTANCE GRANTS

Description: These grants help State and local areas to develop and/or implement strategies addressing problems caused by sudden and severe economic dislocation such as business closings, military base closures and natural disasters, or resulting from long-term economic deterioration. Eligible recipients include States, cities, counties, other political subdivisions of a State, groups of political subdivisions, and public or private nonprofit organizations.

Actual Use: The grants are used to develop economic adjustment strategies and fund projects that implement such strategies, including the construction of public facilities, financing (including revolving loan funds), business development, technical assistance, training or other activity that addresses the economic adjustment problem. A 25 percent local share is required for all grants.

In Fiscal Year (FY) 1995, more than \$300 million in funds obligated to 267 projects (includes funds for defense adjustment, the Southern California earthquake, and the Midwest flood). Grant obligations for FYs 1996 and 97 are estimated to be \$146 million and \$137 million, respectively.

Potential Use: These grants could be used to renovate or build, or acquire the capital to renovate or build, many types of environmental facilities (including water, wastewater treatment, solid waste, waste-to-energy, and/or recycling facilities). They might also finance, or generate financing for, brownfields cleanup and reuse costs associated with the redevelopment of public facilities and businesses.

Advantages: The potential to use grant monies for environmental improvements in disaster areas is high, as improved environmental services are crucial. Equity and leveraging potential are also strong.

Limitations: Grants are limited to areas experiencing sudden economic distress or long-term economic decline. Communities participating in the program must provide matching funds equal to 25 percent of the grant received. The program supports many non-environmental projects, and funding had varied considerably over the years.

Reference for Further Information: A description of this program, as well as other EDA programs, can be found in the *Catalog of Federal Domestic Assistance* and at the Catalog's internet site, <http://www.gsa.gov/fdac/queryfdac.htm> - at which point type, "economic development administration", in the search block.

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ENVIRONMENTAL PROTECTION AGENCY (EPA) PROGRAM GRANTS

Description: Federal grants for various purposes including State and local program research, demonstrations, development, and implementation. The amount available, application criteria, and requirements differ from grant to grant, depending on Congressional authorization and internal EPA grant policies. Some grant programs are specifically authorized for a particular purpose, while other grant programs give significant discretion to the supervising EPA office.

Actual Use: This [table](#) on the following page provides a partial list of EPA grants in 1995, organized by the office that administers the grant. This list is provided only as an example; it is not necessarily comprehensive or current, since grants change from year to year according to Congressional authorization. Historically, EPA grants have funded both state and local programs in all environmental media. A number of grants are targeted to research and demonstration projects; other grants provide support for state and local program activities that coincide with federal environmental quality priorities.

Potential Use: State and local governments could use grant funds to cover costs of whatever program activities and/or capital purchases meet grant criteria.

Advantages: Federal grants provide state and local governments with the means of meeting national environmental quality goals. They may also provide funds otherwise unavailable to state or local programs, thus enhancing equity, environmental incentives, and financial leveraging considerations

Limitations: Funds may be targeted to specific statutory goals. Programs must compete for limited funds and sign EPA grant agreements to perform activities. Each grant is very specific, thus limiting State and local flexibility.

Reference for Further Information: EPA's grants can be accessed on the EPA Web Page: *Grant Programs Administered by EPA* at <http://www.epa.gov/ogd/cfda.htm>. The respective EPA program offices will also have information on the grant programs that they oversee. In addition, the *Catalog of Federal Domestic Assistance* contains descriptions of all federal grant programs, including EPA's, and can be obtained at the Government Printing Office. EPA grant programs can also be accessed in the Catalog via the internet at <http://www.gsa.gov/fdac/queryfdac.htm> - then type "environmental protection agency" in the search block.



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ENVIRONMENTAL PROTECTION AGENCY (EPA) PERFORMANCE PARTNERSHIP GRANTS (PPGS)

Description: PPGs are multi-program grants made to State or Tribal agencies by EPA from funds allocated and otherwise available for categorical grant programs. They are voluntary and provide States and Tribes the option to combine funds from two or more categorical grants into one or more PPGs. PPGs are authorized by the 1996 Omnibus Consolidated Rescissions and Appropriations Act (PL 104-134). The authority covers the following sixteen program grants funded from EPA's State and Tribal Assistance Grants appropriation:

1. air pollution control (CAA section 105);
2. water pollution control (CWA section 106);
3. nonpoint source management;
4. water quality cooperative agreements (CWA section 104(b)(3));
5. wetlands program development CWA section 104(b)(3);
6. public water supervision (SDWA sections 1443(a) and 1451(a)(3));
7. underground water source protection (SDWA section 1443(b));
8. hazardous waste management (Solid Waste Disposal Act section 3011(a));
9. underground storage tank (Solid Waste Disposal Act section 2007(f)(2));
10. radon assessment and mitigation (TSCA section 306);
11. lead-based paint activities (TSCA section 404(g));
12. toxics compliance and monitoring (TSCA section 28);
13. pollution prevention incentives for States (PPA section 6605);
14. pesticide enforcement (FIFRA section 23(a)(1));
15. pesticide applicator certification & training/pesticide program (FIFRA section 23(a)(2)); and
16. General Assistance Grants to Indian Tribes (Indian Environmental General Assistance Act).

Actual Use: States began to seek PPG authority and negotiate with EPA in FY 1997.

Potential Use: All fifty States and the Tribal agencies could negotiate and implement PPGs allowing them increased flexibility in implementing and funding environmental priorities.

Advantages: PPGs give States and Tribes more flexibility to address their highest environmental priorities, thus increasing equity and environmental incentives. They provide incentives to States and Tribes to improve environmental performance and links between program goals and outcomes. PPGs also cut administrative burdens/costs for recipients and EPA by reducing the numbers of grant applications, budgets, work plans and reports. EPA will build partnerships with States and Tribes via shared goals and division of responsibilities.

Limitations: No extra funds are available via use of PPGs. States and Tribes must first develop environmental indicators and performance measures to ensure progress is made to agreed on goals.

Reference for Further Information: U.S. EPA, Office of the Administrator, Office Regional Operations and State/Local Relations.



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ENVIRONMENTAL PROTECTION AGENCY (EPA) SUSTAINABLE DEVELOPMENT CHALLENGE GRANT PROGRAM

Description: This EPA grant program is designed to encourage people, organizations, governments and businesses to work cooperatively to develop flexible, locally-oriented approaches that link place-based environmental management with sustainable development and revitalization. The program funds projects that improve the environment, build sustainable futures for communities, help local economies and encourage partnerships among community groups, businesses, government and others. It looks for projects yielding the greatest environmental and economic benefits, and leverage the most community investment and resources.

Actual Use: The pilot SDCG Program initiated in 1996 solicited project proposals for two categories of grants: 1) up to \$50,000 and 2) between \$50,001 and \$100,000. More than 600 proposals were received from public entities, agencies, institutions and organizations (such as state and local governments, and federally recognized tribes and regional entities), and non-profit private agencies, institutions and organizations. Ten projects nationwide were selected to receive funding totaling more than \$500,000. Project funding selections ranged from a network of 26 community supported organic farms in the Mid-Atlantic region to a sustainable craft industry in Appalachia to a smart wood certification program in Washington State.

Potential Use: The program could potentially fund the demonstration of a wide variety of environmentally and economically sustainable projects in all environmental media and program areas. These projects could help identify those practices which show promise of being truly sustainable and those which are not and should be avoided.

Advantages: Funding authorities are broad and the program supports an unusually wide range of creative and innovative approaches, and provides support to segments of the private sector. Project support represents seed funding and successful grantees leverage substantial additional public and private resources. Environmental incentives are very high and built into the program.

Limitations: The program is a small one and budgetary funding is uncertain for FY 1997 and beyond.

Reference for Further Information: U.S. EPA, Office of the Administrator, Office of Regional Operations and State and Local Relations, 401 M Street, SW, Washington, D.C. 20460, Mail Code 1503.



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ENVIRONMENTAL TECHNOLOGY INITIATIVE (ETI)

Description: ETI is an interagency effort led by the U.S. Environmental Protection Agency (EPA) supporting partnerships and projects that promote improved public health and environmental protection by advancing the development and use of innovative environmental technologies. The Initiative promotes innovative technologies that prevent pollution, control and treat air and water pollution, remediate contaminated soil and groundwater, assess and monitor exposure levels and manage environmental protection information.

Actual Use: ETI has provided funding support in excess of \$100 million for more than 250 partnerships and projects throughout the United States advancing the development and use of innovative environmental technologies. Many of the partners participating in ETI projects are investing three to four dollars for every ETI dollar invested.

Potential Use: As the costs and difficulties of meeting environmental challenges grow, the need for new and better environmental technologies will grow. The potential prospects for the environmental technology industry are truly staggering. The United States' environmental technology industry is already a high-wage, high growth industry. More than a million Americans are employed in over 50,000 companies nation-wide. Our market for environmental technology is the largest in the world and global markets are expected to grow by hundreds of billions of dollars in the coming years.

Advantages: Use of the innovative environmental technologies being developed and promoted by ETI partnerships and projects can cut regulatory compliance costs, reduce public health risks, gain superior environmental results, make companies more efficient and competitive, and improve community environmental services. Private sector equity, environmental incentives, and leveraging possibilities are all high.

Limitations: Before innovative environmental technologies can achieve regulatory acceptance, technology developers must decipher and meet a disjointed system of verification requirements in each state where a potential market exists. Once regulatory acceptance is achieved, the innovative technologies must then prove themselves and gain acceptance for actual field use.

Reference for Further Information: U.S. EPA; Office of Policy, Planning, and Evaluation, Policy and Technology Innovations Division, (mail code: 2127) 401 M Street SW, Washington, DC 20460, ETI Infoline: 202-260-2686. World wide web site is <http://www.epa.gov/oppe/eti>.



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FOUNDATION AND CORPORATE GIVING

Description: Foundation and corporate giving are an important source of funding for activities in education, health and human services, civic and community affairs, and culture and the arts. They are also a significant and growing source of funding for environmental projects. Most such funding is in the form of grants for well-defined projects (i.e., time, cost, and deliverables) that meet the immediate priorities of the funding source, and are not funded by governments.

Actual Use: More than 7,500 major foundations in the United States with assets totaling about \$170 billion make annual donations exceeding \$10 billion. Corporations alone support 2,300 philanthropic programs in the form of foundations or as direct-giving programs. In 1995, 703 foundations made environmental gifts totaling more than \$425 million.

The Global Futures Foundation is a nonprofit environmental foundation that supports integrated programs leading to source reduction, pollution prevention, low-cost market development and incentive driven regulatory structures which reduce economic and environmental costs. Patagonia, Inc. is a clothing firm that devotes 1% of sales to its environmental grants program and gave more than \$1.1 million in 1995-6 to over 200 projects for preserving and restoring the environment.

Potential Use: Foundation and corporate giving could fund innovative environmental projects in many areas, and support could reach a billion dollars. Grants typically go for research, education, and demonstration projects; but could also be used for planning, monitoring, and technology.

Advantages: These grants are not directly dependent on tax dollars and grant conditions may be less burdensome. Innovation is encouraged and equity provided since grantees are not supported by governments. Grantees are forced to leverage other resources or become self-sustaining.

Limitations: Funding levels may be highly variable, competition for resources is very intense and awards are usually directed to innovative projects. Environmental impacts may be limited if projects are too small and esoteric. Since funding is typically for very short, defined periods of time, it is a real challenge for grantees to succeed or become independent.

Reference for Further Information: *The Foundation Directory* features the nation's largest foundation funders. *The National Directory of Corporate Giving* profiles over 2,300 corporate philanthropic programs. These books are available from the Foundation Center, 79 Fifth Avenue, New York, NY 10003-3076, telephone: 212-620-4320. See also Environmental Data Resources, Inc., *Environmental Grantmaking Foundations*, 1995 Directory, Rochester, NY, 1996.



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RURAL BUSINESS - COOPERATIVE SERVICE BUSINESS ENTERPRISE GRANTS

Description: These grants provide assistance for developing private business, industry, and related employment to improve the economy in areas and communities of less than 50,000 population. They help finance revolving funds, provide operating capital and finance to industrial sites in rural areas, give technical assistance, pay fees, and refinancing. Public bodies and nonprofit corporations serving rural areas are eligible applicants.

Actual Use: Typical project activities include acquiring and developing land; construction; converting, enlarging, repairing or modernizing buildings and equipment; transportation infrastructure; utility extensions; needed water supply and waste disposal facilities; and pollution control and abatement incidental to site development. Most of the environmental projects traditionally funded with these grants involve water and/or wastewater systems. In Fiscal Year (FY) 1995, more than 200 grants were made with assistance averaging \$196,000 and obligations exceeding \$45 million. Similar numbers are projected for FYs 1996 and 1997.

Potential Use: These grants could be used to finance and/or help acquire capital for developing drinking water, wastewater treatment, solid waste disposal, non-point source and other environmental facilities. They also might be used to help fund the cleanup and redevelopment costs associated with the redevelopment of brownfields properties and facilities, and to promote the beneficial uses of sludge on agricultural land.

Advantages: Both public and private entities may be supported. The projects supported may have specific and significant environmental impacts.

Limitations: Priority for the grants is given to rural areas having a population of 25,000 or less. Other priorities include projects located in communities with a large proportion of low-income population; projects located in areas with high unemployment, projects that will retain existing jobs, and projects that will create new jobs. Many projects may not have an environmental focus.

Reference for Further Information: USDA, Rural Business - Cooperative Service, 14th & Independence Aves., SW, Rm. 5405-South Bldg., Washington, D.C. 20250. Information on the grants is also available on the Service's internet site at <http://www.rurdev.usda.gov/agency/rbds/html/bp001.htm> and in the *Catalog of Federal Domestic Assistance* or its internet site at <http://www.gsa.gov/fdac/queryfdac.htm> - at which point type "rural business-cooperative service".



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RURAL BUSINESS - COOPERATIVE SERVICE ECONOMIC DEVELOPMENT GRANTS

Description: Provides financial assistance promoting rural economic development and job creation projects. Grant funding may be used for project feasibility studies, start-up costs, incubator projects, and other related reasonable expenses. Eligible applicants include electric and telephone utilities with current rural electrification or rural telephone bank loans or guarantees outstanding.

Actual Use: Examples of projects funded include the establishment or expansion of factories or businesses, medical facilities, water and sewer industrial development parks, business incubators for rural economic development activities, and other jobs projects. Some grants have been used to establish revolving loan funds. Most of the environmentally-related projects funded involve water or wastewater systems.

Approximately \$24 million in grants were obligated in Fiscal Year (FY) 1995 with assistance ranging from \$10,000 to \$400,000 and averaging \$274,000. Projected obligations are \$20 million per year in FYs 1996 and 1997.

Potential Use: These grants could be used to help finance directly and/or acquire capital for additional wastewater and drinking water utilities, and to fund non-point source improvements. Depending on interpretation of authorizing legislation and regulations, they might also fund solid waste and waste-to-energy facilities, as well as brownfields cleanup and redevelopment.

Advantages: The grants are inherently equitable since they fund projects that would not otherwise be funded for an often needy segment of society. When revolving loan funds are created, leveraging is very high.

Limitations: The maximum grant amount is \$400,000. The maximum loan term is ten years at a zero interest rate. Grantees must provide supplemental funds totaling 20 percent of the assistance received from this program.

Reference for Further Information: USDA, Rural Business - Cooperative Service, 14th & Independence Aves., SW, Rm. 5405-South Bldg., Washington, D.C. 20250. Information on the grants is also available on the Service's internet site at <http://www.rurdev.usda.gov/agency/rbds/html/bp001.htm> and in the *Catalog of Federal Domestic Assistance* or its internet site at <http://www.gsa.gov/fdac/queryfdac.htm> - at which point type "rural business-cooperative service".



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RURAL UTILITIES SERVICE WATER AND WASTE DISPOSAL SYSTEMS GRANTS

Description: These grants provide assistance for meeting rural water and waste disposal needs. Funds may be used to install, repair, improve, or expand water and waste disposal facilities. Eligible grant applicants include political subdivisions of a State (municipalities, counties, districts and authorities), associations, cooperatives, nonprofit corporations, and Indian Tribes.

Actual Use: Projects have included construction of water systems involving lines, wells, pumping stations, storage tanks and treatment plants; improvements to water systems such as new lines, wastewater facilities and booster pumps; renovation of water systems including distribution lines, wells and pressure tanks; construction of wastewater collection and treatment systems; replacement of wastewater plants and upgrade of collection lines; repair of wastewater lines and construction of lift stations; and purchase of landfill sites and trucks/equipment for solid waste disposal.

In Fiscal Year 1995, \$507 million was obligated to 713 projects. Assistance ranged from \$8,000 to \$6.237 million and averaged \$357,221. Estimates for the next two years are for 1151 and 1932 grants, and obligations of \$400 million and \$590 million respectively.

Potential Use: Grants could be used to acquire capital to finance additional wastewater, drinking water, and solid waste facilities. Depending on interpretation of legislation and regulations, the grants might finance waste-to-energy and recycling facilities, and non-point source programs.

Advantages: Equity and leveraging possibilities are high, since State revolving funds, as well as HUD and EDA grants or loans, can be combined with these grants. State revolving funds can pre-finance these grants (and/or loans), thus covering up-front design and initial construction costs.

Limitations: Projects cannot service areas in towns of over 10,000 people. Grants (as opposed to loans) are made only if needed to reduce user charges to a reasonable level. For a grant of up to 70 % of eligible costs, service area median household income must be below the poverty level or below 80% of the State nonmetropolitan median household income (whichever is higher).

Reference for Further Information: USDA, Rural Business - Cooperative Service, 14th & Independence Aves., SW, Rm. 5405-South Bldg., Washington, D.C. 20250. Information on the grants is also available on the Service's internet site at <http://www.rurdev.usda.gov/agency/rbds/html/bp001.htm> and in the *Catalog of Federal Domestic Assistance* or its internet site at <http://www.gsa.gov/fdac/queryfdac.htm> - at which point type "rural business-cooperative service".



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STATE GRANT PROGRAMS

Description: Many States have programs providing funds to eligible localities for environmental activities. In seeking grants, localities should know that grant assistance can be found among a variety of agencies, not just the primary environmental agency. Many States make drinking water quality grants available through health departments rather than environmental departments. Alternatively, communities may be able to finance wastewater treatment improvements with a grant from an economic or rural development agency. Since grant programs vary widely among States, localities should seek grant catalogs or other information from their State governments.

Actual Use: PAAlmost every State offers some form of grant for environmentally-related programs. Massachusetts awards grants to public entities for purposes ranging from restoring degraded lakes to assessing solid waste disposal needs. Maryland awards grants to local air programs for air quality activities. New York finances landfill closure and hazardous waste site cleanup. Some States fund planning, operator training, waste audit work and technical assistance. While grants are forbidden in the State revolving fund wastewater program, they may be offered to small, disadvantaged communities in the new drinking water State revolving fund program.

Potential Use: States can use grant programs as incentives to encourage localities to focus efforts on specific areas. If State officials saw a need for greater local involvement in air programs, a grant program could provide an incentive for localities to begin air quality management activities.

Advantages: The main advantage of State grants is that local governments do not have to use their resources to pay costs the grants cover. State grants leverage federal money from State revolving loan funds. They can be directed to funding shortfalls or needs, enhancing equity. In general, State grants are more flexible and have less bureaucratic red tape than federal assistance.

Limitations: For States, grant programs can strain already-limited financial resources. Unlike revolving loan funds, grant programs are not self-supporting. For localities, some grant programs involve significant restrictions or contain requirements that increase overall project costs.

Reference for Further Information:The Office of Water, USEPA, Reference Guide on State Financial Assistance Programs describes the logistics involved in setting up State grant programs. The Executive Office Of Communities and Development, State of Massachusetts, *Catalog of State Grants for Municipal Officials*, is an example of a catalog of State grants. The New York State Department of Environmental Conservation, *Survey of State Funding for Solid Waste Management Programs*, June 1991, is another reference tool.



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EPA Order: Implementation Order To Streamline Small Grants

Please select among the following topics:

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Purpose: To simplify and improve administration of small grants and cooperative agreements without compromising standards of accountability.

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Applicability: This order applies to all grants and cooperative agreements (hereinafter referred to as "small grants" or "grants") \$100,000 or less in Federal funds; have budget and project periods which are of the same duration; and for which the total amount of Federal grant funds is obligated at the time of award. This order does not apply to the following: Performance Partnership grants; Fellowship grants; loans; Senior Environmental Employment (SEE) Program Cooperative Agreements; Environmental Program Grants to State, Interstate and Local agencies; Construction Grants; Superfund Cooperative Agreements awarded under 40 CFR Part 35, Subpart O; and the State Revolving Fund Program Capitalization Grants.

This order does not relieve recipients from complying with any statute or regulation. The order clarifies situations when a more flexible approach can be used if a grant award is \$100,000 or less. EPA considers submission of an application by a small grant recipient as the applicant's assurance that it will meet the following criteria: (1) a satisfactory performance record for completion of projects and subagreements; (2) sound fiscal management including accounting and auditing procedures adequate to

control property, funds, and assets; and (3) technical qualifications, experience, organization, and facilities adequate to carry out the project, or a demonstrated ability to obtain these.

Agency officials must comply with this order unless the applicant/recipient is a high risk grantee under 40 CFR 31.12 or is subject to special award conditions under 40 CFR 30.14.

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Effective Date: This policy is effective for all new grants awarded on or after October 1, 1998.

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Background: The number of EPA grant programs has increased five-fold over the past ten years with a dramatic increase in grant awards of \$100,000 or less on average. These small awards account for about 50% of new project grant awards, but less than 5% of the respective assistance dollars awarded.

Current practice subjects all grant awards regardless of the dollar amount to the same administrative requirements and procedures. This order reduces the administrative burden for both the EPA and the applicant/recipient while maintaining sufficient accountability. Its intent is to increase customer satisfaction and to focus EPA's limited resources on larger dollar grant programs.

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Definitions:

a. Advance Payment

A payment made by Treasury check or other appropriate payment mechanism to a recipient either before outlays are made by the recipient or through the use of pre-determined payment schedules.

b. Approval Official

An EPA official delegated the authority to approve or reject applications for assistance and the technical/programmatic terms and conditions of proposed assistance projects.

c. Award Official

The EPA official with the authority to execute assistance agreements and to take other actions authorized by 40 CFR Chapter I, Subchapter A and by EPA Orders.

d. Funding Recommendation, Decision and Approval Package

The EPA Program Office's memorandum containing the decision and justification to fund an assistance proposal. The memorandum is sent to the Grants Management Office (GMO) as part of the assistance funding package. (See attached suggested Model Funding Recommendation, Decision and Approval Package).

e. Indirect Cost Rate Proposal

The documentation prepared by an organization to substantiate its claim for the reimbursement of indirect costs.

f. Supplemental Funding

Additional funding over and above what was agreed upon in the grant agreement for a given budget period.

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Policy: This order establishes simplified and streamlined policies for small grants. Receipt of a small grant does not relieve the applicant/recipient from compliance with any statute, circular or regulation. In furtherance of this new approach, EPA establishes the following for Small Grants:

a. Limitation on Number of Application Copies Required for Submission

Applicants are required to submit only the original application and one copy to EPA unless otherwise required by the regulations.

b. Abbreviated Workplan and Resume

The narrative workplan should not exceed five pages in length. The workplan must include: 1) a summary of specific objectives, expected outcomes and deliverables; and 2) a discussion of the budget and how the budget relates to the objectives, outcomes and deliverables in the workplan. Resumes and supplementary biographical information, if any, should not exceed an additional two pages.

c. Budget

Applicants are not required to submit supporting budget detail over and beyond the object class categories identified on the applicant's Form 424A (formal budget page). The EPA Program Office should base the reasonableness of the cost of the grant on their evaluation of the workplan, using their technical knowledge and previous experience with similar work. The workplan should stand on its own merit in support of project costs. If the Program Office is unable to make a determination solely on this basis, they should first request additional information on how the workplan supports the budget. However, there may be some circumstances where evaluating the

workplan alone is insufficient to make a reasonableness determination. In these situations, the Program Office or Grants Management Office may request additional supporting budget information.

d. Recipients Without Negotiated Indirect Cost Rates (ICR)

Those applicants requesting reimbursement for indirect costs and who do not have an established indirect cost rate with a Federal agency must prepare an Indirect Cost Rate Proposal but are only required to retain it in their files, subject to audit. The proposal must be based on guidance in the EPA Booklet A Preparing Indirect Cost Proposals for Grants and Contracts@ (August 1990).

e. Projects Must Be Fully Funded By The Program Office

The EPA Approval Official must fully fund the project at the time of award. The EPA Award Official must obligate the entire amount of a small grant at the time of award. However, from time-to-time, emergency, unusual or unanticipated circumstances warrant additional funds being added to a grant. Additional funding for unanticipated or unusual circumstances to a small grant is permissible provided the entire grant (original grant + additional funding) does not exceed \$100,000. The intent is to provide flexibility for infrequent and unusual situations. Once the additional funds cause the grant to exceed the \$100,000 threshold, the additional funding segment is not entitled to the Small Grant policy and procedures.

f. Streamlined Funding Recommendation Process

Grants Management Offices should streamline their Funding Recommendation package documenting program approval/funding requests. They may utilize the attached Model Small Grants Funding Recommendation, Decision and Approval Package.

g. Terms and Conditions

For small grant awards, GMOs must keep administrative terms and conditions to a minimum. Specifically, terms and conditions which merely restate statutory or regulatory requirements shall be eliminated. Instead, the GMOs will provide recipients with copies of the relevant regulatory requirements. However, terms and conditions detailing reporting requirements may be included in the assistance agreement at the discretion of the GMO or Program Office.

h. Limitation on Length of Award Document

The GMO will ensure that the EPA award document will, to the maximum extent possible, not exceed four pages in length.

i. Payment Policy

All Small Grant Recipients. GMOs will work with Program Offices and Servicing Finance Offices to ensure small grant payments are made quickly. To ensure expeditious reimbursement of payment requests, recipients of small grants should submit requests for payment directly to the EPA Servicing Finance Office. Recipients shall be reimbursed for grant-related eligible, allocable, allowable, and reasonable costs up to the amount of the grant which have been incurred

and which the recipients are currently and legally obligated to pay. Project Officers and GMOs shall monitor grantee performance and compliance with applicable rules, and when appropriate, may recommend withholding or requiring prior approval of future grant payments.

Small Grants \$5,000 or Less. Recipients of small grants up to and including \$5,000 may request an advance payment of up to eighty (80) percent of the total Federal share of the project by submitting a Request for Advance or Reimbursement (Form SF-270) upon acceptance of the assistance agreement. The remaining twenty (20) percent will be reimbursed to the recipient upon satisfactory completion of the Final Project Report and Final Financial Status Report.

The EPA official with the authority to execute assistance agreements and to take other actions authorized by 40 CFR Chapter I, Subchapter A and by EPA Orders.

j. Simplified Minority Business Enterprise/Women's Business Enterprise Reporting Requirements

Small Grant recipients awarded assistance agreements under 40 CFR Part 30 (i.e., Institutions of Higher Education, Hospitals and other Non-Profit Organizations) will meet MBE/WBE reporting requirements by submitting a MBE/WBE Utilization Form (Standard Form 5700-52A) on an annual basis. The reports are due within one month after the end of the Federal fiscal year.

Small Grant recipients awarded assistance agreements under 40 CFR Part 31 (i.e., State and Local Governments) will meet MBE/WBE reporting requirements by submitting a MBE/WBE Utilization Form (Standard Form 5700-52A) on a quarterly basis. The reports are due within one month after the end of each Federal fiscal year quarter

k. Final Technical or Performance Report

Recipients are not required to submit more than the original and two copies of the final technical or performance report. The report must include actual outcomes based on the objectives identified in the workplan.

l. Pre-award Costs Permitted

Small Grant recipients awarded assistance agreements under 40 CFR Part 30 may incur allowable pre-award costs up to 90 calendar days prior to award without the prior written approval of EPA. However, all pre-award costs are incurred at the recipient's risk (i.e., EPA is under no obligation to reimburse such costs if for any reason the applicant does not receive an award or if the award is less than anticipated and inadequate to cover such costs); and EPA will only allow pre-award costs without prior written approval if there are sufficient programmatic reasons for incurring the expenditures prior to the award (e.g., time constraints, weather factors, etc.), they are in conformance with the appropriate cost principles, and any procurement complies with the requirements of this policy. Further, recipients may be reimbursed for pre-award costs they incur 90 days prior to award provided they include such costs in the application and the application in its entirety is approved by EPA.

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Roles and Responsibilities: In addition to the roles and responsibilities cited in Section 5, "Policy", the following are actions the Grants Management Office, Program Office and recipient are expected to take:

a. Grants Management Office

1. Develop and distribute application kits.
2. Provide the same level of advice, technical assistance and guidance to potential applicants and small award recipients as they would to any other recipients.
3. Ensure application includes all essential information (e.g., assurances, certifications, narrative).
4. Ensure that all elements of the application and funding package comply with EPA=s legal and regulatory requirements.
5. Review application and determine eligibility of EPA assistance recipients to receive indirect costs.
6. Determine that the grantee has sound financial management.
7. Prepare awards/amendments.
8. Monitor the financial and management aspects of awards through reviews of reports, correspondence, site visits, or other appropriate means.
9. Ensure timely close out of awards when all project work in the agreement is completed.

b. Program Office

1. Ensure applicant's workplan reasonably and clearly explains how the activities will be accomplished, and contains well-defined commitments and outputs that foster accountability.
2. Determine that the applicant has technical qualifications to perform the work.
3. Review the workplan and budget (along with the GMO) to determine appropriateness and reasonableness of the project, whether they comply with program regulations and guidelines, and identify any deficiencies in the application.
4. If the proposal is approved, prepare and forward a funding recommendation, which consists of the following primary documents: (1) Commitment Notice (EPA Form 2550-9), and (2) Decision Documentation (See Model Small Awards Decision Memo) to the appropriate GMO.
5. Monitor the recipient=s progress on the project.
6. Conduct periodic reviews to assure that the recipient is complying with applicable regulations and programmatic terms and conditions of the agreement.
7. Ensure that any/all deliverables required under the award are received, and are acceptable in a timely manner.

c. Recipient

1. Expend and account for funds in accordance with the assistance agreement, program

regulations and statutes.

2. Maintain sound fiscal management.
3. Comply with all applicable reporting requirements, including submitting timely Financial Status Reports, Final Technical Reports, Property Reports and MBE/WBE Reports.

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Additional References:

- a. Federal Grant and Cooperative Agreement Act of 1977 (FGCAA), 31 U.S.C. '6301-6308.
- b. 40 CFR Parts 30, 31, 35, 40, 45, and 47.
- c. OMB Circular A-110.
- d. OMB Circular A-102.
- e. OMB Circular A-133
- f. OMB Circular A-87
- g. EPA Assistance Administration (AA) Manual.
- h. EPA-Managing Your Financial Assistance Agreement - Project Officer Responsibilities.
- i. EPA 96-1 Indirect Cost Policy for Nonprofit Organizations and Educational Institutions.

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For Further Information: TFor further information regarding this Order, please contact: Chief, Policy, Information and Training Branch, Grants Administration Division on (202) 564-5325.

Daiva Balkus for

9/1/98

David J. O'Connor, Director

Office of Human Resources and Organizational Services

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A SUMMARY OF SOME EPA GRANTS



Please select among the following programs:

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- [Community-Based Lead Abatement Demonstration Projects](#)
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- [Superfund Technical Assistance Grants for Citizen Group at Priority Sites](#)
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- [Wellhead Protection Demonstration Project](#)
- [Sustainable Development Challenge \(SDC\)](#)
- [Brownfields Grant Program](#)
- [Pollution Prevention Incentives for States \(PPIS\)](#)



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Air Pollution Control Grants. To assist state, municipal, and interstate agencies in planning, establishing, improving and maintaining adequate programs for the prevention and control of air pollution. Contact: Jerry Stubbs (MC-7203), U.S. EPA, 401 M Street, S. W. Washington, D.C. 20460. Telephone: (202)260-7861.



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The Brownfield Economic Redevelopment Pilots. To promote safe and appropriate redevelopment of abandoned industrial lands (brownfield) by pulling together diverse community group members, investors, lenders, developers and other affected parties to address the issue of cleaning up contaminated sites and resuming them to appropriate, productive use. Contact: Crane Hams, (MC-5101), U.S. EPA, 401 M Street, S.W. Washington, D. C. 20460. Telephone: (202)260-9192.



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The Climate Change Division's Environmental Justice Pilots. To improve the capacity of local organizations to undertake climate stabilization programs in communities where EPA's presence has not traditionally been strongly felt; to foster increase awareness of the equity implication of programs that reduce net greenhouse gas emission, to implement innovative and cost-effective environmental justice projects; and to broaden the support base for environmental programs and institutionalize the ties between increasing equity and improving environmental quality. Contact: Katherine Sibold (MC-2122), U.S. EPA, 401 M Street, S. W. Washington, D. C. 20460.



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Community-Based Lead Abatement Demonstration Projects: State, A Multi-Agency Approach to Environmental Justice To support the creation of State, Tribal, or local governmental partnerships with community/grass-roots organizations (via grants) in order to address the reduction or elimination of disproportionate lead exposure to disadvantaged communities through community-based training, education, and abatement activities. Contact: James Boles, Chemical Management Division (MC-7404), U.S. EPA, 401 M Street, Washington, D.C. 20460. Telephone: (202)260-3969.

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Emergency Planning and Community Right-to-Know Technical Assistance Grants. To provide financial assistance to States and Indian Tribes for chemical emergency planning and community right-to-know programs which are established to prevent or eliminate unreasonable risk to the health and environmental communities within the State. Contact: LaVonne Johnson, Grant Program Manager, CEPP0/OSWER (MC-OS-120), EPA, 401 M Street, S. W. Washington, D. C. 20460. Telephone: (202) 260-6657.

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Environmental Education Grants Program. To support the design and implementation of environmental education programs that enhance critical-thinking and problem-solving skills to ensure informed responsible decisions are made to protect the environment. Contact: George Walker, Environmental Education Division, Office of Environmental Education (MC-1707), U.S. EPA, 401 M Street, S.W. Washington, D.C. 20460. Telephone: (202)260-8619.

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EPA's Environmental Finance Program. To lower costs, increase investment and build capacity by creating partnerships with private sector and state and local governments to help fund vital environmental infrastructure. Contact: George Ames/Vera Hannigan (MC-3304J, U.S. EPA, 401 M Street, S.W. Washington, D.C. 20460. Telephone: (202)260-8227/6685.

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EPA Initiatives under the National Service Program. In 1995, EPA will expand some of its existing local efforts for the following projects to include work done by National Service participants and to sponsor partnership efforts funded by other agencies or organizations. Likely candidate projects are watershed/habitat management and restoration, testing and abatement of lead contamination in children housing, radon testing in buildings, drinking water/well water contamination assessments, promotion of local recycling programs, and building audits for energy conservation. Contact: Helga Butler (MC-1102), U.S. EPA, 401 Street, S.W., Washington, D.C. 20460. Telephone: (202)260-4179.

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Indian Environmental General Assistance Program. To provide general assistance grants to Indian tribal governments and intertribal consortia to build capacity to administer environmental regulatory programs on Indian lands; and provide technical assistance from EPA to Indian tribal governments and intertribal consortia in the development of multimedia programs to address environmental issues on Indian lands. Contact: The National Indian Program Coordinator, Office of Federal Activists (MC-2252), U.S. EPA, 401 M Street, S.W., Washington, D.C. 20460. Telephone: (202)260-5053.

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Local Government Sustainable Buildings Project. To support local governments' efforts to foster sustainability through development of model programs, plans, and initiatives such as the City of Austin's Green Builder Program, Aim promotes building practices that conserve energy, water, and other natural resources while strengthening the local economy and preserving the environment. Contact: Dave Scott Smith, Chief, Policy and Resources Development (MC-3207), U.S. EPA, 401 M Street, S. W. Washington, D.C. 20460. Telephone: (202)260-1640.


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Minority Environmental Science, Engineering, and Technology Education Initiative. To administer a range of innovative, educational programs, precollege through graduate, that have strong emphasis on full participation of women and minorities, and groups currently under-represented in the environmental science disciplines. Contact: Ron Slotkin, Office of Research and Development (MC-8105), U.S. EPA, 401 M Street, S.W., Washington, D.C. 20460. Telephone: (202)260-7671.

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National Estuary Grant Program. To support state, interstate and regional water pollution control agencies and entities; state coastal zone management agencies; interstate agencies; and, public and nonprofit agencies, institutions, organizations, and individuals develop programs to protect coastal areas through participation in Management Conferences. Contact: Darrell Brown (MC-4504F), U.S. EPA, 401

M Street, S.W. Washington, D.C. 20460. Telephone: (202) 260-9130.

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Environmental Finance Center (EFC) Pilots. To establish EFCs at universities throughout the county with the purpose of providing state and local officials win education and training, advisory services, technical assistance, publications, and analyses on financing trends and techniques. Contact: George Ames/Vera Hannigan (MC-3304), U.S. EPA, 401 M Street, S.W. Washington, O.C. 20460. Telephone: (202)260-8227/6685.

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Environmental Justice Community University Partnership Grand Program. To assist community groups in their efforts to efficiency address local environmental justice issues through active partnerships with institutions of higher education, such as Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges, and institutions of higher education serving Asian Pacific Americans and other minority or low-income communities. Applicants must be institutions of higher education that have established a formal partnership (i.e., a signed agreement or Memorandum of Understanding) win an affected community group, including grassroots organizations, churches, and Tribal governments. Contact: Mustafa Ali, Office of Environmental Justice (3103), U. S. EPA, 401 M Stat, S.W., Washington, D. C. 20460. Telephone: 1(800)962-6215.


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Environmental Justice Small Grant Program. To provide financial assistance to small community groups and tribal governments to support projects to design, demonstrate or disseminate practices, methods or techniques related to environmental justice. Specifically, EPA will grant funding assistance to be used for:

1. environmental justice education and awareness programs;
2. local clean-up and reforestation efforts;
3. technical in interpreting existing justice survey and assessment data and;
4. technical assistance to access available public information.

Contact: Angela Chung, Office of Environmental Justice (MC-3103), U.S. EPA, 401 M Street, S.W.

Washington, D.C. 20460. Telephone: 1(800)962-6215.

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Environmental Justice Through Pollution Grand Program. To provide financial assistance to small community groups and tribal governments for projects that address environmental justice and use pollution prevention activities as the proposed solution. The grants program is designed to fund projects which have a direct impact on affected communities. The grants program is looking for proposals for projects that will encourage institutional cation and innovative use of pollution prevention as the preferred approach for addressing environmental justice issues, and whose activities and products can be applied to other communities. The Agency also encourages cooperative efforts with business and industry to address common pollution prevention goals. Contact: Chen H. Wen, Pollution Prevention Division, Office of Pollution Prevention and Toxics (7409J, U.S. EPA, 401 M Street, S.W. Washington, D. C. 20460. Telephone: (202)260-4109.

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Environmental Technology Initiative (ETI). To support socioeconomic projects related to pollution prevention that are directed toward furthering the objectives of the President's ETI. Projects should focus on policy reforms, opportunities for building innovation capacity, and new and improved means of fostering information networks, technical assistance, and outreach activities regarding innovative prevention technologies. Contact: Kenneth Jewett, Office of Exploratory Research (8703), U.S. EPA, 401 M Street, S.W., Washington, D.C. 20460. Telephone:(202)260-2685.

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Solid Waste Management Assistance. To promote use of integrated solid waste management systems to solve municipal solid waste generation and management problems at tot local, regional and national levels. Contact: The Environmental Protection Agency, Grants Administration Onion (MC-3903F), 401 M Stat, S. W., Washington, O. C. 20460. Telephone: (202)26~9266.

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Science to Achieve Result (STAR) Program. To award grants to universities and not-for-profit institutions for:

1. projects focused on reducing uncertainty in risk assessment and improving Risk Reduction Approaches,
2. Socioeconomic projects related to pollution prevention (see Environmental Technology
3. projects related to water and watershed issues, technology for a sustainable environment and valuation and environmental policy (projects to be jointly sponsored by the National Science Foundation and EPA).

Contact: Office of Exploratory Research' (8703J, U.S. EPA, 401 M Street, S. W. Washington, D.C. 20460. Telephone: (202)26~8903.

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Superfund Innovative Technology Evaluation Program (SITE). To support any person or private sector developer who has a new or innovative technology for handling hazardous waste. Contact: Richard Nalesnik (MC-8301), U.S. EPA, 401 M Street, S.W. Washington, D. C. 20460. Telephone: (202)260-8903.

 [Go to the top of Summary of Some EPA Grant Programs](#)

Superfund Technical Assistance Grants for Citizen Group at Priority Sites. To provide resources under CERCLA Section 117(e) for community groups to hire technical advisors who can assist them in interpreting technical information concerning the assessment of potential hazards and the selection and design of appropriate remedies at sites eligible for cleanup under the Superfund program. Contact: Diana Hammer, State and Local Coordination Branch, Office of Emergency and Remedial Response (MC-5203G), U.S. EPA, 401 M Street, S.W., Washington, D.C. 20460. Telephone: (703)603-8775.

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Training Grants for Lead-Based Paint Abatement Workers. To form cooperative agreements for the purpose of providing support to organizations demonstrating experience in lead-based paint training activities with particular interest in funding non-profit environmental justice-based organizations. Contact: Betty Weiner/Karen Hoffman, EPA Lead Abatement Program, Chemical Management

Division (MC-7404), U.S. EPA, 401 M Street, S.W. Washington, D.C. 20460. Telephone: (202)260-1869.

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Wellhead Protection Demonstration Project. To provide financial support for demonstration projects aimed at assisting municipalities to design and implement Wellhead Protection (WHP) Programs. Using these funds, municipalities can help to test approaches in WHP Mat may be appropriate for use on a Statewide basis. Contact: The Ground Water Protection Division, Office of Ground Water and Drinking Water, U.S. EPA, 401 M Street, S.W. Washington, D.C. 20460. Telephone: (202)260--7077.

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Sustainable Development Challenge (SDC). To provide communities funding for establishing partnerships to encourage environmentally and economically sustainable business practices Local governments, tribes, territories, educational institutions, and non-profit organizations with 501(c) status can apply. Contact: Contact: Hurt, Office of Regional Operations, State/Local Relations, (MC-1503), U. S. EPA, 401 M Street, S.W. Washington, D.C. 20460. Telephone: (202)260-2441.

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Brownfields Grant Program. EPA's Brownfields initiative will empower States, communities, and other stakeholders in economic redevelopment to work together in a timely manner to prevent, assess, safely cleanup, and sustainably reuse Brownfields. States, cities, towns, counties, U.S. Territories, and Indian tribes are eligible to apply. Contact: Myra Blakely, Office of Solid Waste and Emergency Response, U.S. EPA, 401 M Street, S. W. Washington, D.C. 20460. Telephone: (202)260-4527.

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Pollution Prevention Incentives for States (PPIS). To support state agencies in demonstration projects, or in establishing pollution prevention infrastructure in a wide range of sectors. States, state agencies and inter-municipalities, territories and possessions. States are encourage to form partnerships with non-profit and/or local governments. Contact: Lena Ferris, (MC-7409), U.S. EPA, 401 M Street, S.

W. Washington, D. C. 20460. Telephone: (202)26-04172.

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A SUMMARY OF OTHER FEDERAL AGENCY GRANTS

Please select among the following programs:

- [Community-Based Prevention/Intervention Research in Environmental Health Sciences](#)
- [Environmental Justice: Partnerships for Communication](#)
- [Worker Education and Training Program Division of Extramural Research and Training](#)

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Community-Based Prevention/Intervention Research in Environmental Health Sciences. The National Institute of Environmental Health Sciences (NIEHS), the National Institute of Nursing Research (NINR), and the Office of Behavioral and Social Sciences Research (OBSSR) invite research grant applications addressing development of community-based strategies aimed at prevention and intervention activities in economically disadvantaged and/or underserved populations adversely impacted by an environmental contaminant. The purpose of the awards in this program of Community-Based Prevention/Intervention Research in Environmental Health Sciences is to:

1. Stimulate further advances in the design and implementation of prevention and intervention methods that are appropriately applied to environmental health.
2. Develop community-based public health research approaches to diseases and health conditions having an environmentally related etiology and determine the impact of these methods.
3. Bridge the gaps between basic and clinical research in environmental health and nursing sciences as well as gaps between institutional researchers and community members.

Contact Allen Dearry, Ph.D. Chemical Exposures and Molecular Biology Branch, P.O. Box 12233, MD 3-04 111 T. W. Alexander Drive, Research Triangle Park, NC 27709 (Application Receipt Date: June 11, 1996)

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Environmental Justice: Partnerships for Communication. The purpose of this program is to strengthen the National Institute of Environmental Health Sciences (NIEHS) support of research aimed at achieving environmental justice for socioeconomically disadvantaged and medically underserved populations in the United States. One goal of the NIEHS is to stimulate investigative efforts that attempt to address questions related to the influence of economic and social factors on the health status of individuals exposed to environmental toxicants.

Contact: Allen Dearry, Ph.D., Chemical Exposures and Molecular Biology Branch, P.O. Box 12233, MD 3--04 111 T. W. Alexander Drive, Research Triangle Park, NC 27790.

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Worker Education and Training Program Division of Extramural Research and Training. The Minority Worker Training Program (MWTP) was established to provide a series of national pilot programs to test a range of strategies for the recruitment and training of young persons, who live near hazardous waste sites or in the community at risk of exposure to contaminated properties, for work in the environmental field. This new pilot program represents a broad geographic spre ad and reaches several urban populations in high risk contaminated areas.

Contact NIEHS: Sharon Beard 919-541-1863.

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EPA's General Assistance Program for Tribes

The U.S. Environmental Protection Agency (EPA or Agency) is responsible for administration of various federal statutes that provide for protection of public health, welfare and the environment on all lands of the United States. Under the major environmental statutes, EPA has established the national system for pollution prevention, abatement and control. The Agency has established regulatory procedures for standards setting, permitting, information gathering including inspections, and enforcement for facilities and operations that may impact the quality of the environment.

Under its Indian Policy, EPA works directly with tribal governments as "sovereign entities with primary authority and responsibility for the reservation populace." At the time the Policy was adopted in 1984, the environmental statutes administered by EPA generally did not explicitly address the role of tribes in environmental management, but provided for a joint state and federal role. Subsequently, three of these statutes, the Clean Water Act, the Safe Drinking Water Act and the Clean Air Act have been amended to address the tribal role specifically by authorizing EPA to treat tribes in the same general manner as it treats states for purposes of environmental program management. Under the Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA), tribes may now participate in the Applicator Certification Program, and further amendments are being proposed to allow tribes to more fully participate in programs under FIFRA. In addition, the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or Superfund), which is primarily a response rather than a regulatory statute, has also been amended to authorize EPA to treat tribal governments in substantially the same way it treats states with respect to selected provisions of the statute. The Resource Conservation and Recovery Act, which regulates hazardous and solid waste management, contains no express language addressing tribal lands, and EPA has not to date issued regulations authorizing approval of tribal programs (although such regulations are under development) .

The Agency has worked through the authorities provided in these statutes to assist tribes with the development of their capability and capacity to manage specific regulatory programs. Tribal requests for EPA assistance typically involve more than one media program. In those instances, the statutes require the tribes to separately account for each programs' funds. This is a barrier for most tribes because it inhibits integrated environmental approaches, and tribes sometimes lack the basic infrastructure and capability to comply with the accountability requirements of these diverse, categorically oriented statutes and regulations.

In response to the Agency's request for more flexibility in assisting the tribes to build their overall environmental management capacity, Congress first authorized EPA to create the Multi-Media Assistance Program and subsequently enacted the "Indian Environmental General Assistance Program Act of 1992." The Agency promulgated the interim final rule, "Indian Tribes: General Assistance Grants for Environmental Protection Programs," which establishes the General Assistance Program and the rules and procedures under which eligible Indian tribal governments or intertribal consortia may apply for general assistance agreements.

The goal of the General Assistance Program is to assure all eligible recipients have established environmental management programs. This is a challenging goal for tribes and the Agency. To support the objectives of EPA's statutory and regulatory programs, capacity- building through the General Assistance Program may include assistance with developing the appropriate legal and administrative infrastructure, establishing technical capability, and planning and establishing an integrated management program to be implemented through categorical (e.g., program-specific) assistance. Tribes receiving general assistance agreements may complement and/or supplement their capacity-building efforts with program or project- specific assistance.



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The White House

Please select from the following topics:

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- [2. Federal Agency Responsibilities under the Order](#)
- [3. Federal Agency Responsibilities Under the Presidential Memorandum](#)

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A. The White House

1. EXECUTIVE ORDER 12898: Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations

Background:

Issued by the President on February 11, 1994 and became effective on that date.

General Purposes:

- A. to focus attention on federal agencies on the human health and environmental conditions in minority communities and low-income communities with the goal of achieving environmental justice (EJ)
- B. to foster non-discrimination in federal programs that substantially affect human health or the environment;
- C. to give minority communities and low-income communities greater opportunities for public participation in, and access to public information on, matters relating to human health and the environment.



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A. The White House

2. Federal Agency Responsibilities Under the Order

Please select from the following topics:

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- [!\[\]\(3df135a685d1b545c4fa64a5f3516545_img.jpg\) Interagency Working Group](#)
- [!\[\]\(de62294faded52808857591d246c2e7a_img.jpg\) Responsibilities of the Working Group](#)
- [!\[\]\(632b91ede65784e1fc241c52ebe20c23_img.jpg\) EJ Strategy](#)
- [!\[\]\(9e570ad7bd1e47f5a8419f32768deae0_img.jpg\) Nondiscrimination in Federal Agency Programs](#)
- [!\[\]\(6692b3d3a64e68ec6056ddd5389ee32a_img.jpg\) Research, Data Collection, and Analysis](#)
- [!\[\]\(5ec757c80307729d6f34e7a3a8648015_img.jpg\) Subsistence Consumption of Fish and Wildlife](#)
- [!\[\]\(1f958451d87d2e14018a59d2c94d174e_img.jpg\) Public Participation and Access to Information](#)
- [!\[\]\(e864df2dcf039ec85fb71a4d174d217f_img.jpg\) General Provisions](#)



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Scope and General Agency Responsibility

The Order applies to federal agencies named to an interagency working group, and other agencies designated by the President, that conduct activities that substantially affect human health or the environment.

To the greatest extent practicable and permitted by law, agencies must make achieving EJ part of their mission by identifying and addressing, as appropriate, disproportionately high and adverse human health or environmental effects on minority populations and low-income populations in the United States and its territories and possessions, the District of Columbia, the Commonwealth of Puerto Rico, and the Commonwealth of the Mariana Islands.

Agency heads may petition the President for a full or partial exemption from the requirements of the Order.



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Interagency Working Group

To assist agencies in carrying out their responsibilities, the Order creates an interagency Federal Working Group on Environmental Justice (Working Group) chaired by the EPA Administrator or her designee. The Working Group is comprised of the heads of various agencies and White House offices or their designees.

The Administrator or her designee must convene the Working Group by May 11, 1994.

 [Go to the top of Federal Agency Responsibilities under the Order](#)

Responsibilities of the Working Group include:

- a. developing guidance on criteria for identifying disproportionately high and adverse human health or environmental effects on minority populations and low-income populations;
- b. coordinating with federal agencies during the development of EJ strategies to ensure consistent implementation of the Order;
- c. assisting in research coordination;
- d. assisting in coordinating data collection;
- e. holding public meetings for fact-finding, receiving public comments, and making inquiries about EJ, and preparing for public review a summary of the comments and recommendations discussed at such meetings;
- f. examining existing EJ data and studies; and
- g. developing interagency model projects that show cooperation among agencies.

By April 11, 1995, the Working Group must report on the President, through the Deputy Assistant to the President for Environmental Policy and the Assistant to the President for Domestic Policy, on implementation of the Order.

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EJ Strategy

Each agency must develop an agency-side EJ strategy that identifies and addressed disproportionately high and adverse human health or environmental effects of its programs, policies, and activities on minority populations and low-income populations, by taking the following steps:

- a. identifying an internal administrative process for developing an agency-wide EJ strategy and informing the Working Group of that process by June 11, 1994;
- b. providing to the Working Group an outline of the agency's proposed EJ strategy by August 11, 1994;
- c. giving to the Working Group the agency's proposed EJ strategy by December 11, 1994;
- d. finalizing the agency's EJ strategy and giving a copy and written description of it to the Working Group by February 11, 1995;
- e. including in the agency's final EJ strategy:
 - i. the identity of, and an implementation schedule for, several specific projects that can be undertaken promptly to address particular concerns identified during the development of the proposed EJ strategy: (1) a list of agency programs, policies, planning, and public participation processes, enforcement, and/or rulemaking that should be revised to, at a minimum: (a) promote enforcement of environmental and health statutes in areas with minority populations and low-income populations; (b) ensure greater public participation; (c) improve research and data collection relating to the health of an environment of minority populations and low-income populations; and (d) identify differential patterns of subsistence use of natural resources among those populations; and (2) where appropriate, a timetable for undertaking and identified revisions and consideration of economic and social implications of the revisions; and
 - ii. reporting to the Work Group by February 11, 1996 on the agency's progress in implementing its final strategy.

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Nondiscrimination in Federal Agency Programs

Each agency must conduct its programs, policies, and activities that substantially affect human health or the environment in a manner that ensures that they do not have the effect of:

- a. excluding persons (including populations) from participation in;
- b. denying them the benefits of; or
- c. subjecting them to discrimination under such programs, policies, and activities, because of their race, color, or natural origin.

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Research, Data Collection, and Analysis

Whenever practicable and appropriate, federal agency environmental human health research must include diverse segments of the population in epidemiological and clinical studies, including those at high risk from environmental hazards, such as minority populations, low-income populations, and workers who may be exposed to substantial environmental hazards.

Whenever practicable and appropriate, federal agency human health analyses must identify multiple and cumulative exposures.

Agencies must give minority populations and low-income populations an opportunity to comment on agency research strategies developed under the Order.

To the extent permitted by existing law, each agency, whenever practical and appropriate, must collect, maintain, and analyze information that assesses and compares environmental and human health risks borne by populations identified by race, national origin, or income.

To the extent practical and appropriate, each agency must use this information to determine whether its programs, policies, and activities have disproportionately high and adverse human health or environmental effects on minority populations and low-income populations.

In connection with the development and implementation of its EJ strategy, each agency, whenever practicable and appropriate, must collect, maintain, and analyze readily available information on the race, national origin, income level, and other readily accessible and appropriate information for areas surrounding:

- a. facilities or sites that are expected to have a substantial environmental, human health, or economic effect on the surrounding populations, when those facilities or sites become the subject of a substantial federal environmental administrative or judicial action; and
- b. federal facilities that are subject to the Emergency Planning and Community Right-to-Know Act reporting requirements in Executive Order 12856 and are expected to have a substantial environmental, human health, or economic effect on the surrounding populations.

Unless prohibited by law, agencies must make available to the public the information they collect on populations surrounding these facilities or sites.

In carrying out the human health and environmental data collection and analysis provisions of the Order, each agency, whenever practicable and appropriate, must share information and eliminate duplication of efforts through use of existing data systems and cooperative agreements among other federal agencies and with State, local, and tribal governments.

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Subsistence Consumption of Fish and Wildlife

To assist in identifying the need for ensuring protection of populations with differential consumption patterns, agencies, whenever practicable and appropriate, must collect, maintain, and analyze information on the consumption patterns of populations who rely principally on fish and/or wildlife for subsistence.

Agencies must inform the public of the risks of those consumption patterns.

Based on the latest scientific information available, agencies, whenever practicable and appropriate, must work in a coordinated manner to publish guidance concerning methods for evaluating the human health risks associated with the consumption of pollutant-bearing fish or wildlife.

Agencies must consider this guidance in developing their policies and rules.

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Public Participation and Access to Information

Agencies must convey to the Working Group recommendations made by the public relating to the incorporation of EJ principles into their programs or policies.

Whenever practicable and appropriate, agencies may translate crucial public documents, notices, and hearings relating to human health or the environment for limited English-speaking populations.

Agencies must work to ensure that public documents, notices, and hearings relating to human health and the environment are concise, understandable, and readily accessible to the public.

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General Provisions

Agency heads are responsible for ensuring compliance with the Order. Agencies must conduct internal reviews and take such other steps as may be necessary to monitor compliance.

Agency responsibilities under the Order apply equally to Native American programs. The Interior Department, in consultation with the Working Group, and, after consultation with tribal leaders, must coordinate steps to be taken under the Order that address federally-recognized Indian Tribes.

Unless otherwise provided by law, agencies must assume the financial costs of their actions to comply with the Order.

Agencies must implement the Order consistent with, and to the extent permitted by, existing law, including the unfunded mandate provisions of Executive Order 12875 entitled "Enhancing the Intergovernmental Partnership." The Order does not create a basis for a cause of action or a right to judicial review.

The Order supplements, but does not supersede, Executive Order 12250 implementing laws prohibiting discrimination in federal financial assistance programs.

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A. The White House

3. Federal Agency Responsibilities Under the Presidential Memorandum

Issued concurrently with Executive Order 12898.

The presidential memorandum underscores several provisions of environmental, civil rights, and other statutes that provide opportunities to prevent minority communities and low-income communities from being subject to disproportionately high and adverse environmental effects.

Pursuant to Title VI of the Civil Rights Act, agencies must ensure that programs or activities receiving federal financial assistance that affect human health or the environment do not directly, or through contractual or other arrangements, use criteria, methods, or practices that discriminate on the basis of race, color, or national origin.

Each agency must analyze the environmental effects, including human health, economic and social effects, of its actions, including their effects on minority communities and low-income communities, when such analysis is required by the National Environmental Policy Act (NEPA).

Agencies must provide opportunities for community input in the NEPA process, including identifying potential effects and mitigation measures in consultation with affected communities and improving the accessibility of meetings, crucial documents, and notices.

In analyzing mitigation measures in its environmental assessments, environmental impact statements, and records of decision under NEPA, agencies, whenever feasible, should address significant and adverse environmental effects of their proposed actions on minority communities and low-income communities.

In its Clean Air Act section 309 review of environmental effects of proposed actions of other federal agencies, EPA must ensure that the action agency has fully analyzed environmental effects on minority communities and low-income communities, including human health, social, and economic effects.

Agencies must ensure that the public, including minority communities and low-income communities, has adequate access to public information relating to human health or environmental planning, regulations, and enforcement when required under the Freedom of Information Act, the Government in the Sunshine Act, and the Emergency Planning and Community Right-to-Know Act.

[Source: Fact Sheet on Executive Order 12898, "Federal Actions to Address Environmental Justice In

Minority Populations and Low-Income Populations" and its accompanying residential Memorandum]

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Additional Environmental Justice Information

Please select from the following topics:

EPA Projects/Developments

-  [EPA Office of Environmental Justice](#)
-  [National Environmental Justice Advisory Council](#)

EJ Grant Program

-  [Grant Program Overview](#)
-  [Environmental Justice Community/University Partnership Grants Program.](#)
-  [Guidelines for preparing the final report.](#)

Publications

-  [The White House](#)
-  [EPA Publications](#)
-  [Federal Agency Environmental Justice Strategies](#)

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Office of Environmental Justice (Office of Enforcement and Compliance Assurance)

In November, 1992, EPA created an Office of Environmental Justice (originally named the Office of Environmental Equity) to examine and integrate environmental justice concerns into EPA's existing environmental programs. The Office of Environmental Justice (OEJ) serves as the focal point for environmental justice concerns within EPA and provides coordination and oversight regarding these concerns to all parts of the Agency. The OEJ also coordinates communication and public outreach activities, provides technical and financial assistance to outside groups investigating environmental justice issues, and serves as a central environmental justice information clearinghouse. The OEJ provides technical support to environmental justice research and demonstration projects examining whether EPA programs contribute to disproportionate risks faced by some low-income and minority populations, as well as responding to inquiries from Congress and other interested parties.

The OEJ coordinates EPA's Minority Academic Institutions (MAI) Program. This program attempts to increase the number of minority students receiving science and engineering degrees and to improve the quality of minority student education in the sciences. Additional activities undertaken by the OEJ include:

- Establishing EPA environmental equity programs
- Working with Regional EPA Offices to establish environmental equity programs
- Tracking the implementation of EPA environmental equity efforts
- Serving as a clearinghouse for the dissemination of environmental equity information to EPA staff and the public
- Providing interagency coordination on environmental equity issues
- Participating in interagency task forces established to address environmental equity issues
- Enhancing equity outreach, training, and educational programs for the public through conferences, symposia, and other meetings
- Providing sponsorship for the EPA summer intern program for undergraduate students from historically black colleges and universities, the Hispanic Association of Colleges and Universities, and Tribal colleges to receive training in environmental protection fields
- Supporting consultation between EPA and outside environmental equity organizations
- Supporting key research on environmental risk education
- Providing minority and low-income communities with technical and financial assistance for community/economic development activities to address environmental equity issues
- Providing economic development opportunities for unemployed residents of public housing through a memorandum of understanding signed on May 7, 1993, with the Department of Housing and Urban Development, the Department of Commerce, and the Government of the District of Columbia

- Developing a plan to integrate the EPA Minority Academic Institutions program with the environmental equity programs
- Providing MAIs with institutional access to EPA, and
- Implementing the recommendations of the MAI Task Force as reported in the May, 1991 final Action Plan for Minority Academic Institutions.



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Low-Income Population

As shown in Exhibit 2, the IWG's draft guidance states that low-income populations in an affected area should be identified with the annual statistical poverty thresholds from the Bureau of the Census' Current Population Reports, Series P-60 on Income and Poverty. In identifying low-income populations, agencies may consider a community a group of individuals living in geographic proximity to one another or set of individuals (such as migrant workers or Native Americans) where either type of group experiences common conditions of environmental exposure of effect.

As with the identification of minority communities, the level of aggregation of available data is an issue of concern when seeking to determine whether one or more low-income communities may be affected by a project. Also, as with minority communities, "pockets" of low-income individuals may be masked by aggregated data. The level of aggregation of data, as well as how current the available data are, should be taken into account by the EPA analytical team.

Factors that are characteristic of low-income communities and may assist in identifying low-income communities and populations include: limited access to health care, an inadequate, overburdened or aged infrastructure, and particular dependence of the community, or components of the community, on subsistence living (e.g., subsistence fishing, hunting, gathering or farming). In some cases, these factors can be evaluated directly from traditional information sources. For example, the age and condition of water treatment facilities and presence of lead service lines should be available from municipal utilities. Outreach to community groups may be the most reliable data collection method in other cases, such as those where the degree to which the cultural and dietary habits of low-income or minority families and their economic condition dictate subsistence living. Consequently, where the community median household income may exceed that of the poverty line, conditions generally associated with low-income communities may be present, resulting in cumulative effects that may meet a threshold for environment justice concerns to the EPA NAT.



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Defining Minority and/or Low-Income Population

The purpose of this section is to assist the analyst in determining whether there is a minority community or low-income community that may be addressed in the scope of the NEPA analysis.

Minority and Minority Population

The first part of the guidance on minority population provided by the IWG provides a numeric measure: over 50 percent of the affected area. The remainder of the guidance calls for judgment and sensitivity. It is important that the NAT consider both the circumstances of any groups residing within the study area, as well as the percentage of the affected community that is composed of minority peoples.

Within its guidance, the IWG explains that a minority population may be present if the minority population percentage of the affected area is "meaningfully greater" than the minority population percentage in the general population or other "appropriate unit of geographic analysis." The IWG also advises agencies not to "artificially dilute or inflate" the affected minority population when selecting the appropriate unit of geographic analysis. Clearly, a key element here is the selection of the appropriate level of geographic analysis; that is, selecting a comparison population to which the population in the affected area will be compared to identify if there are "meaningfully greater" percentages. In EPA's NEPA analyses, analysts should use the potentially affected population under various alternatives as a benchmark for comparison wherever possible. In addition, a simple demographic comparison to the next larger geographic area or political jurisdiction should be presented to put population characteristics in context and allow the analyst to judge whether alternatives adequately distinguish among populations. For example, all preliminary locations for a project could fall in minority neighborhoods, so a comparison among them would not reveal any population differences so another alternative would be necessary to allow any disproportionately high and adverse effects to be identified.

The fact that census data can only be disaggregated to certain prescribed levels (e.g., census tracts, census blocks) suggests that pockets of minority or low-income communities, including those that may be experiencing disproportionately high and adverse effects, may be missed in a traditional census tract-based analysis. In addition to identifying the proportion of the population of individual census tracts that is composed of minority individuals, analysts should attempt to identify whether high concentration "pockets" of minority populations are evidenced in specific geographic areas.

The IWG draft guidance also advises agencies to consider both groups of individuals living in geographic proximity to one another, or a geographically dispersed/transient set of individuals, where either type of group "experiences common conditions" of environmental exposure or effect within the guidance provided for minority population. This can result from cultural practices, educational backgrounds, or the median age of community residents (e.g., disproportionate numbers of elderly residents, children, or women of child bearing age may be more susceptible to environmental risks).

A factor that should be considered in assessing the presence of a minority community is that a minority group that is a relatively small percentage of the total population surrounding the project may experience a disproportionately high and adverse effect due to the group's use of or dependence on potentially affected natural resources or the community's daily exposure to environmental pollutants as a result of their close proximity to the source. The data may show that a distinct minority population may be below the thresholds in the IWG draft guidance on minority population. However, as a result of particular cultural practices that population may experience disproportionately high and adverse effects. For example, the construction of a new treatment plant that will discharge to a river or stream that is used by subsistence anglers may affect that proportion of the total population. Also, potential effects to on- or off-reservation tribal resources (e.g., treaty-protected resources, cultural resources and/or sacred sites) may disproportionately affect the local Native American community and implicate the federal trust responsibility to tribes. The analytical team should look at each situation on a case-by-case basis to determine if there may be disproportionately high and adverse effects on a minority population.

The analytical team should make every effort to identify the presence of distinct minority communities both residing within and in close proximity to the proposed project, and those minority groups that may be dependent upon natural resources that could be potentially affected by the proposed action. Non-traditional data gathering techniques, including outreach to community-based organizations and tribal governments early in the screening process, may be the best approach for identifying distinct minority communities and/or tribal interests within the study area. See Chapter 4 for a discussion of public outreach techniques.



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National Environmental Justice Advisory Council

Under the auspices of the Federal Advisory Committee Act EPA has established the [National Environmental Justice Advisory Council \(NEJAC\)](#) to advise, consult with, and make recommendations to the Administrator of EPA on matters relating environmental justice. The NEJAC holds meetings, analyzes issues, conducts reviews, performs studies, produces reports, makes recommendations and conducts other activities as appropriate given its mission and the objectives of EPA's environmental justice program. NEJAC is composed of a parent Council and six subcommittees (Enforcement, Indigenous Peoples, International, Health and Research, Public Participation, and Waste and Facility Siting). NEJAC's members include representatives of academia, industry, community groups, non-governmental organizations, state, tribal and local governments, and environmental organizations. Following are the names and addresses of the current Chair and Designated Federal Official for NEJAC:

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Grant Program: Overview

In June 1993, EPA's OEJ was delegated authority to solicit and select environmental justice projects, issue grants for such projects, supervise and evaluate these projects, and disseminate information on the effectiveness of the projects and the feasibility of the practices, methods, techniques, and processes examined as applied to environmental justice issues. In FY 1994 the environmental justice grants program was initiated. EPA divided approximately \$500,000 among its 10 Regional Offices, and directed these offices to make grants awards in amounts not to exceed \$10,000 per grant. Seventy-one (71) grants totalling \$507,000 were awarded in FY 1994.

The grant program is intended to provide financial assistance and promote the public interest by supporting projects undertaken by affected community groups to address environmental justice issues. Eligible groups include any affected community group (i.e., community-based/grassroots organizations, schools, educational agencies, colleges or universities, and non-profits organizations) as well as Tribal governments. Applicants must be incorporated and non-profit to receive grants. Applicants submit pre-applications which are evaluated according to the criteria set out in EPA's Pre-Application Kit, with grants awarded to those projects selected by the respective EPA Regional Offices. To be selected for an award, the project must include one or more of the following four objectives:

1. Identify the necessary improvements in communication and coordination among existing community-based/grassroots organizations, and local, state, tribal, and federal environmental programs, and all other stakeholders. Facilitate communication, information exchange, and partnerships among the stakeholders to address environmental injustices (e.g., workshops, awareness conferences, establishment of community stakeholder committees, community newsletters, etc.)
2. Motivate the general public to be more conscious of their local environmental justice issues or problems and encourage the community to take action to address these issues (e.g., reforestation efforts, monitoring of socioeconomic changes due to environmental abuse, stream monitoring, etc.)
3. Develop and demonstrate an environmental justice practice, method or technique that has wide application and addresses an environmental justice issue that is not of high priority.
4. Teach about risk reduction and pollution prevention, and seek technical experts to demonstrate how to access, analyze, and interpret public environmental data (e.g., Geographic Information Systems (GIS), Toxic Release Inventory (TRI), and other databases).

Priority will be given to community based/grassroots organizations, tribes, and organizations whose projects will help improve the environmental quality of the affected communities by developing:

- an environmental justice project, activity, method, or technique that may have broad application;
- a practice, method, or technique that enhances skills in addressing environmental justice issues;
- an environmental justice education practice, method or technique that environmental issues; or
- an environmental justice project or activity that establishes or expands information systems for local communities.



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Environmental Justice Community/University Partnership (CUP) Grants Program

Please select from the following topics:

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Frequently Asked Questions About CUP Grants:

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- [!\[\]\(8c93063dab026f10e159986b27c41c64_img.jpg\) APPLICATION PROCEDURE](#)
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- [!\[\]\(3ca549f0313858650ddae522dc3cfea6_img.jpg\) TIPS](#)



- [!\[\]\(f2fdbbba686c1099e6b2b8779766e2d3_img.jpg\) CUP Grants awarded in fiscal year 1995.](#)
- [!\[\]\(b3cfbfd04368a71f4c64e073908d25d7_img.jpg\) CUP Grants awarded in fiscal year 1996.](#)
- [!\[\]\(4f8bc95274d4d489592709b569351eb7_img.jpg\) CUP Grants awarded in fiscal year 1997.](#)

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Environmental Justice Community/University Partnership (CUP) Grants Program: Overview

The EPA established this special Grant Program for Community/University Partnerships (CUP) to help community groups efficiently address local environmental justice issues through active partnerships with institutions of higher education. Under this program EPA will emphasize meaningful, fully interactive two-way cooperation between communities and institutions of higher education to address environmental justice issues (e.g., waste sites that are polluting water bodies, or pesticide contamination of farm workers), identify pollution sources, train residents on their rights and responsibilities, and help resolve environmental problems.

Partnerships must be established with formal agreements (i.e. Memorandum of Understanding signed by both the university and the community) between a university or college and at least one socio-economically disadvantaged community, which is adversely impacted by an environmental hazard. Through these partnerships, communities will be encouraged to become involved in accessing information from environmental databases, in cleaning up and restoring communities that have environmental insults and in surveying and monitoring environmental quality. These initiatives increase environmental awareness, expand community outreach, and provide training and education to resolve environmental problems such as exposure to environmental pollutants in socio-economically disadvantaged communities.

The main objective of this grants program is to link community residence/organizations and tribes with their neighboring or affiliated academic institutions to forge partnerships to address local environmental and public health concerns. This effort is designed to ensure that these partners:

- are aware of basic environmental regulations, laws, concepts, issues, and resources;
- understand their role in identifying and defining problems, and monitoring contaminants related to environmental exposures;
- are included in the dialogue that results in shaping future policies, guidances, and approaches to problem solving; and
- are encouraged to be active partners in developing responses and setting priorities for intervention.

Through these partnerships, communities will be encouraged to become involved in accessing information from environmental databases, in cleaning-up and restoring environmental quality in communities that have environmental insults, and in surveying and monitoring environmental quality.

GRANT AWARD AMOUNT:

A maximum of \$250,000 will be awarded to each recipient, contingent upon the availability of funds. Work funded by this program is expected to begin upon award of the grant. All grants under this notice

are expected to be awarded by September 1997.

GRANT TERM:

The grant award will be a maximum of \$250,000, but the project period can extend up to three years, if necessary. However, if the project period extends beyond one year the funding will be dispersed to the grantee over the course of the project period, not all in the first year.

ELIGIBILITY:

Participation is United to institutions of higher education, including Historically Black Colleges or Universities (HBCUs), Hispanic Serving Institutions (HSIs), Tribal Colleges (TCs), and institutions serving Asian-American (AA's) and other minority communities, low-income communities or tribes that have formal partnerships (i.e. a signed Memorandum of Agreement) with any affected party which is eligible under applicable statutory authorities (i.e. community-based/grassroots organizations, churches, schools or other non-profit community organizations, etc.) and tribal governments "Preference will be given to University or Community groups who have not previously been recipients of a CUP award".

The Environmental Justice Community/University Partnerships may be either a partnership among two single entities or consortium of entities. If a consortium is proposed, the lead academic institution must be identified and be one of the eligible applicants. This lead institution is recognized as the grantee and as such is responsible for all activities under the agreement.

STATUTORY AUTHORITIES:

The granting authority is multi-media and the grant proposal must address two or more of the statutory requirements.

Clean Water Act, Section 104 (b) (3)

Solid Waste Disposal Act, Section 8001 (a)

Clean Air Act, Section 103 (b) (3)

Marine Protection, Research and Sanctuaries Act, Section 203

Toxic Substances Control Act, Section 10 (a)

Safe Drinking Water Act, Section 1442 (b) (3)

Federal Insecticide, Fungicide, and Rodenticide Act, Section 20 (a)

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General Questions about the CUP Program

The following questions and answers are designed to respond to frequent concerns of applicants.

A. What Specific Requirements Exist for the Environmental Justice Community/University Partnership Grants Pronoun?

Projects or proposals that meet the Environmental Justice Community/University Partnership Grant requirements should include, but are not be limited to:

1. Design and demonstration of field methods, practices, and techniques, including assessment and analysis of environmental justice conditions and problems which may have a wide applicability and/or addresses a high priority environmental justice issue (i.e. socio-economic impact studies);
2. Research projects to understand, assess or address, regional and local trends in environmental justice issues or problems (i.e., monitoring of socio-economic change in a community as a result of an environmental abuse);
3. Demonstration or dissemination of envied justice information, including development of educational tools and materials (i.e. establish an environmental justice clearinghouse of successful environmental justice projects and activities or teach about risk reduction, pollution prevention, or ecosystem protection as potential strategies for addressing environmental justice problems or issues);
4. Determine the necessary improvements in communication and coordination among local, state and tribal environmental programs and facilitate communication, information exchange, and community partnerships among all stakeholders to enhance critical thinking, problem solving, and decision making;
5. Provide technical expert consultation and training for accessing, analyzing, and interpreting public environmental data, and utilization of electronic communications technology (i.e. TRI, GIS, Internet and E-mail);
6. Provide for a minimal "lard science" analysis capability (i.e. analyze water and soil samples to test for basic pollutants, provide radon testing kits, etc.);
7. Projects that involve new and innovative approaches and/or significant new combinations of resources, both of which should be identified in the partnership agreements;
8. An applicant is required to include in the application a signed agreement which describes the role of the prospective partner(s) in the project and its implementation, and which includes a commitment or intent to commit resources from the prospective partner(s) contingent only upon receipt of funds. The college/university must identify the community residents or tribal government representatives who win serve on the "partnership team." Where appropriate, the community or tribal representatives on the team may be compensated for their work;
9. Applications should include partnership s between colleges and universities which are providers of training and programs for these communities. One of the goals of the partnerships should be to develop a plan to shift the focus of these organizations from maintenance to that of self-sufficiency;

B. What does Environmental Justice Involve Under the Environmental Justice Community/University Partnership Grant?

Environmental justice involves the fair treatment of people of an races, cultures, and income with respect to

the development, implementation, and enforcement of environmental laws, regulations, and policies. It seeks to ensure that all stakeholders (communities, industry, federal, tribal, state and local governments, grassroots organizations, and individuals) act responsibly to protect the environment and public health of all communities. Environmental justice efforts may include, but are not necessarily limited to enhancing the gathering, observing, measuring, classifying, experimenting and other data gathering techniques that assist individuals in discussing, inferring, predicting, and interpreting information to address environmental justice issues and concerns. Environmental justice projects or activities should enhance critical thinking, problem solving, and effective decision-making skills.

C. Who May Submit An Application?

Any institution of higher education which has a working relationship with affected communities or American Indian tribes, such as Historically Black College or University (HBCU), Hispanic Serving Institutions (HSI), Tribal Colleges (TC), and institutions of higher education serving Asian-American (AA), other minority communities, or low-income communities may submit an application upon publication of this solicitation. College/University consortiums are eligible to apply. In order to be considered for funding, applicants must provide a signed Memorandum of Agreement which identifies the partners and defines the roles and responsibilities of each partner.

D. May an Individual Apply?

No. Only institutions of higher education may apply. The professional qualifications or community-based experience of those individuals participating in the proposed project will be an important factor in the selection process.



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FUNDING PRIORITIES

E. What Types of Proposed Environmental Justice Community/University Partnerships Will Have the Best Chance of Being Funded?

The Environmental Justice Community/University Partnerships must meet the objectives and criteria as described in section B. The evaluations will be conducted, and items weighed, as indicated in Section H.

F. Are Matching Funds Required?

Yes. Federal funds for the Environmental Justice Community/University Partnerships shall not exceed 95% of the total cost of the project EPA encourages non-Federal matching shares of greater than 5%. The non-Federal share of costs may be provided in cash or by in-kind contributions and other non-cash support. In-kind contributions often include salaries or other verifiable costs. In the case of salaries, applicants may use either minimum wage or fair market value. The proposed match, including the value of in-kind contributions, is subject to negotiation with EPA. AU grants are subject to audit, so the value of in-kind contributions must be carefully documented. The matching (non-Federal) share is a percentage of the entire cost of the project. For example, if the total project cost is approximately \$260,000 then the Federal portion can be no more than \$247,000, which is 95% of the total project cost. For this example, the grant recipient would be required to provide \$13,000 for the project. The amount of non-Federal funds, including in-kind contributions, must be briefly itemized in Block 15 of the application form (SF 424) included at the end of this notice. Among other things, EPA funds cannot be used as matching funds for other Federal grant match requirements, nor used for construction, buying furniture, lobbying or legal action (or any non-federal contributions used as a match for the grant



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APPLICATION PROCEDURE

An "Application for Federal Assistance" form (Standard Form 424 or SF 424), a "Budget Information: Non-Construction Programs" form (SF 424A), a Work Plan (described below), and a Memorandum of Agreement must be submitted. These documents contain all the information EPA needs to evaluate the merits of your proposed grant proposal.

Each instrument approved under the environmental justice delegation must be consistent with the Federal Grant and Cooperative Agreements Act of 1977, Public Law 95-224, as amended, 31 U.S.C. Section 6301; Title 40 of the Code of Federal Regulations, Parts 30,31,33,40,45 and 47, as appropriate; and existing media-specific regulations pertinent to the statement of work.

G. How Must the Application be Submitted and What must Spa Include?

The applicants must submit one original, signed by a person authorized to receive funds for the applicant, and two copies of the application (double-sided copies encouraged). Applications must be reproducible (for example; stapled once in the upper left hand comer, on white paper, and with page numbers).

For the purposes of this grants program, an application must contain an SF 424, SF 424A, 424B, a work plan, a Memorandum of Agreement (MOA), and the Certification Forms. The following describes these items:

1. **APPLICATION FOR FEDERAL ASSISTANCE (SF 424).** An SF 424 is an official form required for all Federal grants. A completed SF 424 must be submitted as part of your preapplication. This form, along with instructions are included at the end of this section
2. **BUDGET INFORMATION: NON-CONSTRUCTION PROGRAMS (SF 424A).** An SF424A is an official form required for all Federal grants. A completed SF 424A must be submitted as part of your application. This form, along with instructions are included at the end of this section. In addition, a detailed budget which breaks down the budget categories is required.
3. **WORK PLAN.** A work plan describes the applicant's proposed project. Work plans must be no more than 15 pages total. One page is one side of a single spaced typed page. The pages must be of letter size (8 x 11), with normal type size (19 or 12 cpi) and at least 1" margins. The only appendices and letters of support that EPA will accept are a budget, resumes of key personnel and commitment letters.
4. **MEMORANDUM OF AGREEMENT.** The Memorandum of Agreement will provide the foundation for the vowing relationship between the college/university and the partners involved in the project. This agreement must be signed and have the roles and responsibilities of each partner clearly defined.
5. **NECESSARY SIGNED FORMS.** Procurement Systems Certification, Certification Regarding Debarment, Suspension and Other Responsibility Matters, Certification Regarding Lobbying.

These forms are provided in the grant package.

H. How will the Applications be Evaluated?

The applications will be evaluated by a review panel and selected according to the following criteria The percentages next to the items are the weights EPA will use to evaluate the applications Please note that certain sections are given greater weight than others.

- a) A concise introduction of no more than three pages that states the nature of the college/university, how the college/university has been successful in the past, proposed uses objectives, methods, plans, target audiences, and expected results of the proposed project (10%)
- b.) Clear and concise description of the project which includes the following:
 2. A section describing the field methods, practices, and techniques, including assessment and analysis, which the partnership expects to implement to address national, regional and local environmental justice issues. (10%)
 4. A section describing how the partnership will disseminate environmental justice information and provide training, including educational tools and materials. (10%)
 6. A section describing how the partnership will improve communications and coordination among local, state, tribal and federal environmental programs and community organizations, and how the partnership will enhance critical thinking, problem solving and decision making among all stakeholders. Specify effective and realistic methods for involving members of the targeted population. (10%)
 8. A section describing who or how the partnership will obtain expert consultation and provide training the partners to access, analyze and interpret public environmental data and utilize electronic communications technology. (10%)
 10. A section describing the "hard science" analysis capability of the college(s)/university (ies). (10%)
- c.) A conclusion discussing how the applicant will evaluate the success of the partnership, in terms of the anticipated strengths and challenges in developing and administering the partnership (10%)
- d.) An appendix with a budget describing how funds (including Federal and non-Federal shares) will be used in terms of personnel, fringe benefits, travel, equipment, supplies, contract costs, and other. Funds cannot be used for construction, lobbying, or legal action. The budget must list proposed milestones with deadlines and estimated cost and completion dates. All costs must be consistent with the Office of Management and Budget (OMB) "The cost Principles for Educational Institutions," such as A-87 and A-122. (10%)
- e.) An appendix with one or two page resumes of up to five key personnel. (5%)
- f.) An appendix with one page letters of commitment from community-based organizations with a significant role in the development and administration of the partnership. Letters of endorsement will not be considered. (5%)
- g. A Memorandum of Agreement signed by each representative of the partnership team which identifies the roles and responsibilities of each partner. (10%)

I. When and Where Must the Applications be Submitted?

An original plus two copies of the application must be mailed to EPA postmarked no later than Friday, March 7, 1997. Applications must be submitted to this EPA headquarters address:

United States Environmental Protection Agency
Office of Environmental Justice, Mail Code 2201-A
Environmental Justice Community/University Partnership Grants
401 M Street S.W.
Washington, D.C. 20460

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REVIEW AND SELECTION PROCESS

J. How Will Applications be Reviewed?

EPA's Office of Environmental Justice will form a selections committee comprised of EPA other federal agency staff, and outside reviewers to evaluate proposals and recommend selections Applications will be screened to ensure they meet all eligible activities described in this Sections A-I. Reviewers will specifically evaluate the degree to which the applications meet EPA's objectives and criteria as discussed in section H. Applications will be disqualified if they are incomplete or do not meet EPA's basic criteria.

K. How Will the Final Selections be Made ?

After the applications are reviewed and ranked as described in section H, EPA officials will compare the best applications and make final selections. Factors EPA will take into account include; geographic and socio-economic balance, diversity, substantial community group participation in development of proposal and if the partnership's benefits can be sustained after the grant is completed.

L. How Win Applicants be Notified?

After all applications are received EPA will mail acknowledgments to each applicant. Once applications have been approved for funding, EPA will notify those applicants selected and request any additional information necessary to complete the award process. The EPA Office of Environmental Justice will notify those applicants whose grant applications were not selected for funding.



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POST-AWARD

M. When Should the Proposed Partnership Begin Functioning?

Partnerships cannot operate or begin development on this specific project before funds are awarded. Start dates are currently targeted for September 15, 1997. It is EPA's intent to fund each center only once. Future funding is dependent upon congressional appropriations.

N. How Much Time do Grant Recipients Have to Complete the Work Proposed?

Activities must be completed within the time frame specified in the grant award, usually one, two or three years from award date. Grant project periods may be approved for up to three years.

O. Who Will Develop and Manage the Partnerships?

EPA requires that partnerships be developed and managed by the applicant or by persons satisfactory to the applicant and EPA. All applications must identify any person(s) other than the applicant for approval. The lead institution (applicant) is recognized as the grantee and as such is responsible for all activities under the agreement.

P. What Reports Must Grant Recipients Complete?

Recipients of grants will be expected to report on quarterly progress, as well as final project completion. All recipients must submit final reports for EPA approval prior to the expiration of the project period. Specific reporting requirements will be detailed in the award agreement. EPA plans to collect, evaluate, and disseminate grantees' final reports to serve as model programs. Since networking is crucial to the success of the program, grantees may be asked to transmit an extra copy to a central collection point.



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Tips for Preparing Your Application

This information is intended to help you put together a competitive proposal for the Environmental Protection Agency's (EPA) Environmental Justice grant program. Please read the Application Guidance carefully -- this document is intended to enhance not replace the official BY 97 guidance.

Target your audience carefully

With a limited budget to work with, you need to identify a specific group or community to work with in order to develop program that will give the highest return for your dollars invested.

Build partnerships and alliances

You are strongly encouraged to enlist project involvement from groups with similar or related goals and secure their commitment of services and/or dollars. Be sure to document this by obtaining letters of commitment, and Memorandum of Understanding (MOUs), for the appendix of your workplan. Initiate the partnerships early in your planning, since building alliances can take time and effort.

Do some homework

Allow time to review the literature on environmental justice issues both within EPA and the community you work in or with. Find out what materials exist on the subject and the procedures you are planning to include in your workplan. Use this information to back up your project plans or explain how your group activities are unique and/or creative.

Develop a project evaluation technique

Define as carefully and precisely as possible what it is you want to achieve with this project and how you will test its success. Ask yourself: "what do you expect to be different once the project is complete? Outline a plan you will use to measure the success of your activities/project.

Develop a timeline

List the major tasks that you will complete to meet the goals of the project. Break these broad goals into smaller tasks and lay them out in a schedule over the twenty four months of the grant period. Determine what personnel, materials, and other resources you will need to carry out the tasks.

Develop a budget for the Project

Divide your budget into categories such as personnel salaries/fringe benefits, travel, equipment, supplies, contract costs, other.

Stay within the format

This makes it easier for the reviewer to read and, therefore, understand your workplan. Please refer to the application guidance for instructions.

Communicate the nature of your project accurately, precisely, and concisely.

Describe exactly what you propose to do, how you are going to do it, when you are going to do it, who will benefit, and how you will know you are successful. Indicate not only what you propose, but also what expertise your group has for completing the project (include resumes).

EVALUATION OF YOUR PROPOSAL

Your proposal will be evaluated by a review board consisting of EPA Headquarters, Regional, State, Local and Tribal Environmental Justice personnel, Academia, Business and Industry, and Grassroots organizations. These panel members are of diverse personal and professional backgrounds with extensive knowledge in the environmental justice field. Final selection is based on a variety of factors, including geographic and socioeconomic balance, diversity, cost of the project and how well the partnership benefits can be sustained after the grant is completed. Below are some common strengths and weaknesses we see in proposals.

COMMON STRENGTHS:

- Project proposal developed solidly from within the community.
- Broad based community support for a project which has the potential to impact local people.
- Strong partnership with industry, community, and environmental groups. Good coordination with a variety of community groups.
- Proposal does a good job of outlining a complex problem and approach to solving it -- did not overlook any major issues or key players.
- Clear identification and background description of population to be served.
- Proposal clearly demonstrates the need for the project in low-income or community of color.
- Proposed project builds well on existing projects or programs.
- The scope of the project can be complete in a two year funding period.
- Proposal clearly describes how the project will address at least two of the statutory requirements outlined in the application guidance.
- Proposal includes innovative ideas and creative thinking about how to motivate and involve youth in the communities where they live.
- Honest discussion of challenges involved in dealing with environmental justice issues.

COMMON WEAKNESSES:

- Community members do not appear to have been an integral part of the project planning process.
- Focus of the project is closer to environmental or health education than environmental justice.
- Not specific enough on what EPA funds will be used for. If proposal is for a project that has a budget over \$250,000, then the proposal should indicate whether other funding has been secured for sustainability of project.
- Program may be too ambitious for two years.
- Project funds conferences or dialogues to discuss EJ issues but does not fund activities that make direct changes in the community.

- Immediacy of need not established.
- Methods of evaluating the success of the project is unclear.
- Failure to mention other groups they will work with or to secure letters of commitment or Memorandum of Understanding.
- Application did not include information that was specifically requested in the solicitation notice.
- Proposal seeks support for developing general environmental program with little mention of environmental justice issues. The link between goals of EPA's environmental justice program and the project is not clearly stated.
- Discussion of overall mission and goals of the organization but not enough detail on how the specific project and activities will help achieve the goals.



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CUP Grants awarded in fiscal year 1995

This was the first year for the CUP grants. Out of the 54 applications received, 7 awards of \$300,000 each were made. While the term of the grant is one year, and begins September 1, 1995, each grant may be extended for up to two more years. Each grant is listed below.

Cornell University - Ithaca, NY

Environmental Justice on Iroquois Reservations: Dialogue and Problem-Solving - \$298,654

Cornell University and the State University of New York College (SUNY) have formed a consortium to improve environmental justice outreach to five Iroquois nations: Onondaga, Akwesasne, Tuscarora, Tonawanda and Seneca. This consortium proposes a results-oriented dialogue with the Iroquois communities that will facilitate assessment and understanding of environmental concerns on Iroquois reservations while attracting Iroquois students to consider careers in environmental sciences.

The project will consist of a series of workshops, lectures and two search conferences. There will also be ten environmental justice summer internships, two in each of the five Iroquois reservation communities, to be filled by undergraduate students with an interest in addressing the reservation's environmental problems.

HOSTOS Community College - Bronx, NY - \$299,939

HOSTOS-Bronx Environmental Justice Project

The primary goal of this project is to build community-based capacity to better understand environmental threats which face the residents of Bronx County, New York. The project will develop a comprehensive picture of environmental conditions using the geographic information system (GIS); a "train-the-trainer" program will be developed and delivered to 25 individuals representing at least 10 community-based organizations in the Bronx; and, a Community-Right-to-Know training program. To ensure that the program meets the needs of the community, an Advisory Board will be utilized in the project design and operations.

University of California - Berkeley

Environmental Justice Community/University Partnership Project - \$300,000

The purpose of this project is to create models for collaboration between affected communities and University academic staff to address environmental health concerns in those communities. The Partnership includes, The University of California at Berkeley, Asian Pacific Environmental Network (APEN), Asian Immigrants Women's Advocates (AIWA), South West Organizing Project (SWOP), South West Public Workers Union (SWPWU), and People Organized for Defense of Earth and her

Resources (PODER).

This project will work with community members to enable them to become aware, skilled, and effective environmental and workplace health trainers. The project will also develop culturally relevant curricula based on the results of a series of workshops conducted with social/health services providers and community organizations.

University of Wisconsin - Stevens Point A Tribal Community/University Environmental Justice Partnership in Wisconsin - \$300,000

The Stevens Point campus has had a long-standing and positive relationship with eleven Indian Tribes of Wisconsin, involving both outreach and education initiatives. This project will assist tribes in the strengthening of their infrastructure to manage environmental problems on tribal lands. This effort will be accomplished by providing information to Tribes on environmental issues, assisting in training and technical assistance and providing mechanisms for inter-governmental cooperatives. The project will create a sustainable development model and host an Inter-tribal environmental justice forum to address the unique problems of the different tribes and produce education materials.

Tennessee Technological University - Cookeville Chattanooga Creek Watershed Community/University Partnership - \$300,000

Tennessee Technological University, Chattanooga State Technical Community College, and two community-based organizations in the Chattanooga Creek area have formed a partnership for the purpose of addressing environmental justice issues in the Alton Park/Piney Woods communities. The project's goals are to involve community residents in the development of local solutions to local environmental problems. The project will include an educational component that addresses the environmental quality of Chattanooga Creek; a comprehensive assessment of community risks; and the development of a strategy to improve communication among agencies, industries, and community groups that share a common concern for the future of this area.

Northern New Mexico Community College - Espanola Northern New Mexico Community College and Taos Pueblo Partnering for the Future - \$267,435

The Community College will work directly with the tribal government of Taos Pueblo to meet self-identified needs in the development of baseline data, long-range planning for an integrated environmental program, and training of Taos Pueblo communities. This program will also enhance the technical capability of the Pueblo to conduct environmental monitoring of hazardous materials on the reservations.

The college will also share this program model, training, and data with environmental staff of other Pueblos; and, where feasible, with the New Mexico Environmental Department to enhance its effort to develop a state-wide data base. This information will be presented at public forums, tribal environmental conferences, and governmental meetings. Northern New Mexico Community College will work with Taos Pueblo to develop proficiency in the use of public access to information through innovative electronic media.

**Xavier University of Louisiana - New Orleans
Environmental Justice Partnership Project
Communiversality Along The River - \$300,000**

The purpose of this project is to assist community groups along the Mississippi River to efficiently address environmental justice issues through an active partnership with the Deep South Center for Environmental Justice (DSCEJ) at Xavier University of Louisiana. Specifically, the project will address the environmental research, education, and outreach needs of the DSCEJ Mississippi River Corridor Community Partners.

The center will work with nine communities represented by a Community Advisory Board (CAB) that spans seven of the nine parishes along the chemical corridor. Specifically, the project will conduct research to investigate the impact of environmental hazards, establish community-based communication programs and develop environmental justice education materials for teachers and elementary and secondary students.

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CUP Grants awarded in fiscal year 1996

In 1996, 9 awards were made out of the 102 applications received. A brief description of each award follows.

University of Washington - Asian and Pacific Islander Seafood Consumption Study - \$205,316

The purpose of this project is to improve the health and environmental quality of Asian Pacific Islanders in the Seattle/Puget Sound area by empowering the local community with information they can use to develop their own awareness and agenda to address environmental problems. The specific aims of the project are to document seafood consumption by surveying communities using culturally sensitive outreach tools, to work with community leaders to develop outreach models, to develop culturally appropriate and effective risk communication materials, and to document the consumption rates and patterns in these communities.

Haskell Indian Nations University -Community/ University Partnership for Native American Science Education and Technical Support - \$220,320

The purpose is to address water quality concerns of the Prairie Band Potawatomi Tribe and Kickapoo Tribe. The goals are to assess the sources and extent of water contamination, seek compliance with existing water quality standards, and create a remediation plan to resolve the water quality problems. Practical hands-on workshops on the various water quality problems will be provided for members of affected Indian communities. In addition, efforts will be made to bring together both Indian and non-Indian landowners to build consensus on a water contamination remediation plan.

University of Texas at El Paso - The UTEP/UT at Houston School of Public Health in El Paso Community Partnership Program for EJ...\$250,000

This project is a collaborative effort involving Adults and Youth United Development (AYUD), a community-based organization serving residents of the Colonias, and two universities located on the U. S.-Mexico border. The project is to create an environment where local community groups can have the same input as any other constituency into the processes of developing environmental policies and enforcing environmental regulations. This goal will be achieved through enhancing the community's understanding of data and environmental risks, training community members in accessing information systems and conducting workshops between government personnel and community representatives. Issues to be addressed include safe potable water, wastewater treatment and health related problems.

North Carolina Central University - Partnership Effort

for the Advancement of Children's Health - \$249,404>

The purpose is to reduce lead exposure in houses located in the North/East Central Durham area. The Partnership Effort for the Advancement of Children's Health (PEACH), a coalition with representatives from the community and the health education, environmental science and medical professions, will provide leadership for this project. The goals are to identify and improve the condition of houses where lead poisoning problems are most acute, use effective dialogue to mediate contacts between community, environmental agencies, and state and local programs involved in the reduction of lead poisoning, and generate a plan for collection, interpretation, and presentation of the data from this project to all stakeholders, including the State of North Carolina.

HOSTS Community College - Community Access Geographic Information System (GIS) for EJ Initiatives in the South Bronx - \$77,977

The purpose of this project is to develop a community-access geographic information system (GIS) for environmental justice initiatives in the South Bronx area. The partners will develop a state of the art GIS laboratory and conduct an environmental assessment of baseline conditions in the Bronx. To ensure appropriate access to this GIS, the partners will seek to establish GIS capability in the Bronx community district offices, public libraries, and pilot some systems in a few high schools. Training will be provided to residents on a regular basis.

Arizona State University - EJ Partnership Project: Reservation Environmental Assessment Project-\$249,999

This project seeks to utilize the Reservation Environmental Assessment Project (REAP), a program designed to instruct and educate Indian community representatives about specific problems affecting their communities through both classroom and hands-on techniques. The education will focus on lead in paint, drinking water, soils, and incidental pesticides in soils, surface water and foods. The Camp Verde and Colorado River reservations will receive on-site environmental assessments and will be assisted in the development of remediation strategies.

Columbia University of City of New York - The Northern Manhattan Environmental Justice Partnership to Develop Environmental Health Leadership-\$244,920

The purpose of this project is to inform and empower residents in three urban communities (Central & West Harlem and Washington Heights) about the excessive levels of airborne particulate matter and carbon monoxide from heavy car, bus, and truck traffic as well as other environmental pollutants. The goals are to facilitate communication between community residents and environmental health researchers, provide environmental health leadership training for residents, utilize GIS as an education tool, and intervene and reduce exposure to environmental toxins.

Xavier University of Louisiana A Community Lead Education Project - \$250,000

Xavier University is in partnership with ten parishes along the Mississippi River between Baton Rouge and New Orleans to address lead exposure. The goals of the project are to conduct studies on the toxicology and epidemiology of environmental hazards related to lead and on the socioeconomic impact of lead exposures, develop community-based education/communication programs capable of responding to the specific needs of lead impacted communities, and develop environmental education curricula that emphasize lead poisoning prevention in teacher training and classroom materials.

University of Missouri-St. Louis. St. Louis Metropolitan EJ Empowerment Project - \$248,098

The purpose of this project is to address the environmental justice problems in the St. Louis area through the development of strategies focusing on local community involvement and empowerment. The goals of the project are to improve communication and coordination through the establishment of an Environmental Justice Advisory Board, provide expert consultants to advise residents, enhance opportunities for scientific analysis through participation in round tables with universities, develop plans for community work in each neighborhood, and compile and disseminate environmental justice information to affected communities. Each neighborhood team will focus on strategies for environmental improvement, clean-ups and reuse of local properties.

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CUP Grants awarded in fiscal year 1997

EPA announced the eleven winners of the Environmental Justice Community/University Partnership Grants Program (CUP) totaling over \$2 million. The CUP program was established to help minorities and low-income communities address local environmental justice issues through a formal partnership agreement with a College or University. These winners have created projects that will increase environmental awareness, expand community outreach and provide training and education to socio-economically disadvantaged communities who are impacted by an environmental hazard. The eleven projects are:

Florida A&M University

Southeastern Center for Community Environmental Health \$ 250,000

This project will partner Florida A&M University Institute for Public Health, College of Pharmacy and Pharmaceutical Sciences, Florida A&M University Environmental Sciences Institute, and community organizations to improve health services delivered to specific communities affected by health problems related to environmental conditions. The project will accomplish this goal by developing a model for assessing health and needs for health services in four environmentally overburdened communities in the states of Florida and Georgia. An analysis of the assessment model will result in recommendations for appropriate and sound community-based prevention and intervention measures.

This project will develop profiles of the current health status of each community and a listing of health services available to affected communities and their health-care providers. Environmental education of health care providers will be an integral part of this project. Through this training, providers will be informed about environmental exposures and participate in developing educational intervention strategies.

Indiana University Northwest Campus

Environmental Justice Partnership \$ 246,486

Indiana University Northwest (IUN), in partnership with the Grand Calumet Task Force, proposes to create the Northwest Indiana Environmental Justice Task Force and Environmental Justice Resource Center to ensure the inclusion of the views of low-income and minority populations in environmental initiatives in northwest Indiana. The project will include an analysis of problems related to environmental justice, which will include exposures to toxic substances, related health problems, and corrective actions determined to be necessary. The Northwest Indiana Environmental Justice Resource Center will serve the northwest Indiana area, including the cities of East Chicago, Gary, and Hammond. The Center will serve as a primary information and training resource for environmental justice issues that affect northwest Indiana and will develop a public school curriculum for several grade levels on environmental justice issues. The partners also will sponsor three field projects including an "Environmental Summer" youth project, a site watcher program made up of residents trained to evaluate

whether proper management of contaminated sites is taking place, and a river watcher program to monitor the Grand Calumet River.

New Mexico Highland University Pecos River Watershed Plan \$ 89,064

The residents of Pecos, New Mexico have requested the help of New Mexico Highlands University and its partners, the Pecos Watershed Association and the Tierra y Montes Soil and Water Conservation District, to help identify and solve social and environmental injustices in their community. Through a series of community interactions, surveys, and communication methods, the partners hope to create a plan for the Pecos Watershed. The objectives of this project are to hold informational gatherings, facilitate community involvement, promote social cooperation, and promote effective decision making.

The location of the Pecos Watershed makes it a popular retreat for the many recreational water users and rural home buyers of Pecos, New Mexico. The heavy recreational uses of the watershed combined with improper water disposal methods have degraded lands and contaminated the once-fertile soil and high-quality water. The project will assess the causes of unlawful disposal of liquid soil waste, identify extreme causes of riparian degradation in heavily used areas of the watershed, and implement a community outreach strategy to promote interaction between community members, natural resource professionals, and local government officials.

City College of San Francisco Environmental Justice Community Education Project \$ 249,720

The partnership among the City College of San Francisco, the Southeast Alliance for Environmental Justice, the San Francisco Police Department/District Attorney's Environmental Crimes Task Force, and the Urban Habitat Program of the Earth Island Institute will educate, train, and network 100 stakeholders in San Francisco's predominantly low-income and African-American Bayview/Hunter's Point neighborhood. The partners will create a stakeholder network of individuals, businesses, and organizations committed to eliminating public health hazards and advocating economic development initiatives to enhance community-based efforts to protect the environment.

The partnership will establish an ongoing communications network and an Environmental Justice Resource Center to support the efforts of stakeholders to decrease the numerous environmental and public health problems that currently affect the neighborhood's quality of life and economic development. The partners will develop and conduct an eight-week leadership development program for 100 identified stakeholders. This program will provide participants with the skills necessary to use electronic communications technology to advocate removal of toxic substances, reduction in environmental crimes, pollution abatement, improvements in public health, and non-polluting economic development strategies. The resource center will disseminate information generated through the leadership program to the general public, which will include health surveys, maps and lists of known polluters, and summaries of environmental laws. Increased interaction between public- and private-

sector stakeholders in the neighborhood will serve as an important tool in reducing all types of crime, including environmental crimes. In addition, an Internet Web site will be established to provide a continuing source of information about neighborhood concerns and activities.

Fort Belknap College Developing and Enhancing Aquatic Resource Analysis Capabilities Through Collaboration \$ 249,982

This proposal represents a collaboration of Fort Belknap College, the Fort Belknap Community Council, and Island Mountain Protectors to address environmental justice concerns related to water quality on the southern end of the Fort Belknap Reservation. The reservation, located in northern Montana, houses the Zortman-Landusky gold mine, the largest cyanide heap leach mine in Montana. This project will examine the causes, degree, and extent of water pollution from past and present mining activities, as well as the effects mining activities might have had on the groundwater that serves as a source of drinking water for the communities in the area.

The partners have identified four objectives to achieve the goal of addressing the community's concerns about environmental justice and contamination from mining activities. First, the partners will develop and enhance local capabilities in water quality monitoring by several methods which include hiring a hydro geologist on the faculty of Fort Belknap College, establishing a water quality laboratory, and training students and personnel in monitoring capabilities. Second, to improve coordination of monitoring efforts by local authorities and agencies, the partners will establish a water quality resource center to serve as a central clearinghouse for all local water quality data. Third, the partners will train the local community in methods of water quality monitoring through establishment of a specialized program at Fort Belknap College and through local workshops for community residents. Fourth, the partners will use a number of methods, including informal forums, local media coverage in newspapers and on radio, and presentations at local schools, to raise community awareness of the environmental and human health effects of degradation of water quality. By providing training and education in these areas, the project will attempt to enhance the community's ability to respond to current environmental concerns with self-sufficiency, technical acumen, and cultural integrity.

Merrimack College Community Learning for Environmental Assistance to Neighborhoods (CLEAN) \$ 250,000

The Community Learning for Environmental Assistance to Neighborhoods (CLEAN) project is a partnership between the Merrimack College Urban Resource Institute (MCURI); community development organizations, such as the Lawrence/Methuen Enterprise Partnership (L/MEP) and the Lawrence/Methuen Community Coalition (L/MCC); and several local schools to provide outreach and educational programs to the community of Lawrence in an effort to reclaim neighborhoods and foster future generations of concerned, informed citizens. The project will create a demonstration reclamation project that will increase residents' environmental awareness and provide them with the skills necessary

to use assessment and strategic planning tools to undertake other environmental reclamation projects.

The project will address the concerns of a small urban community through educational programs, such as Resources to Accelerate Integrated Science Education (RAISE) with the Lawrence School Department working with students from kindergarten through the undergraduate level. Through the Accept the Challenge program, bilingual students at Lawrence High School will also have the opportunity to earn scholarships to attend Merrimack College by acting as mentors for younger students and providing community service. Project CLEAN will develop a program aimed at preventing future environmental degradation in the community, minimizing the damage that already has been done, and taking into consideration social and economic revitalization.

North Carolina Central University Reducing Pesticide Exposures in Farm Workers and Farm Worker Families \$ 249,193

The partnership between North Carolina Central University (NCCU) and Tri-County Community Health Center (TCCHC) will develop a model intervention program to teach farm workers and their families to reduce the risk of pesticide exposure in their homes and in the agricultural fields. The project will involve affected populations in focus groups, surveys, and training sessions and will identify their practices and concerns related to pesticide exposure.

Four specific objectives have been identified for the project: 1) identify practices that increase the likelihood of exposure to pesticides; 2) identify and document health concerns of farm workers, their families, and health-care and child-care providers considered to be related to pesticide exposure; 3) implement and evaluate an education intervention program that enhances the State-mandated pesticide education program; and 4) assist TCCHC in obtaining access to information about pesticides and other contaminants that affect residents of the counties they serve. A project advisory board will be formed to oversee and evaluate all phases of the project.

Virginia Commonwealth University Environmental Justice Partnership \$ 249,830

The partners in this project, the Survey Research Laboratory (SRL) of Virginia Commonwealth University and the William Byrd Community House, will work to inform community leaders and residents about the risks of living in an area where air quality is impaired, and both housing and soils are contaminated with lead. Community residents will also be informed about their opportunities to seek assistance to address their environmental concerns.

The activities of the partners will be guided by an environmental justice advisory panel, consisting of the partners and representatives of the local community organizations. Activities will be coordinated through the neighborhood environmental monitoring program, made up of residents recruited by community organizations. Teams of residents will be formed to monitor the effect of lead and impaired

air quality on their respective neighborhoods and develop ways to minimize these effects. Graduate students will conduct air and soil monitoring to build a baseline profile that will be combined with an epidemiological analysis to identify respiratory illnesses and those related to exposure to lead. The data gathered about the various effects of lead and reduced air quality will be distributed to community members and city leaders to support development of strategies to address the issues and promote change at the local and state levels.

Northwest Indian College

River Witness Environmental Justice Project \$ 245,688

The Northwest Indian College and the Lummi Nation propose a partnership to address the current void in reliable predictions of fecal coliform contamination that affects Lummi shellfish resources. Because the Lummi community harvests shellfish for personal and noncommercial use, serious health effects may be resulting due to the lack of data and information. The project will gather, analyze, and disseminate data on fecal coliform bacteria, develop community awareness of issues and responsibilities related to that concern, and develop a partnership with state and federal agencies to address the immediate problems related to the issue.

To ensure that the Lummi Nation will have adequate information to support decisions about when shellfish should or should not be harvested, the partners will conduct several studies to evaluate the residence time and transport of fecal coliform bacteria in the affected waters. The data and information compiled from the studies will be made available to the community through a conference on watershed and food resources; other publicity, such as articles and media events; and a video about the study. The partners also will form a partnership with such agencies as the Washington State Departments of Ecology and Health, and the Northwest Indian Fisheries Commission. The relationship will facilitate improved communications about reclassification of shellfish beds from restricted to conditional status, as well as the sharing of pertinent information with those harvesting similarly affected areas. To extend the limited resources available for dealing with the issue, the partners will develop a plan for future cooperation and share it with other interested parties.

University of Minnesota

A Partnership to Evaluate a Superfund Site on Leech Lake Tribal Lands \$ 249,781

The University of Minnesota Sea Grant Program and the Leech Lake Tribal Council will partner to study the effects of contamination on surface and groundwater from the St. Regis Paper Company Superfund site, a former wood treatment facility that is located near the Leech Lake Band of the Chippewa Tribe. This project will address the community's frustration arising from the lack of monitoring and information about remediation of the site by assessing historical data and groundwater models, developing a long-term monitoring program methodology for screening contaminants, evaluating health risks at the site, and communicating those risks to the public.

A groundwater extraction/containment system has been in place at the site owned by Champion International Paper Company since 1985, but there is recent evidence that a remnant plume has moved off site, potentially affecting surface-water and groundwater resources on Leech Lake Chippewa tribal lands. The project will establish a panel of experts to use groundwater modeling to evaluate information about groundwater contamination and assess exposure pathways. Through this project, an ecological risk assessment panel and a tribal human health risk assessment panel will be established to determine potential health impacts of surface and groundwater contamination. Tribal educators and Sea Grant outreach and communications staff will establish risk communication tools to improve public awareness of environmental and human health risks by developing a workshop for tribal communities.

Albert Einstein College/Montefiore Medical Center Community-Based Efforts to Reduce Lead Hazards \$ 249,720

The Montefiore Medical Center, the teaching hospital of the Albert Einstein College of Medicine, will partner with the Northern Manhattan Improvement Corporation, a community group, to develop a self-sustaining, community-based and community-run outreach program focused on the elimination of lead poisoning in high-risk neighborhoods in New York City. The project will show that the community can resolve such environmental issues as lead poisoning, if the community has the knowledge and tools necessary to change environmental conditions.

Under this program, volunteers from communities in New York City will help improve outreach efforts and abatement of lead-based paint to help prevent childhood lead poisoning. The partnership will develop programs to improve community members' knowledge of the problems associated with lead-based paint, ultimately bringing about improved lead screening and reporting of violations of the lead paint housing code. Trained local volunteers will form a Lead Busters Team to disseminate information and help establish abatement efforts.

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Guidelines for Preparing the Final Report

At minimum, the following items should be included in the final report prepared under your EJ grant:

1. Cover page.
2. Disclaimer: Include the following statement in all publications related to this project.

Although the information in this document has been funded wholly or in part by the United States Environmental Protection Agency under assistance agreement (number) to (recipient), it may not necessarily reflect the views of the Agency and no official endorsement should be inferred.

3. Acknowledgements
4. Table of Contents
5. Overview/Executive Summary of the project in terms of its overall process and outcomes.
6. Introduction
7. Background of Organization/Past Successes
8. Project Purpose/Objectives
9. Target Audience - include information of the target audience, such as local residents, community activities, business, etc. Include audience demographics of the target audience, if available.
10. Evaluation Criteria addressed by the project. The national EJ guidance states that the project must address at least two of the following evaluation criteria as listed in the FY 1994, FY 1995 and FY 1996 guidance documents.
 1. Identify necessary improvements in communication and coordination among all stakeholders, including existing community based/grassroots organizations and local, state, and federal environmental programs. Facilitate communication, information exchange, and partnerships among stakeholders to address disproportionate, high and adverse environmental exposure (e.g. workshops, awareness conferences, establishment of community stakeholder committees)
 2. Motivate the general public to be more conscious of their local environmental justice issues and involve the community in efforts to address these concerns (e.g. community clean-up projects, monitoring of socioeconomic changes due to disproportionate, high and

adverse environmental exposure)

3. Enhance community understanding of environmental and public health information systems and seek technical experts to demonstrate how to access, analyze and interpret public environmental data (for example, Geographic Information Systmes (GIS), Toxic Release Inventories (TRI), and other databases)

11. Expected Results/Benefits - What findings of information was gained that could contribute to addressing environmental injustices.
12. Description of evaluation measure and results. Include evaluation tools, where applicable.
13. Plans for dissemination of project results to target audience (i.e., conference presentations, educator networks, community forums, etc.)
14. Were any problems encountered that prohibited the completion of the project goals or objectives? If yes, how were they overcome?
15. How could EPA have been more effective in assisting your with this project?
For example:
 - o Was proper time allotted for the preparation of the application?
 - o Were EPA's priorities and directives in the solicitation notice clearly stated?

16. Recommendation/Conclusion, if needed.

After review of the final report, the EPA Project Officer may request additional information of the recipient. Once an "acceptable final report" has been approved, the Project Officer will keep one copy, send a copy to a national clearinghouse of environmental justice materials and deposit a copy in Regional Library. In addition to the report, the recipient should also supply three copies to EPA of all tangible final products that were created for the purposes of the funded project (i.e. videos' research findings, curriculum, presentations, etc.). If an exhibit or slide show was created for an item too large and/or expensive to duplicate, photos or transcripts of the product may be substituted.

17. Use of Recycled Paper

Pursuant to EPA Order 1000.25, dated January 24,1990, the recipient agrees to use recycled paper for, and double sided copies of, all reports which are prepared as part of this agreement and delivered to EPA. This requirement does not apply to reports which are prepared on forms supplied by EPA. This requirement applies even when the cost of recycled paper is higher than that of virgin paper.



EPA

Please select from the following topics:

1. [Draft Environmental Justice Strategy for Executive Order 12898](#)
2. [Environmental Equity](#)
3. [OSWER Environmental Justice Task Force Draft Final Report](#)
4. [OSWER Environmental Justice Task Force Report Executive Summary](#)
5. [EPA Environmental Justice Fact Sheets](#)
6. [US EPA, Office of Environmental Justice Small Grants Program](#)
7. [Environmental Equity Update Memo\[s\]](#)
8. [Environmental Justice Bibliography](#)
9. [Proceedings of the National Environmental Justice Advisory Council](#)
10. [Everything You Wanted to Know About Environmental Regulations... But Were Afraid to Ask](#)
11. [Environmental Risk in Indian Country](#)

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1. Draft Environmental Justice Strategy for Executive Order 12898, U.S. EPA, January 1995.

This document describes EPA's strategy for implementing Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and low-Income Populations. It includes an introduction, a discussion of mission areas, a description of environmental justice model projects, and an environmental justice contact list. The discussion of mission areas includes the following topics:

- health and environmental research;
- data collection, analysis, stakeholder access to public information;
- enforcement and compliance;
- partnerships, outreach and communications with stakeholders;
- native American, indigenous, and tribal programs; and
- integration of environmental justice.

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2. Environmental Equity: Reducing Risk for All Communities (Volume 1 - Workgroup Report to the Administrator; Volume 2 - Supporting Document), U.S. EPA, EPA 230-R-92-008/008A, June 1992.

These documents contains a summary of the information collected and recommendations presented by EPA's Environmental Equity Workgroup, which was formed in July of 1990, and asked to review evidence that racial minority and low-income communities bear a disproportionate environmental risk burden. Volume 1 contains an introduction, a discussion of background and context, findings, recommendations and existing EPA projects. Volume 2 is a supporting document and contains an introduction, findings on health and exposures, an evaluation of EPA programs, a discussion of issues unique to Native Americans, a discussion of risk assessment and risk management, a discussion of risk communication, outreach efforts, regional level equity perspectives and efforts, an institutional model for addressing environmental equity issues, comment from external reviewers, and a bibliography.

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3. OSWER Environmental Justice Task Force Draft Final Report, U.S. EPA, OSWER 9200.3-16 Draft, PB94-963224, EPA 540/R-94/003, April 25, 1994.

On November 29, 1993, Elliot Laws, the Assistant Administrator for OSWER, directed the formation of a task force to analyze environmental justice issues. The task force sought to achieve environmental protection for all as well as to educate and empower affected communities. The report includes an introduction and background section, a discussion of task force membership and outreach efforts, OSWER-wide environmental justice issues and recommendations, and program specific environmental justice issues and recommendations. Key areas of the tasks force's recommendations include the following:

- Empower communities and improve OSWER's communications with communities regarding EPA programs, thereby building trust in EPA;
- Incorporate environmental justice concerns into all OSWER decisionmaking and eliminate any potential for discrimination;
- Increase the priority of environmental justice issues on a national, regional, and state basis;
- Incorporate environmental justice concerns into OSWER risks assessment and risk management processes, including the consideration of multiple/cumulative risk;
- Integrate consideration of economic redevelopment and job creation with environmental justice;
- Develop employees and new job candidates such that they are sensitive to environmental justice

issues.

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4. OSWER Environmental Justice Task Force Report Executive Summary

This document presents a summary of EPA' EJ Task Force Report, including a discussion of background, goals for OSWER environmental justice, a summary of key issues and recommendations, program specific recommendations, resource implications, an implementation framework, schedule, and next steps.

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5. EPA Environmental Justice Fact Sheets

EPA's Office of Environmental Justice has published [fact sheets](#) addressing:

- the Office of Environmental Justice (May 1994), the OEJ's Small Grants Program (August 1994), and
- Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and low-Income Populations (Undated).

These facts sheets summarize key information regarding the specific topic addressed and include contact information and a list of Regional justice coordinators.

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6. United States Environmental Protection Agency, Office of Environmental Justice Small Grants Program -- Pre-Application Kit for Assistance (FY 1995), U.S. EPA, 1995.

This document describes the OEJ Small Grants Program, including what types of activities are eligible for grants, how to pre-apply for a grant, the procedure and criteria used in the review and selection process, and requirements applicable to grant activities. This information is described above under

Projects/Developments. The deadline for pre-applications for 1995 is February 4, 1995. To be placed on the mailing list for OEJ's FY 1996 Pre-Application Assistance Kit mail your request, name, organization, and phone number to:

U.S. EPA
Office of Environmental Justice Grants
-- FY 1996 (3103)
401 MJ St. S.W.
Washington D.C. 20460

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7. Environmental Equity Update Memo[s], From Director of EPA Office of Environmental Equity to EPA Staff,(October 27, 1992; December 30, 1992; July 1993)

These memos/newsletters inform EPA about ongoing initiatives within the Office of Environmental Justice (formerly the Office of Environmental Equity). They address Office activities, Agency initiatives, programs and projects, communication, outreach and conferences, analysis, OEJ study groups, and topical issues (e.g., environmental justice issues facing Asian and pacific Americans).

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8. Environmental Justice Bibliography, U.S. EPA OEJ

EPA's OEJ has compiled a bibliography of studies, articles and analyses pertaining to environmental justice issues. This bibliography is not touted as being comprehensive, but represents some of the prominent works done to date.

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9. Proceedings of the National Environmental Justice Advisory Council, October 25-27, 1994, Hyatt Regency Hotel(Dulles Airport), Washington D.C.

The document summarizes the proceedings of the third meeting of the NEJAC and includes opening remarks, cross-cutting issues, reports from the subcommittees, completion of old business, new business (oral and written presentations), other discussions, an agenda for meeting with the EPA Administrator, a review of EPA's strategic plan, action items, a public comment period, and summaries of subcommittee activities.

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10. Everything You Wanted to Know About Environmental Regulations... But Were Afraid to Ask: A Guide for Indian Nations, U.S. EPA Region VII, January 1994.

This document serves as a quick reference to environmental issues facing Indian communities and is intended for the use of representatives of those communities. The Handbook highlight services available to Indian communities from EPA Region VII and discusses cross-media programs, air programs, land programs, and water programs.

 [Go to the top of EPA Documentation](#)

11. Environmental Risk in Indian Country, U.S. EPA, EPA 171-R-92-014, PB-92-182393, July 1992.

This document suggests that the environmental risks for American Indians are different than those experienced by the majority of Americans due to a variety of factors. It examines the population, health, economic, social and cultural characteristics of American Indians in arguing that EPA's current methods of risk assessment are not appropriate as applied to Indian lands and populations, and that additional resources are needed to bring environmental management on Indian lands up to the level of the states.

[Note: This document was prepared for EPA by a student under a National Network for Environmental Management Studies Fellowship and the contents are those of the author and not necessarily those of the U.S. EPA.]

 [Go to the top of EPA Documentation](#)

C. Federal Agency Environmental Agency Strategies

E.O. 12898 requires federal agencies to develop environmental justice strategies for implementing the requirements of the Executive Order. The strategies listed below are available for review and comment (comments on the strategies must be submitted by March 1, 1995):

Agency or Department (Publication No./Contact/Fax No.)

- Agriculture - (200-D-95-900/ Velma Charles-Sheldon/ 202 205-2891)
- Defense - (200-D-95-901/ Len Richeson/ 703 604-5396)
- Energy - (200-D-95-902/ Georgia Johnson/ 202 586-3075)
- Environmental Protection Agency - (200-D-95-903/ Clarice Gaylord/ 202 260-0852)
- Health, Human Services - (200-D-95-904/ DHHS Env. Just. Strategic Plan/ 301 589-0884)
- Housing & Urban Development - (200-D-95-905/ Richrard Broun/ 202 708-3363)
- Interior - (200-D-95-906/ Robert Faithful/ 202 208-6970)
- Justice - (200-D-95-907/ Cathy Sheafor/ 202 307-3904)
- Nuclear Regulatory Commission - (200-D-95-908/ Maria Lopez-Otin/ 301 504-3502)

These strategies may be obtained free from the National Center for Environmental Publications and Information, P.O. Box 42419, Cincinnati, OH 45202; (Ph.: 513 489-8190; Fax: 513 489-8695). Please include publication number.

The following strategies should be available soon -- for information about their availability please contact: Department of Commerce (Paul Taggart - 202 482-4115); Department of Labor (Stephen Mallinger - 202 219-7031); Department of Transportation (Antonio Clifa - 202 366-4640); and NASA (Robert Hammond - 202 358-0230).

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Environmental Justice Small Grants Program

This guidance outlines the purpose, goals, and general procedures for application and award under the Fiscal Year (FY) 1998 Office of Environmental Justice Small Grants Program. For FY 1998, EPA will make available approximately \$2,500,000 in grant funds, of which \$500,000 is available for superfund project only, to eligible organizations. Applications must be mailed to your appropriate EPA regional office and **postmarked no later than Friday, March 6, 1998.**

This section includes the following topics:

I. Scope and Purpose of the OEJ Small Grants Program

II. Eligible Applicants and Activities

III. Application Requirements

IV. Process for Awarding Grants

V. Expected Time-frame for Reviewing and Awarding Grants

VI. Project Period and Final Reports

VII. Fiscal Year 1999 OEJ Small Grants Program

Appendix A: Standard Forms 424 and 424A and Completed Sample Forms

Appendix B: Copy of 40 CFR 30.27 "Allowable Costs"

Appendix C: Guidance on Lobbying Restrictions

Appendix D: Tips on Preparing an Application



Environmental Justice Small Grants awarded in fiscal year 1996.

Environmental Justice Small Grants awarded in fiscal year 1997.



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I. SCOPE AND PURPOSE OF THE OEJ SMALL GRANTS PROGRAM

The purpose of this grant program is to provide financial assistance to eligible community groups (i.e., community-based/grassroots organizations, churches, or other non-profit organizations) and federally recognized tribal governments that are working on or plan to carry out projects to address environmental justice issues. Preference for awards will be given to community-based/grassroots organizations that are working on local solutions to local envied problems. Funds can be used to develop a new activity or substantially improve the quality of existing programs that have a direct impact on affected communities.

Background

In its 1992 report, *Environmental Equity: Reducing Risk for All Communities*, EPA found that minority and low-income populations may experience higher than average exposure to toxic pollutants than the general population. The Office of Environmental Justice (OEJ) was established in 1992 to help these communities identify and assess pollution sources, to implement environmental awareness and training programs for affected residents, and to work with community stakeholders to devise strategies for environmental improvements.

In June of 1993, OEJ was delegated granting authority to solicit, select, supervise, and evaluate environmental justice-related projects, and to disseminate information on the projects' content and effectiveness. Fiscal year (FY) 1994 marked the first year of the OEJ Small Grants Program. Seventy-one (71) grants totaling \$507,000 were awarded in FY 1994 and in FY 1995, over \$3,000,000 was awarded to 175 small grant recipients. In FY 1996, \$3,000,000 was awarded to 150 organizations across the nation, and in FY 1997 \$2,700,000 was awarded to 139 grant recipients..

How does EPA Define Environmental Justice Under the Environmental Justice Small Grants Program?

Environmental justice is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Fair treatment means that no groups of people, including racial, ethnic, or socioeconomic groups, should bear a disproportionate share of the negative environmental consequences resulting from industrial, municipal, and commercial operations or the execution of federal, state, local, and tribal programs and policies.



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II. ELIGIBLE APPLICANTS AND ACTIVITIES

Please click on any of the following topics

- [A. Who May Submit Applications and May an Applicant Submit More Than One](#)
- [B. What Types of Projects Are Eligible for Funding?](#)
 - [1. Multi-Media Statutory Requirement](#)
 - [2. Office of Environmental Justice Small Grants Program Goals](#)
- [C. How Much Money May be Requested, and are Matching Funds Required?](#)
- [D. Are There Any Restrictions on the Use of the Federal Funds?](#)



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A. Who May Submit Applications and May an Applicant Submit More Than One?

Any affected, non-profit community organization 501c (3) or 501c (4) ' or federally recognized tribal government may submit an application upon publication of this solicitation. **Applicants must be non-profit** to receive these federal funds. State recognized tribes or indigenous peoples organizations are able to apply for grant assistance as long as they meet the definition of a non-profit organization. "Non-profit organization" means any corporation, trust, association, cooperative, or other organization that 1) is operated primarily for scientific, educational, service, charitable, or similar purposes in the public interest; 2) is not organized primarily for profit; and 3) uses its net proceeds to maintain, improve, and/or expand its operations. While state and local governments and academic institutions are eligible to receive grants, preference will be given to non-profit, community-based/grassroots organizations and federally recognized tribal governments. *Individuals are not eligible to receive grants.*

The Environmental Justice Small Grants Program is a competitive process. In order not to give preferential treatment to any single potential applicant, EPA requests that you not call the Agency individually with questions on how to write your scope of work for your grant proposal. The Agency will offer training and conference calls on grant application guidelines. We encourage you to participate in these scheduled training sessions so that you can have your questions answered in a public forum. Please call your Regional office to inquire about the scheduled dates.

EPA will consider only one application per applicant for a given project. Applicants may submit more than one application as long as the applications are for separate and distinct projects or activities. Applicants that were previously awarded small grant funds may submit an application for FY 1998.

Every application for FY 1998 will be evaluated based on the merit of the proposed project in relation to the other FY 1998 pre-applications (regardless of whether or not the proposal expands a project funded in previous years).

 [Go to the top of Eligible Applicants and Activities](#)

B. What Types of Projects Are Eligible for Funding?

In order to be considered for funding, the application must include the following information: 1) how the proposed project addresses issues related to at least two environmental statutes and 2) how the proposed project meets at least two of the program goals.

 [Go to the top of Eligible Applicants and Activities](#)

1. Multi-Media Statutory Requirement

The OEJ Small Grants Program awards grants under a multi-media granting authority. This means that recipients of these funds must implement projects that address pollution in more than one environmental medium (e.g., air, water). To show evidence of the breadth of the project's scope, the application must identify **at least** two environmental statutes that the project will address. In most cases, your project will include activities outlined in the following environmental statutes:

 [Go to the top of Eligible Applicants and Activities](#)

- a. *Clean Water Act*, Section 104(b) (3): conduct and promote the coordination of research, investigations, experiments, training, demonstration, surveys, and studies relating to the causes, extent, prevention, reduction, and elimination of water pollution.
- b. *Safe Drinking Water Act*, Section 1442(b) (3): develop, expand, or carry out a program (that may combine training, education, and employment) for occupations relating to the public health aspects of providing safe drinking water.
- c. *Solid Waste Disposal Act*, Section 8001(a): conduct and promote the coordination of research, investigations, experiments, training, demonstrations, surveys, public education programs, and studies relating to solid waste (e.g., health and welfare effects of exposure to materials present in solid waste and methods to eliminate such effects).

- d. *Clean Air Act*, Section 103(b) (3): conduct research, investigations, experiments, demonstrations, surveys, and studies related to the causes, effects (including health and welfare effects), extent, prevention, and control of air pollution.

In some circumstances, your project may be very research-oriented and specific to a particular environmental problem. If this is the case, you may reference the following environmental statutes (either list one of the following in addition to one listed above or list two of the following).

- e. *Toxic Substances Control Act*, Section 10(a): conduct research, development, and monitoring activities on toxic substances.
- f. *Federal Insecticide, Fungicide, and Rodenticide Act* , Section 20(a): conduct research on pesticides.
- g. *Comprehensive Environmental Response, Compensation, and Liability Act* Section 311 (a): conduct basic research and training related to the detection, assessment, and evaluation of the risks and human health effects of exposure to hazardous substances.
- h. *Marine Protection, Research, and Sanctuaries Act*, Section 203: conduct research, investigations, experiments, training, demonstrations, surveys, and studies relating to the minimizing or ending of ocean dumping of hazardous materials and the development of alternatives to ocean dumping.

Please note: if your project includes scientific research and data collection, you must be prepared to submit a Quality Assurance Plan (QAP) to your EPA Project Officer prior to the beginning of the research.



[Go to the top of Eligible Applicants and Activities](#)

2. Office of Environmental Justice Small Grants Program Goals

In addition to the multi-statute requirement outlined above, the application must also include a description of how an applicant plans to meet **at least two** of three program goals listed below. See Section m "Application Requirements" for more details.

1. Identify necessary improvements in communication and coordination among all stakeholders, including existing community-based/grassroots organizations and local, state, tribal, and federal environmental programs. Facilitate communication and

information exchange, and create partnerships among stakeholders to address disproportionate, high and adverse environmental exposure (e.g. workshops, awareness conferences, establishment of community stakeholder committees).

2. Build community capacity to identify local environmental justice problems and involve the community in the design and implementation of activities to address these concerns. Enhance critical thinking, problem-solving, and active participation of affected communities. (e.g., train-the-trainer programs).
3. Enhance community understanding of environmental and public health information systems and generate information on pollution in the community. If appropriate, seek technical experts to demonstrate how to access and interpret public environmental data (e.g., Geographic Information Systems (GIS), Toxic Release Inventories (TRI), and other databases).

The issues discussed above may be defined differently among applicants from various geographic regions, including areas outside the continental U.S. (Alaska, American Samoa, Guam, Hawaii, Puerto Rico, and the U.S. Virgin Islands). Each application should define its issues as they relate to the specific project. In your narrative/work plan, include a succinct explanation of how the project may serve as a model in other settings and how it addresses a high priority environmental justice issue. The degree to which a project addresses a high-priority environmental justice issue will vary and must be defined by applicants according to their local environmental justice concerns.

 [Go to the top of Eligible Applicants and Activities](#)

C. How Much Money May be Requested, and are Matching Funds Required?

The ceiling for any one grant is \$20,000 in federal funds. EPA's ten regional offices will each have approximately \$250,000 to issue awards; \$50,000 is available exclusively for superfund projects *Applicants are not required to provide matching funds.*

 [Go to the top of Eligible Applicants and Activities](#)

D. Are There Any Restrictions on the Use of the Federal Funds?

Yes. EPA grant funds can only be used for the purposes set forth in the grant agreement. Among other things, the grant funds from this program cannot be used for **matching funds for other federal grants, construction, personal gifts (e.g., T-shirts, buttons, hats), buying furniture, litigation, lobbying, or**

intervention in federal regulatory or adjudicatory proceedings. In addition, the recipient may not use these federal assistance funds to sue the federal government or any other government entity. Refer to 40 CFR 30.27, entitled "Allowable Costs".

 [Go to the top of Eligible Applicants and Activities](#)

III. APPLICATION REQUIREMENTS

Please click on any of the following topics

- [What is Required for Applications?](#)
- [When and Where Must Applications be Submitted?](#)
- [Regional Contact names and Addresses](#)

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A. What is Required for Applications?

In order to be considered for funding under this program, proposals from eligible organizations **must** have the following:

1. Application for Federal Assistance (SF 424) the official form required for all federal grants that requests basic information about the grantee and the proposed project. The applicant must submit the original application, plus two copies, signed by a person duly authorized by the governing board of the applicant.

Please complete Part 10 of the SF 424 form, "Catalog of Federal Domestic Assistance Number" with the following information: 66.604 - Environmental Justice Small Grants Program. See Appendix A for a copy of this form and a completed sample.

2. The Federal Standard Form (SF 424A) and budget detail, which provides information on your budget. **For the purposes of this grants program, complete only the non-shaded areas of SF 424A.** See Appendix A for a copy and completed sample of a budget detail. Budget figures/projections should support your work plan/narrative. The EPA portion of these grants will not exceed \$20,000, therefore your budget should reflect this upper limit on federal funds.
3. Narrative/work plan of the proposal, not to exceed ten pages. A narrative/work plan describes the applicant's proposed project. The pages of the work plan must be letter size (8 1/2" x 11"), with normal type size (12 cpi), and at least 1" margins.

The narrative/work plan is one of the most important aspects of your application and (assuming that all other required materials are submitted) will be used as the primary basis for selection. Work plans must be submitted in the format described below:

- a. A one page summary that:
 - Identifies the environmental justice issue(s) to be addressed by the project;
 - Identifies the EJ community/target audience;
 - Identifies at least two environmental statutes/Acts addressed by the project;
 - Identifies at least two program goals that the project will meet and how it will meet them.
 - b. A concise introduction that states the nature of the organization (i.e., how long it has been in existence, if it is incorporated, if it is a network, etc.), how the organization has been successful in the past, purpose of the project, EJ community/target audience, project completion plans/time frames, and expected results.
 - c. A concise project description that describes how the applicant is community-based and/or plans to involve the target audience in the project and how the applicant plans to meet at least two of the three program goals outlined in Section JIB: "Office of Environmental Justice Small Grants Program Goals." Additional credit will not be given for projects that fulfill more than two goals.
 - d. A conclusion discussing how the applicant will evaluate and measure the success of the project, including the anticipated benefits and challenges in implementing the project.
 - e. An appendix with resumes of up to three key personnel who will be significantly involved in the project.
4. Letter(s) of commitment. If your proposed project includes the significant involvement of other community organizations, your application must include letters of commitment from these organizations. This requirement may not apply to your proposed project - only include if applicable.

Applications that do not include the information listed above in items 1-3 and if applicable, item 4, will not be considered for an award.

Please note: your application to this EPA program may be subject to your state's intergovernmental review process and/or the consultation requirements of Section 204, Demonstration Cities and Metropolitan Development Act. Check with your state's Single Point of Contact to determine your requirements - some states do not require this review. Applicants from American Samoa, Guam, Puerto Rico, and the U.S. Virgin Islands should also check with their Single Point of Contact. If you do not know who your Single Point of Contact is, please call your EPA regional contact (Section m) or EPA Headquarters at (202) 260-9266. **Federally recognized tribal governments are not required to**

comply with this procedure.

 [Go to the top of Application Requirements](#)

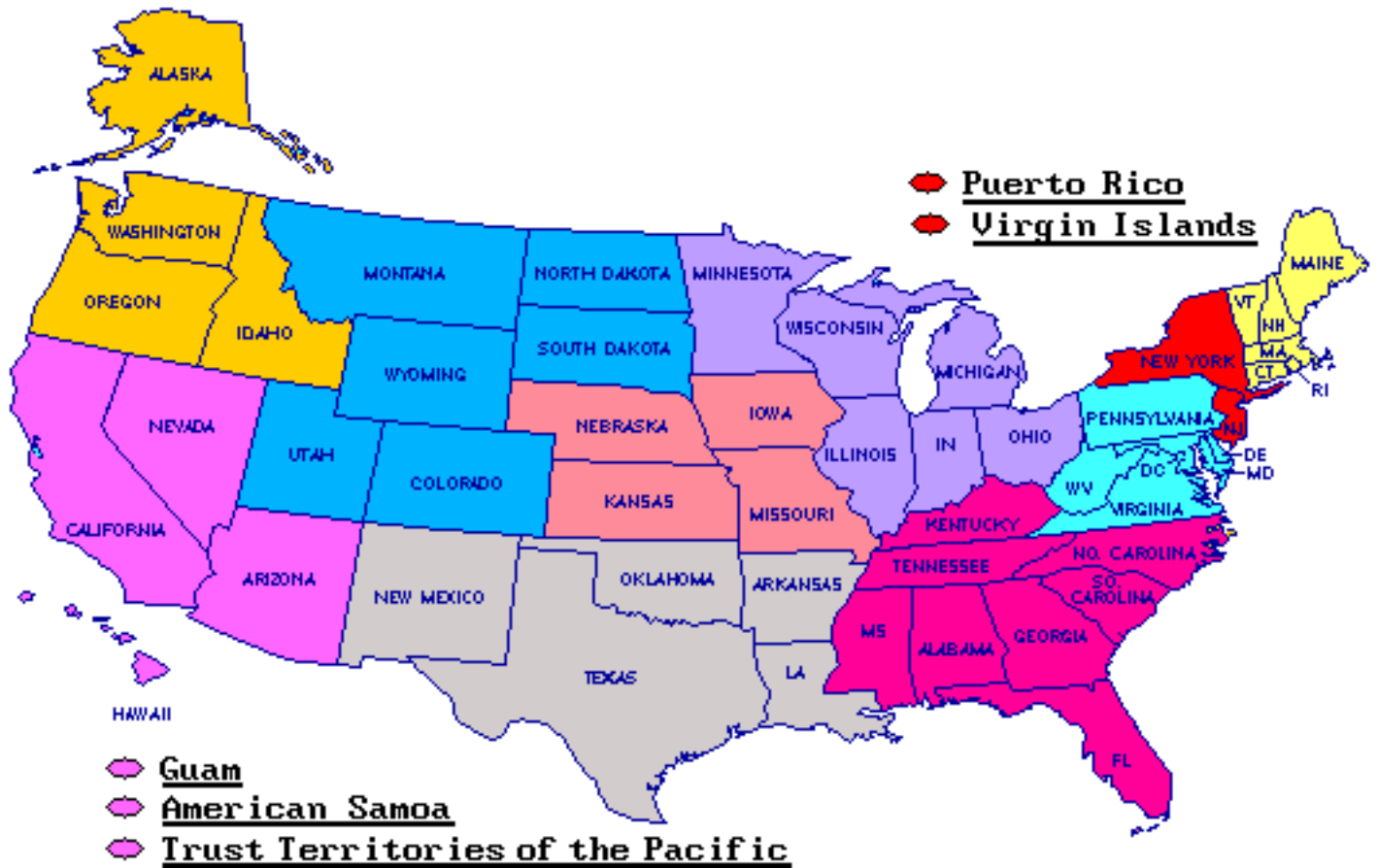
B. When and Where Must Applications be Submitted?

The applicant must submit/mail one signed original application with required attachments and two copies to the primary contact at the EPA regional office listed below. The application must be **postmarked no later than Friday, March 6, 1998.**

 [Go to the top of Application Requirements](#)

REGIONAL CONTACT NAMES AND ADDRESSES

Click on the region of the country for which you want contact information.



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Regional Contact Names and Addresses

Region 1 *Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont*

Primary Rhona Julien, (617) 565-9454
Contact: USEPA Region 1 (RAA)
John F. Kennedy Federal Building
Boston, MA 02203-0001

Secondary Pat O'Leary (617) 565-3834
Contact:

 [Return to Regional Contact Names and Addresses Map](#)

Region 2 *New Jersey, New York, Puerto Rico, Virgin Islands*

Primary Natalie Loney (212) 637-3639
Contact: USEPA Region 2
290 Broadway, 26th Floor
New York, NY 10007-1866

Secondary Melva Hayden (212) 637-5027
Contact:

 [Return to Regional Contact Names and Addresses Map](#)

Region 3 *Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia*

Primary Reginald Harris (215) 566-2988
Contact: USEPA Region 3 (3DA00)
841 Chestnut Street
Philadelphia, PA 19107--4431

Secondary Mary Zielinski (215) 566-5415
Contact:

 [Return to Regional Contact Names and Addresses Map](#)

Region 4 *Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee*

Primary Josephine Brown (404) 562-9672
Contact: USEPA Region 4
100 Alabama Street, SW
Atlanta, GA 30303

Secondary
Contact: Connie Raines (404) 562-9671

 [Return to Regional Contact Names and Addresses Map](#)

Region 5 *Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin*

Primary Margaret Millard (312) 353-1440
Contact: USEPA Region 5 (MC-T-175)
77 West Jackson Boulevard
Chicago, IL 60604-3507

Secondary
Contact: Karla Johnson (312) 886-5993

 [Return to Regional Contact Names and Addresses Map](#)

Region 6 *Arkansas, Louisiana, New Mexico, Oklahoma, Texas*

Primary Shirley Augurson (214) 665-7401
Contact: USEPA Region 6 (6M-P)
1445 Ross Avenue, 12th Floor
Dallas, TX 75202-2733

Secondary
Contact: Teresa Cooks (214) 665-8145

 [Return to Regional Contact Names and Addresses Map](#)

Region 7 *Iowa, Kansas, Missouri, Nebraska*

Primary Althea Moses (913) 551-7649
Contact: USEPA Region 7
726 Minnesota Avenue
Kansas City, KS 66101

 [Return to Regional Contact Names and Addresses Map](#)

Region 8 *Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming*

Primary Contact: Nancy Reish (303) 312-6040
USEPA Region 8 (8ENF-EJ)
999 18th Street, Suite 500
Denver, CO 80202-2466

Secondary Contact: Marcella Devargas (303) 312-6161

 [Return to Regional Contact Names and Addresses Map](#)

Region 9 *Arizona, California, Hawaii, Nevada, American Samoa, Guam*

Primary Contact: Katy Wilcoxon (415) 744-1565
USEPA Region 9 (A-2-2)
75 Hawthorne Street
San Francisco, CA 94105

Secondary Contact: EJ Information Line (415) 744-1565

 [Return to Regional Contact Names and Addresses Map](#)

Region 10 *Alaska, Idaho, Oregon, Washington*

Primary Contact: Susan Morales (206) 553-8580
USEPA Region 10 (MD-142)
1200 Sixth Avenue
Seattle, WA 98101

Secondary Contact: Joyce Kelly (206) 553-4029

 [Return to Regional Contact Names and Addresses Map](#)

IV. PROCESS FOR AWARDING GRANTS

A. How Will Applications be Reviewed?

EPA regional offices review, evaluate, and select grant recipients. Applications will be screened to ensure that they meet all eligible activities and requirements described in Sections II and m.

Applications will also be evaluated by regional review panels based on the criteria outlined in this solicitation. Applications will be disqualified if they do not meet these criteria

B. How Will the Final Selections be Made?

After the individual projects are reviewed and ranked, EPA regional officials will compare the best applications and make final selections. Additional factors that EPA will take into account include geographic and socioeconomic balance, diverse nature of the projects, cost, and projects whose benefits can be sustained after the grant is completed. Regional Administrators will select the grants with concurrence from the Director of the Office of Environmental Justice at EPA Headquarters.

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

C. How Will Applicants be Notified?

After all applications are received, EPA regional offices will mail acknowledgments to applicants in their regions. Once applications have been recommended for funding, the EPA Regions will notify the finalists and request any additional information necessary to complete the award process. The finalists will be required to complete additional government application forms prior to receiving a grant, such as the EPA Form SF424B (Assurances - Non-Construction Programs), EPA Form 5700-48, and the Certification Regarding Debarment, Suspension, and Other Responsibility Matters. The federal government requires all grantees to certify and assure that they will comply with all applicable federal laws, regulations, and requirements.

The EPA Regional Environmental Justice Coordinators or their designees will notify those applicants whose projects are not selected for funding.



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V. EXPECTED TIME-FRAME FOR REVIEWING AND AWARDING GRANTS

December 3, 1997	FY 1998 OEJ Small Grants Program Application Guidance is published in the Federal Register
December 4, 1997 to March 6, 1998	Eligible grant recipients develop and complete their applications
March 6, 1998	Applications must be postmarked by this date and mailed or delivered to the appropriate EPA regional office.
March 9, 1998 to April 17, 1998	EPA regional program officials review and evaluate applications and select grant finalists
April 17, 1998 to August 3, 1998	Applicants will be contacted by their Region if their application is being considered for funding. Additional information may be required from the finalists, as indicated in Section IV. EPA regional grant offices process grants and make awards.
September 18, 1998	EPA expects to release the national announcement of the FY 97 Office of Environmental Justice Small Grant Recipients.



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VI. PROJECT PERIOD AND FINAL REPORTS

Activities must be completed and funds spent within the time frame specified in the grant award, usually one year. Project start dates will depend on the grant award date (most projects begin in August or September). The recipient organization is responsible for the successful completion of the project. The recipient's project manager is subject to approval by the EPA project officer but EPA may not direct that any particular person be the project manager.

All recipients must submit final reports for EPA approval within ninety (90) days of the end of the project period. Specific report requirements (e.g., Final Technical Report and Financial Status Report) will be described in the award agreement. EPA will collect, evaluate, and disseminate grantees' final reports to serve as model programs.

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VII. FISCAL YEAR 1999 OEJ SMALL GRANTS PROGRAM

A. How Can I Receive Information on the Fiscal Year 1999 Environmental Justice Grants Program?

If you wish to be placed on the national mailing list to receive information on the FY 1998 Environmental Justice Small Grants Program, you must mail your request along with your name, organization, address, and phone number to:

U.S. Environmental Protection Agency
Office of Environmental Justice Small Grants Program (2201A)
FY 1999 Grants Mailing List
401 M Street, SW
Washington, DC 20460
(800) 962-6215

Thank you for your interest in our Small Grants Program and we wish you luck in the application process.

Acting Director
Office of Environmental Justice

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APPENDIX A: STANDARD FORMS 424 AND 424A AND COMPLETED SAMPLE FORMS

Please select among the following forms:

- [Application for Federal Assistance \(Standard Form 424\)](#)
- [Budget Information \(Standard Form 424A\)](#)
- [Standard Form 424 Completed Sample](#)
- [Standard Form 424A Completed Sample](#)
- [Sample Budget Detail](#)



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Application for Federal Assistance (Standard Form 424)

This image is a rendering of the actual SF-424, and is not to scale.

Application for Federal Assistance		2. DATE SUBMITTED	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name:		Organizational Unit:	
ADDRESS (give city, county, state, and zip code)		Name and telephone number of the person to be contacted on matters involving this application (give area code).	
		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/>	
6. Employer Identification Number <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District	H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): _____
		9. Name of Federal Agency	
8. Type of Application: <input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		10. Catalog of Federal Domestic Assistance Number <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Title: _____	
11. Descriptive Title of Applicant's Project		12. Areas Affected by Project (cities, counties, etc.):	

13. Proposed Project:			14. Congressional Districts Of:		
Start Date	Ending Date	a. Applicant		b. Project	
15. Estimated Funding:			16. Is application subject to review by State Executive Order 12372 Process?		
a. Federal	\$		a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review		
b. Applicant	\$				
c. State	\$				
d. Local	\$				
e. Other	\$				
f. Program Income	\$				
g. Total	\$		17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input type="checkbox"/> No		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.					
a. Typed Name of Authorized Representative			b. Title		c. Phone Number
d. Signature of Authorized Representative					e. Date Signed

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Budget Information (Standard Form SF424A)

This image is a rendering of the actual SF-424A, and is not to scale.

Budget Information - Non-Construction Program						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E. Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL	
	(1)	(2)	(3)	(4)	(5)	
a. Personnel						
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies						
f. Contractual						
g. Construction						
h. Other						
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTAL \$ (sum 6i and 6j)						
l. Program Income						

Click here for the remainder of [SF424A](#).

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Budget Detail (Standard Form SF424A)

This image is a rendering of the actual SF-424A, and is not to scale.

SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS	
8.					
9.					
10.					
11.					
12. TOTALS (sum of lines 8-11)					
SECTION D - FORECASTED CASH NEEDS					
	TOTAL for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal					
14. Non-Federal					
15. TOTAL (sum of lines 13 and 14)					
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16.					
17.					
18.					
19.					
20. TOTALS (sum of lines 16-19)					
SECTION F - OTHER BUDGET INFORMATION					
(Attach additional sheets if necessary)					
21. Indirect Charges		22. Direct Charges			
23. Remarks					

[Click here to return to part 1 of SF424.](#)

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Standard Form 424 Completed Sample

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Application for Federal Assistance		2. DATE SUBMITTED 02/20/97	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Preapplication <input checked="" type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name: G.W. Doe Community Center		Organizational Unit:	
ADDRESS (give city, county, state, and zip code) 111 Anystreet Town, Ohio 00000		Name and telephone number of the person to be contacted on matters involving this application (give area code). G.W. Doe [111] 000-000	
6. Employer Identification Number		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/>	
<input type="text" value="1"/> <input type="text" value="2"/> - <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/> <input type="text" value="8"/> <input type="text" value="9"/>		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): <u>non-profit org</u>	
8. Type of Application: <input checked="" type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		9. Name of Federal Agency U.S. Environmental Protection Agency	
11. Descriptive Title of Applicant's Project _____		10. Catalog of Federal Domestic Assistance Number <input type="text" value="6"/> <input type="text" value="6"/> - <input type="text" value="6"/> <input type="text" value="0"/> <input type="text" value="4"/> Title: Environmental Justice Grants Program	
11. Descriptive Title of Applicant's Project		12. Areas Affected by Project (cities, counties, etc.):	
_____		_____	

Town Water Quality Project			City of Town, Ohio		
13. Proposed Project:			14. Congressional Districts Of:		
Start Date	Ending Date	a. Applicant	b. Project		
06/01/98	05/31/99	02	01, 02, 03		
15. Estimated Funding:			16. Is application subject to review by State Executive Order 12372 Process?		
a. Federal	\$ 19,997		a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE <u>12/20/96</u> b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review		
b. Applicant	\$				
c. State	\$				
d. Local	\$				
e. Other	\$				
f. Program Income	\$				
g. Total	\$ 19,997		17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input type="checkbox"/> No		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.					
a. Typed Name of Authorized Representative		b. Title		c. Phone Number	
G.W. Doe		Executive Director		(111) 000-0000	
d. Signature of Authorized Representative				e. Date Signed	
				02/15/97	

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Budget Information (Standard Form SF424A)

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Budget Information - Non-Construction Program						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E. Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL	
	(1)	(2)	(3)	(4)	(5)	
a. Personnel	8,000.00				8,000.00	
b. Fringe Benefits	1,360.00				1,360.00	
c. Travel	800.00				800.00	
d. Equipment	2,900.00				2,900.00	
e. Supplies	500.00				500.00	
f. Contractual	4,100.00				4,100.00	
g. Construction						
h. Other	2,337.00				2,337.00	
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTALS (sum 6i and 6j)	19,997.00				19,997.00	
7. Program Income						

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Sample Budget Detail

I. <u>Personnel</u>	
0.5 FTE Community Outreach Worker @ \$10.00/hour	\$ 4,400.00
0.2 FTE Project Coordinator @ \$12.00/hour	2,400.00
0.2 FTE Office Manager @ \$7.00/hour	<u>1,200.00</u>
	8,000.00
II. <u>Fringe Benefits at 17%</u>	
0.5 FTE Community Outreach Worker	748.00
0.2 FTE Project Coordinator	408.00
0.2 FTE Office Manager	<u>204.00</u>
	1,360.00
III. <u>Travel</u>	
Local Travel @ \$0.26/mile	800.00
IV. <u>Equipment</u>	
Audio Visual and Projector Rental	\$ 2,900.00
Typewriter/PC	
V. <u>Supplies</u>	
Paper	250.00
Pencils/Pens	100.00
Folders	<u>150.00</u>
	500.00
VI. <u>Other</u>	
Printing	\$ 2,337.00
Postage	
Telephone	

VII. Contractual \$ 4,100.00

XYZ Engineering Company

Total \$ 19,997.00

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APPENDIX C: GUIDANCE ON LOBBYING RESTRICTIONS

The purpose of this guidance is to remind nonprofit organizations, universities, and other non-government recipients of EPA grants that, with very limited exceptions, you may not use Federal grant funds or your cost-sharing funds to conduct lobbying activities. The restrictions on lobbying are explained in Office of Management and Budget (OMB) Circular No. A-21, "Cost Principles for Educational Institutions," 61 Fed. Reg. 20880 (May 8, 1996), and OMB Circular No. A-122, "Cost Principles for Nonprofit Organizations; 'Lobbying' Revision," 49 Fed. Reg. 18260 (April 27, 1984). As a recipient of EPA funds, you must be aware of and comply with these restrictions.

The general objective of the restrictions is to prohibit the use of appropriated funds for lobbying, publicity, or propaganda purposes designed to support or defeat legislation. The restrictions do not affect the normal sharing of information or lobbying activities conducted with your own funds (so long as they are not used to match the grant funds)

Please select among the following topics:

- [Unallowable Lobbying Activities](#)
- [Exceptions](#)
- [Indirect Cost rate](#)
- [Enforcement](#)



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Unallowable Lobbying Activities

Under Circulars A-21 and A-122, the costs of the following activities are unallowable:

1. Contributions, endorsements, publicity or similar activities intended to influence Federal, State or local elections, referenda, initiatives or similar processes.
2. Direct and indirect financial or administrative support of political parties, campaigns, political action committees, or other organizations created to influence elections. Recipients may help collect and interpret information. These efforts must be for educational purposes only, however, and cannot involve political party activity or steps to influence an election.
3. Attempts to influence the introducing, passing, or changing of Federal or State legislation through contacts with members or employees of Congress or State legislatures, including attempts to use State and local officials to lobby Congress or State legislatures. For example, you

may not charge a grant for your costs of sending information to Members of Congress to encourage them to take a particular action. Also prohibited are contacts with any government official or employee to influence a decision to sign or veto Federal or State legislation. The restriction does not address lobbying at the local level.

4. Attempts to influence the introducing, passing, or changing of Federal or State legislation by preparing, using, or distributing publicity or propaganda, i.e., grass roots lobbying efforts to obtain group action by members of the public, including attempts to affect public opinion and encourage group action. For example, the costs of printing and distributing to members of the public or the media a report produced under a grant, if intended to influence legislation, are unallowable.
5. Attending legislative sessions or committee hearings, gathering information about legislation, and similar activities, when intended to support or prepare for unallowable lobbying.

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Exceptions

There are three exceptions to this list of unallowable lobbying activities in Circulars A-21 and A-122. These exceptions do not necessarily make the cost of these activities allowable; they make the costs potentially allowable. Allowability will be determined based on whether the costs in a particular case are reasonable, necessary, and allocable to the grant.

The first exception is for technical and factual (not advocacy) presentations to Congress, a State legislature, member, or staff, on a topic directly related to performance of the grant, in response to a request (not necessarily in writing) from the legislative body or individual. For requests that are not made in writing, recipients should make a note for their files documenting the requests. The information presented must be readily available and deliverable. Costs for travel, hotels, and meals related to the presentation are generally unallowable unless related to testimony at a regularly scheduled Congressional hearing at the written request of the chairperson or ranking minority member of the congressional committee.


The second exception is for actions intended to influence State legislation in order to directly reduce the actual cost of performing the Federal grant project or to protect the recipient's authority to perform the project. The exception does not apply to actions that are intended merely to shift costs from one source to another. For example, in response to Federal funding cutbacks, a Federally-funded recipient lobbies for State funds to replace or reduce the Federal share of project costs for next year. The cost of that lobbying activity would not be allowable because its purpose is not to directly reduce the actual cost of performing the work but merely to shift from Federal funding to State funding.

Finally, Circulars A-21 and A-122 allow lobbying costs if they are specifically authorized by law.

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Indirect Cost Rate

When you seek reimbursement for indirect costs (overhead), you must identify your total lobbying costs in your indirect cost rate proposal so that the Government can avoid subsidizing lobbying. This is consistent with the circulars' requirement of disclosure of the costs spent on all unallowable activities. This requirement is necessary so that when the Government calculates the amount of an organization's indirect costs that it will pay, it does not include the costs of unallowable activities that the organization happens to count as indirect costs

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Enforcement

In cases of improper lobbying with grant funds, EPA may recover the misspent money, suspend or terminate the grant, and take action to prevent the recipient from receiving any Federal grants for a certain period. Your project officer is available to handle any questions or concerns.

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PREPARING AN ENVIRONMENTAL JUSTICE GRANT APPLICATION

This information is intended to help you put together a competitive proposal for the Environmental Protection Agency's (EPA) Environmental Justice Small Grants Program. *Please read the Application Guidance carefully -- this document is intended to enhance not replace the official FY 98 guidance.*

Target your audience carefully

With relatively small amounts of money to work with, you need to identify a specific group or community to work with in order to develop a program that will give the highest return for your dollars invested.

Build partnerships and alliances

You are strongly encouraged to enlist project involvement from community groups with similar or related goals and secure their commitment of services and/or dollars. Be sure to document this by obtaining letter(s) of commitment for your application. Initiate the partnerships early in your planning, since building alliances can take time and effort.

Do some homework

Allow time to review the literature on environmental justice issues both within EPA and the community you work in or with. Find out what materials exist on the subject and the procedures you are planning to include in your work plan. Use this information to back up your project plans or to explain how your group activities are unique and/or creative.

Develop a project evaluation technique

Define as carefully and precisely as possible what it is you want to achieve with this project and how you will test its success. Ask yourself: "what do you expect to be different once the project is complete?" Outline a plan you will use to measure the success of your activities/project.

Develop a timeline or project accomplishment schedule

List the major tasks that you will complete to meet the goals of the project. Break these broad goals into smaller tasks and lay them out in a schedule over the twelve months of the grant period. Determine and identify in the proposal the total estimated cost for each task. You may estimate this cost by the number of personnel, materials, and other resources you will need to carry out the tasks.

Develop a project budget with the federal portion up to \$20,000

The EPA portion of this grant should not exceed \$20,000. Divide your budget into categories such as personnel salaries/fringe benefits, travel, equipment, supplies, contract costs, other.

Stay within the format

This makes it easier for the reviewer to read and therefore, understand your work plan. Please refer to the application requirements.

Communicate the nature of your project accurately, precisely and concisely.

Describe exactly what you propose to do, how you are going to do it, when you are going to do it, who will benefit, and how you will know you are successful. Indicate not only what you propose but what expertise your group has for completing the project (include resumes).

EVALUATION OF YOUR PROPOSAL

Your proposal will be evaluated by a committee of EPA Headquarters and Regional environmental justice personnel of diverse personal and professional backgrounds. Final selection is based on a variety of factors, including geographic and socioeconomic balance, diversity, cost of the project and how well the partnership benefits can be sustained after the grant is completed. Below are some common strengths and weaknesses we see in proposals.

COMMON STRENGTHS

- Project proposal developed solidly from within the community
- Broad based community support for a project that has the potential to positively affect local people.
- Project identifies established community advisory board or community group who will be involved in the project.
- Good partnership with industry, community, and environmental groups. Good coordination with a variety of community groups.
- Proposal does a good job of outlining a complex problem and approach to solving it ~ does not overlook any major issues or key players.
- Clear identification and background description of population to be served.
- Proposal identifies specific outputs, target accomplishments, and estimated budgets for each goal, and
- target dates for completion.
- Proposed project builds on existing projects or programs.
- The scope of the project can be completed in a funding year.
- Proposal clearly describes how the project will achieve at least two of the three program goals outlined on pages 4 and 5 of the application guidance.
- Proposal includes innovative ideas and creative thinking about how to motivate and involve youth in the communities where they live.
- Proposal includes honest discussion of challenges involved.

COMMON WEAKNESSES

- Application did not include information that was specifically requested in the application guidance.
- Community members do not appear to be an integral part of the project planning process.

- Not specific enough about what EPA funds will be used for. If proposal is for a project that has a budget of more than \$20,000, proposal must indicate whether other funding has been secured.
- Applicant is not a non-profit organization.
- Program may be too ambitious for one year.
- Project funds conferences or dialogues to discuss EJ issues but does not fund activities that make direct changes in a community.
- Immediacy of need not established.
- Methods of evaluating the success of the project unclear.
- Failure to mention other groups that applicant will work with or to secure letters of commitment.
- Proposal seeks support for developing general environmental program with little mention of environmental justice issues. The link between goals of EPA's environmental justice program and the project is not clearly stated.
- Discussion of overall mission and goals of the organization but not enough detail on how the specific project and activities will help achieve the goals.

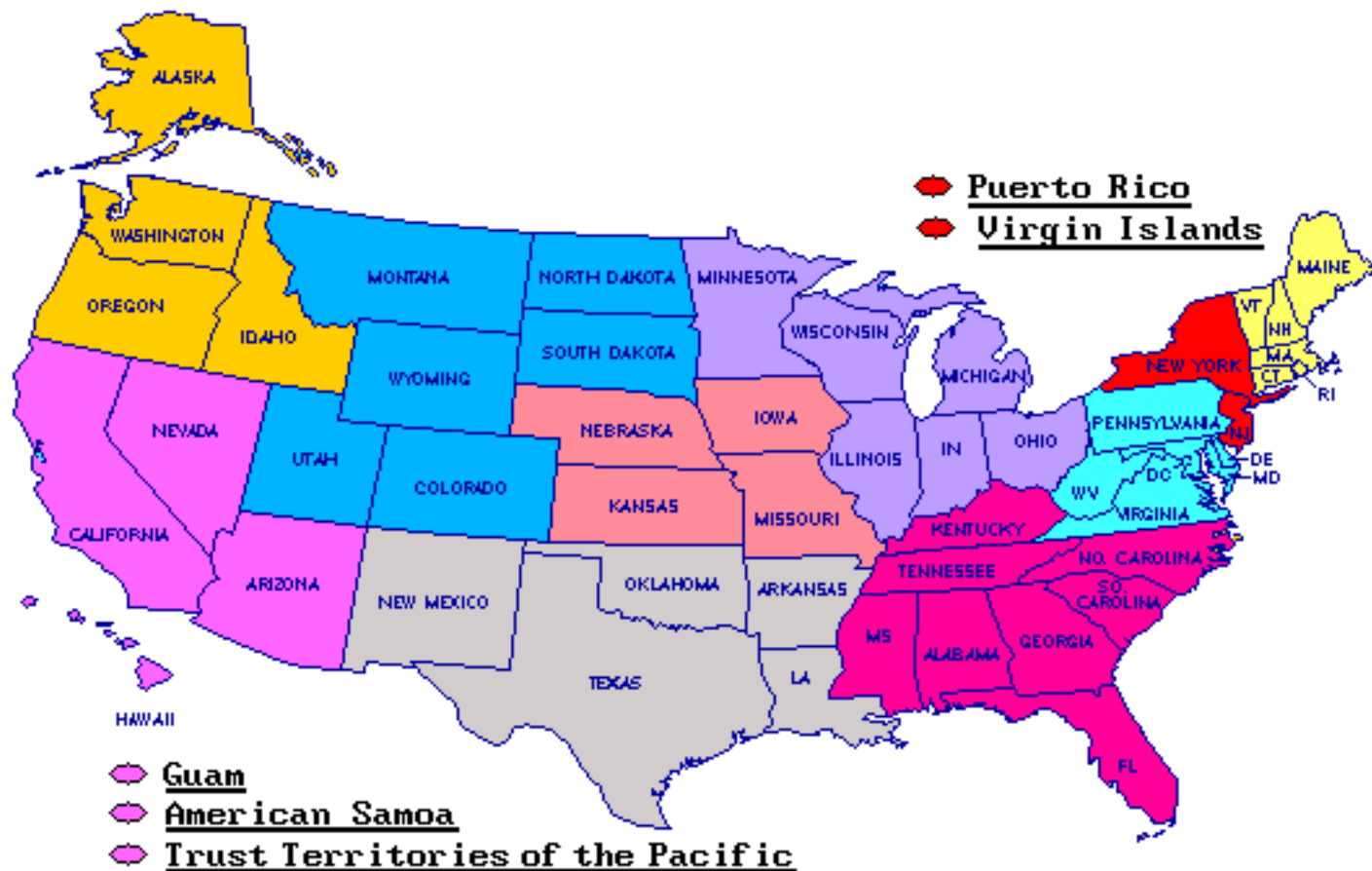


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Office of Environmental Justice Small Grants Program Fiscal Year 1996 Recipients

During fiscal year (FY) 1996, EPA Headquarters allocated money for various environmental justice programs. Click on the region you want more information about.



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REGION X

For more information, please contact Region X Environmental Justice Coordinator, Joyce Kelly at 206-553-4029.

Washington

Georgetown Crime Prevention and Community Council **\$ 20,000**
Seattle, WA

The awardee will examine jet fuel emissions and excessive noise effects on the predominantly low-income Georgetown residential neighborhood. The objectives of the project are to develop a health survey and to perform noise and emission testing in the Georgetown area.

Skokomish Indian Tribe **\$ 19,973**
Shelton, WA

The awardee will develop the Skokomish Community Pollution Prevention Project, which will provide direct demonstration services to train community residents and on-reservation businesses to recognize pollution sources, identify abatement practices, and change practices in their businesses and daily lives to improve the environment.

Community Coalition for Environmental Justice (CCEJ) **\$ 20,000**
Seattle, WA

The awardee will further the development of an environmental justice resource center, speakers bureau, and newsletter. The objectives of the project are to educate citizens around environmental justice issues and to build support for the community. CCEJ is one of the only community-based groups focusing solely on environmental justice in the Puget Sound Area and one of the few groups in the Region.

Whatcom County Opportunity Council **\$ 20,000**
Bellingham, WA

The awardee will support the Indoor Air Quality Education Program for child care providers. The objectives of the project are to alleviate the risk of toxic indoor pollutants among predominantly minority and low-income communities, which are particularly susceptible to poor indoor air quality.

The Jamestown S'Klallam Tribe **\$ 19,327**
Sequim, WA

The project will redress environmental justice problems associated with pollution of Tribal shellfish resources by non-Indian entities. The objectives of the project are to establish better relationships with local governments and utility companies; and build better understanding of Tribal shellfish rights and the environmental impacts to shellfish resources from pollution.

Northwest Communities' Education Center **\$ 20,000**
Grander, WA

The awardee will develop a Clean and Safe Water Educational Campaign for Latino/Hispanic farmworkers in Eastern Washington. The objectives of the project are to educate farmworkers on the issue of clean and safe water. Their efforts will consist of organizing a series of seven workshops in the Yakima Valley, Columbia Basin, Tri-Cities areas in collaboration with the County Health Departments. These workshops will be supplemented by a series of radio programs and announcements.

Tacoma Urban League, Inc. **\$ 20,000**
Tacoma, WA

The awardee will examine the correlation between environmental pollution and minority health and disease issues in predominantly low-income and minority districts. The awardee will look specifically at the effects of these pollution levels on local health and disease rates.

Oregon

Ecumenical Ministries of Oregon **\$ 20,000**
Portland, OR

The awardee will educate Portland residents, including predominantly Russian-speaking communities, about possible lead contamination in their homes. The project will include dissemination of translated educational literature and development of seminars at the Russian community center; seminars will be conducted by lead contamination and abatement experts.

Mid-Willamette Valley Council of Governments **\$ 19,727**
Salem, OR

The awardee will sponsor the Ground Water Protection Project, which will develop a groundwater protection program for each participating water system provider, implement measures to protect groundwater, and improve public education and involvement.

Urban League of Portland **\$ 20,000**
Portland, OR

The awardee will develop the Columbia Slough Project, which will introduce residents to the Slough, local environmental problems, and the groups and agencies that are working to solve them. The project will provide on-going support and serve as a liaison between these groups and the community; and help establish permanent information sources about local pollution.

International Refugee Center of Oregon (IRCO) **\$ 20,000**
Portland, OR

The awardee will develop and implement the Slough Fish Usage Education and Outreach program. The program will provide anglers and other community members in each of the target communities with information about the risks of consuming whole fish, as well as how to reduce such health risks. The project will follow-up on previous survey work, which has shown that Eastern European and Hispanic anglers continue to eat the whole fish without discarding portions in which pollutants are concentrated. Outreach will be conducted in a culturally appropriate manner.

Idaho

Couer d'Alene Tribe **\$ 20,000**
Plummer, ID

The awardee will conduct an assessment of gas emissions and water quality at the Kootenai County Landfill. The objectives of the project are to facilitate educational stakeholder meetings; produce maps showing who is affected by the landfill; utilize a professional engineer to review the landfill; and determine if there are any effects of the landfill on water quality.

Nez Perce Tribe **\$ 20,000**
Lapwai, ID

The awardee will develop the Household Hazardous Waste Round-up Project. The objectives of the project are to raise awareness and promote the need for safe use and disposal of household hazardous waste and to coordinate a collection event in regional communities.

Alaska

Bristol Bay Native Association **\$ 20,000**
Dillingham, AK

The purpose of the project is to assess the effects of environmental pollutants on customary and traditional subsistence hunting, fishing, and gathering activities with particular emphasis on marine mammal harvests. The objectives of the project are to develop and implement a survey of Bristol Bay tribes that harvest marine mammals as diet staples. Tribal chiefs and agency biologists will be brought together to learn about marine mammal harvesting issues related to environmental justice.

Aleutian/Pribilof Islands Association, Inc.

\$ 20,000

Anchorage, AK

The awardee will develop a public information/education project on lead and radon and provide test kits for homes in the Aleutian/Pribilof Islands region. The objectives of the project are to improve communication, motivate the public, and enhance community understanding of local environmental justice issues by providing education on the possible presence of radon in homes and lead in drinking water.

Total for Region X \$299,027

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REGION IX

For more information, please contact Region IX Environmental Justice Coordinator, Willard Chin at 415-744-1561.

Arizona

Intertribal Council of Arizona, Inc. (ITCA) **\$ 19,702**
Phoenix, AZ

The awardee will coordinate a training program in which tribes will be given instruction, training, and direct on-site technical assistance for the coordination of a Tribal Emergency Response Commission (TERC) and for the development of an emergency response plan. ITCA will conduct meetings with tribal community-based emergency response representatives and tribal leaders, provide tribal on-site technical assistance and a working draft plan, and assist in the development of the tribal emergency response plan. Target communities are tribes without a General Assistance Program Grant, Technical Assistance Grants Program, or a Federal Emergency Management Agency Grant.

Paa Qavi, Incorporated **\$ 20,000**
Hotevilla, AZ

The purpose of this project is to set up an ongoing used oil recycling station on Hopi Land. In the Hopi community, a high percentage of individuals change their own oil and the only existing oil disposal facilities are in Winslow, which is seventy miles away or Flagstaff, which is ninety-five miles away. The project will also provide individuals, villages, and local businesses with information about the possible hazards of improperly disposing of used oil and proper methods of disposal.

California

Asian Immigrant Women Advocates **\$ 5,000**
Oakland, CA

The awardee will continue the Environmental Health and Safety Project of Asian Immigrant Women Electronics Assemblers. The project's ongoing environmental education program includes newsletters, workshops, and training for these workers. The program will provide environmental health information in several languages and will also include tips on protection from hazardous materials in the workplace.

Asian Pacific Environmental Network **\$ 20,000**
Oakland, CA

The awardee will work with community groups in the San Francisco Bay area on fish consumption issues. Through this partnership, the groups will evaluate existing outreach and education efforts relevant to contaminated fish (actual fishing and fish consumption habits), share appropriate information within the communities, and improve outreach and education in these communities.

Bernal Heights Housing Corporation (BHHC)

\$ 20,000

San Francisco, CA

The purpose of this project is to educate low-income parents in the Bernal Heights, outer Mission, and Excelsior districts of San Francisco about environmental justice issues, including lead poisoning and lead hazard prevention and reduction in the home and workplace. BHHC will provide workshops, conferences, and bilingual educational materials in partnership with Consumer Action, local churches, daycare centers, libraries, local businesses, and other nonprofit organizations.

California Rural Legal Assistance

\$ 19,980

Pomona, CA

This grant will fund the Farmworker Women's Leadership Project (*Lideres Campesinas*). *Lideres Campesinas* works with two hundred and fifty farmworker women representing twelve farmworker communities throughout California. The goal of the program is to train farmworker women as certified pesticide educators and environmental health advocates to disseminate health information to farmworkers and assist in the documentation of toxic poisoning.

Chinatown Resource Center

\$ 20,000

San Francisco, CA

The awardee will conduct lead community education and outreach to primarily monolingual Chinese speaking adults who provide home-care for children under the age of six. This population may face higher exposure due to lack of provider training or information on lead poisoning. The lead outreach will be done in conjunction with community education on seismic safety, facilitated by AmeriCorp volunteers at buildings scheduled for seismic retrofitting.

Environmental Health Coalition

\$ 20,000

San Diego, CA

The awardee will work in partnership with the Mercado Apartments Tenants Association to educate, empower, and organize residents of Barrio Logan around environmental justice issues. The campaign will motivate community participation through a community health survey and monthly environmental health updates at the Tenants Association meetings.

Healing Our Mother Earth

\$ 15,000

Grover Beach, CA

The awardee will hold a series of house meetings to train primarily Spanish speaking, low-income farmworkers to recognize symptoms of chemical poisoning and to encourage families to seek regular preventative health check-ups to screen for various health problems. The project will also provide education on how families can avoid or minimize exposure to dangerous toxins. A second purpose of the project is to increase communication between the community and governmental entities that have jurisdiction in McFarland, and to develop local leadership within the community.

Los Angeles Conservation Corp

\$ 20,000

Los Angeles, CA

The goal of this project is to utilize the energy, creativity and community awareness of conservation corps members to carry environmental messages to their communities. Corp members will work with communities to create recycling, recycled oil or stormdrain dumping projects. This will provide an opportunity for corps members to connect with the community and become resources for people concerned with environmental issues. It will also involve community members in environmental cleanup and pollution prevention projects that corps members conduct on an on-going basis. A handbook will be developed and distributed to corps throughout the nation, as well as youth groups, schools, and local organizations.

West County Toxics Coalition

\$ 20,000

Richmond, CA

The awardee will educate citizens and community-based organizations about the nature of lead poisoning and the need for testing and screening. The awardee will also provide information on preventative measures and resources for addressing the problem. The project will involve the predominantly low-income populations living in the County Housing Authority's public housing facilities.

Project Concern International

\$ 20,000

San Diego, CA

The awardee will work with Vista Community Clinic to increase understanding of environmental sanitation, demonstrate simple low-cost techniques for water storage and disinfection, and improve hygiene-related behaviors among migrant workers. Twenty five individuals in three camps will be given extensive training. These "promoters" will then assist the people in ten other shelters to improve water quality.

San Francisco League of Urban Gardeners

\$ 20,000

San Francisco, CA

The awardee will develop effective youth leaders who will use their newly acquired skills and knowledge to help educate and organize the Bayview-Hunter's Point community around issues of environmental justice. The project will focus on leadership development of a group of teens. In addition, these youth will help educate their community by encouraging friends, family, and neighbors to participate in workshops that will address environmental justice issues in the Bayview-Hunter's Point area.

Save San Francisco Bay Association

\$ 20,000

Oakland, CA

The awardee will develop and implement a community education program that effectively educates and trains subsistence fishing communities in San Francisco, Solano, Alameda, Contra Costa, and Marin Counties about ways to minimize health risks associated with Bay seafood consumption. The project will also work to bring about greater accountability for monitoring and remediating toxic contaminants in the San Francisco Bay.

Hawaii

Native Hawaiian Advisory Council

\$ 20,000

Honolulu, HI

The awardee will work in partnership with the William S. Richardson School of Law at the University of Hawaii. This one year project is designed to educate native Hawaiians on the legislative and administrative processes by which governmental agencies make environmental decisions. Project participants will prepare *E Alu Like Mai I Ka Pono: A Guidebook to Hawai'i's Legislative and Administrative Processes*. The book will focus on legislative committees and agencies that handle environmental and/or native Hawaiian issues.

Total for Region IX \$259,682

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REGION VIII

For more information, please contact Region VIII Environmental Justice Grants Coordinator, Patricia Denham at 1-800-227-8917, ext. 6557.

Colorado

Council of Energy Resources Tribes

\$ 10,033

Denver, CO

This project will facilitate information exchange in a participatory and proactive manner with three Region VIII tribes. The project will identify environmental justice concerns, including communication obstacles and institutional practices that hamper equitable relationships. In addition to recommending ways for Tribes to participate in facilities siting, development, and related decisions, the Tribes will define what "environmental justice" means in Indian Country. The facilitated sessions will also have a Tribal capacity building function, which is to guide the Tribes through a strategic planning process in which they assess their needs and develop goals for their environmental protection programs.

Cross Community Coalition (COPEEN)

\$ 19,820

Denver, CO

The Cross Community Coalition represents an umbrella agency for the Colorado Peoples' Environmental and Economic Network (COPEEN). The project will: 1) update and expand the 1990 Citizen Action study: "Poisons in Our Neighborhoods: Toxic Pollution in Colorado," using Toxic Release Inventory data to summarize the amounts of toxic chemicals that are released into communities in Colorado; and (2) continue the printing and distribution of the quarterly newsletter, the COPEEN News, to over 350 groups and individuals.

El Paso County Department of Health and Environment

\$ 10,109

(EPCDHE)

Colorado Springs, CO

The awardee will provide funds to the Energy Resource Center (ERC), a non-profit agency that performs weatherization repairs in low-income housing. The ERC will test approximately 20 houses, as well as fix six homes to demonstrate the effectiveness of both the process and the actual repairs. This project will: 1) identify necessary improvements in communication and coordination among community-based organizations and enable them to inform their constituency of the benefits of radon measurement and remediation; 2) establish an infrastructure capable of continuing this program; and 3) enhance community understanding and demonstrate how to access radon mitigation services.

Hispanic Chamber of Commerce Educational Foundation

\$ 10,109

(HCCEF)

Denver, CO

The awardee will educate and train small business owners on risk reduction and pollution prevention by conducting six training sessions throughout Colorado. They will provide business owners with simple tips to reduce their risks in dealing with existing pollution; provide practical information to small business owners on pollution prevention; and outline pollution prevention activities for small business employees.

Church of the Holy Redeemer (The Place Ministries)

\$ 19,400

Denver, CO

The Place Ministries is a collaboration of three churches organized to provide education and social outreach programs for youth ages 7-18 in an economically disadvantaged neighborhood. The Place Ministries will select twenty students from Montbello, Manual, and East High Schools to participate in a summer-long program to address neighborhood environmental problems related to lead exposure and contamination. Under the supervision of an environmental scientist and other volunteers, these youth will collect drinking water, playground soils and equipment, and lead paint samples to analyze them for lead content.

Montana

Confederated Salish and Kootenai Tribes

\$ 10,109

Pablo, MT

The awardee will develop educational and Tribal environmental programs and resource materials for use at the various schools on the Reservation. These materials will be organized by program category into education "trunks," which may be checked out by local educators or used by the Division of Environmental Protection (DOEP) staff. DOEP staff will coordinate with the Tribal Education Program office to establish contacts with Reservation science teachers and schedule presentations. In 1996, an informational brochure will be developed for area agencies, land owners, and other resource managers facing similar environmental justice concerns in other parts of the country with substantial Native American populations.

District XI Human Resource Council

\$ 10,109

Missoula, MT

The awardee will increase awareness about the impacts of radon and carbon monoxide in predominantly low-income, Native American, and Hmong communities in Montana. The environmental problems facing these communities are indoor air quality, most specifically radon and carbon monoxide. This project, which is a collaborative among the Missoula Indian Center, the Refugee Assistance Corporation on behalf of the Missoula Hmong Community, and the Western Montana Fair Housing Corporation, will benefit a seven county area encompassing 26.5% of the state of Montana's low-income population. Long-term follow-up, testing, and remediation activities are also proposed for this project.

Fort Belknap Community Council

\$ 19,787

Harlem, MT

The Fort Belknap Indian Reservation encompasses an area of 653,000 acres and is the home of the Gros Ventre and Assiniboine Tribes. The awardee will further enhance an on-going project to publish a quarterly newsletter on local environmental issues and will sponsor a public forum on Environmental Justice on Indian Land in Montana and facilitate community partnerships with other tribal communities.

Rural Employment Opportunity, Inc. (REO)

\$ 19,997

Helena, MT

REO is a non-profit organization founded to assist migrant and seasonal farm workers in Montana. The awardee will contact 1000 workers and 600 families, which is approximately 80% of the migrant workforce. The project will include: distributing pesticide training handbooks; arranging pesticide handling certification courses; conducting awareness conferences and workshops; and developing an interactive computer program in English and Spanish for K-6 grade children to learn about chemical poisoning and appropriate safety procedures.

North Dakota

Clean Water Fund

\$ 10,000

Fargo, ND

The awardee will facilitate the exchange of information and coordinate communication between community stakeholders and the affected community, including seasonal Hispanic migrant farm workers in North Dakota. The project will: facilitate additional bilingual "Train the Trainers" workshops; provide training to 100 Hispanic community leaders; and conduct one or more "community forums" on pesticide safety and worker protection issues.

Standing Rock Sioux Tribe

\$ 20,000

Fort Yates, ND

The tribal land of the Standing Rock Sioux Tribe covers the south-central part of North Dakota and the north-central part of South Dakota. A recent closure of Standing Rock's community "open dump" has resulted in widespread illegal dumping and the cost of proper disposal has increased due to federal and tribal regulations. The project will include an assessment of illegal dumping, and design of an education campaign on the potential environmental hazards of illegal dumping.

South Dakota

Oglala Sioux Tribe

\$ 10,109

Pine Ridge, SD

The awardee will address problems associated with leaking underground storage tanks (USTs) on the Pine Ridge Reservation of the Oglala Sioux Tribe. The project will educate and take direct action to test and tighten UST to ensure that no leaks are occurring to the groundwater. Last year, the Tribe located 150 or 85% of the tanks on the Reservation. This grant will enhance the Tribal capacity to monitor and respond to such leaks and protect Tribal small businesses that rely on USTs. The Tribe will update their inventory and install Tracer methods on tanks to check for leaking.

Jobs for the Environment Campaign/Native Ecology Initiative/

\$ 10,109

Oglala Sioux Tribe

Pine Ridge, South Dakota

The awardee will further develop the Lakota (Oglala Sioux) Environmental Empowerment Project (LEEP), which is designed to bring a greater measure of regulatory autonomy to the Oglala Sioux Tribe while addressing their most pressing environmental problems. This project contains four principal components: 1) community outreach and education; 2) development of environmental regulatory codes; 3) a baseline environmental study; and 4) technical assistance for two "green" economic development projects at Pine Ridge, an organic coffee company, and a solar lighting project.

Utah

Northwestern Band of The Shoshoni Nation

\$ 20,000

Brigham City, Utah

The Northwestern Band of the Shoshoni Nation, on behalf of seven other Utah Tribes, will develop and conduct a workshop for Tribal leaders and their respective communities that specifically targets the following goals: 1) approaching environmental justice through traditional and cultural practices, 2) determining whether to create an inter-Tribal environmental agency, and 3) identifying strategies involved in developing a comprehensive strategic master plan for environmental management. The planning process that the Utah Tribes are pursuing can be considered a model for other States, Tribes, and local communities on how to develop partnerships, share resources and technology, and develop innovative approaches in dealing with environmental justice issues.

Utah Society for Environmental Education

\$ 20,000

Salt Lake City, UT

The awardee will enhance the community's motivation and ability to identify and address the problems affecting their environmental quality of life, including concerns about contamination and adverse health effects. The project goal is to give the communities a strong sense of ownership of their river ecosystem and increase their participation in the river's overall watershed protection efforts. The project will include community outreach visits to provide education and training on water quality testing methods, and problem-solving and public participation skills related to urban planning.

Wyoming/Montana

National Safety Council

Washington, DC

\$19,907 The National Safety Council's Environmental Health Center (EHC) will work closely with the Council's 85 local chapters throughout the United States and Canada. This program proposes to work closely with the Wyoming and/or Montana Safety Council to serve as pilot sites for an educational program on indoor environmental pollutants. The project purpose is to reduce the threat of radon and lead paint exposure among residents of predominantly low-income and minority communities.

Total for Region VIII \$239,076

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REGION VII

For more information, please contact Region VII Environmental Justice Coordinator, Rupert Thomas at 913-551-7282.

At this time, the Region is processing a total of seven awards in the following states: Iowa, Kansas, Missouri, and Nebraska.

Estimated Total for Region VII \$127,460

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REGION VI

For more information, please contact Region VI Environmental Justice Coordinator, Shirley Augurson at 214-665-7401.

At this time, the Region is processing a total of sixteen awards in the following states: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

Estimated VI \$300,500

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REGION V

For more information, please contact Region V Environmental Justice Grants Coordinator, Margaret Millard at 312-353-1440.

Illinois

Westside Health Authority

\$ 20,000

Chicago, IL

The awardee will build local leadership and increase the community's capacity to address environmental health problems through self-help strategies and through partnerships with other community-based organizations, public agencies, landlords, and health care providers. The primary goal of the project is to reduce the most serious cases of illness as a result of exposure to environmental health hazards in the home, especially asthma and lead poisoning. With training from the American Lung Association of Chicago and the Lead Elimination Action Drive, local leaders will work with community residents to assess health hazards in the home environment and develop strategies to address them.

United Citizens and Neighbors "UCAN"

\$ 18,500

Urbana, IL

The project will include a negotiated partnership between neighborhood residents, city officials, and hospital officials to address local medical waste incineration issues. The awardee will assess the impact of dioxin emissions from medical waste incineration, organize a community outreach and education campaign on medical waste incineration, facilitate increased communication through the establishment of a community stakeholder committee, and develop solutions to minimize exposure to dioxin emissions.

Joseph E. Gary Local School Council

\$ 20,000

Chicago, IL

The awardee will develop a participatory, interactive environmental justice project for the predominantly Mexican-American community of the Little Village neighborhood on Chicago's Southwest side. The project activities will include: a toxic inventory of each school building and the campus grounds; the development, implementation, and evaluation of an environmental justice course at Gary school; the development of a quarterly environmental justice community newsletter for schools, churches, community-based organizations, and community residents; and the production of a ten minute bilingual Spanish/English video on environmental justice issues in the community and school.

Westside Alliance for a Safe Toxic-Free Environment

\$ 20,000

"WASTE"

Chicago, IL

WASTE is a coalition of 34 community-based organizations that will utilize this grant to facilitate community empowerment on the westside of Chicago by focusing on economic development, health information, and community outreach. The project will conduct a feasibility analysis on a recycling based alternative to solid waste incineration that will focus on reducing waste and generating jobs; develop an environmental health Fact Sheet for health care providers; implement a community outreach plan that includes door-to-door canvassing on the westside; and continue to develop a relationship with decision makers that includes education on environmental justice issues.

Clean Sites

\$ 20,000

Chicago, IL

The awardee will develop a "Citizen Environmental Academy" that will include a series of five workshops designed to provide an overview of federal and state environmental programs and local environmental problems. The Academy will be developed in partnership with Downriver Citizens for a Safe Environment and Southwest Detroit Environmental Vision. The project goals are to help citizens understand how to communicate more effectively with environmental agencies and government institutions, and to provide community members with the tools and information to become more involved in environmental programs to address their concerns.

Indiana

Minority Health Coalition of LaPorte County

\$ 18,750

Michigan City, IN

The awardee will create an environmental justice center to serve as a clearinghouse for information on environmental, health, and environmental justice issues. The project will include: training to area physicians and health care providers entitled *Environmental Contaminants, Exposure, and Health Effects*; production of a series of four videos for use in training sessions and for broadcast on LaPorte cable access stations; lead screening in partnership with the Open Door Health Clinic and LaPorte County Health Department; and outreach to the community through the development of a brochure on the identification of fish species, fish consumption advisories, and proper cleaning and preparation of fish to reduce health risks.

Ohio

WSOS Community Action Commission

\$ 20,000

Fremont, Ohio

The project will demonstrate how to involve predominantly low-income and minority communities in a community decision making process that prioritizes multiple environmental issues into an action plan. The project goals are to convene a stakeholder committee; assess current and future environmental compliance needs; conduct a community forum; complete a compliance action plan; and facilitate the initial implementation of the community action plan.

Working In Neighborhoods, Inc.

\$ 20,000

Cincinnati, OH

The awardee will work collaboratively with government, industry, and community leaders on environmental justice issues, including solid waste landfill operations and permitting, pollution prevention planning, CERCLIS site investigations, assessment of the impacts of hazardous waste facilities, air pollution and odors, and emergency response. The project seeks to facilitate the investigation of three CERCLIS sites, to facilitate community involvement in the development of a comprehensive emergency response and evacuation plan, to work to establish a pollution prevention plan with local industry, and to train and educate community leaders.

Cuyahoga County Planning Commission

\$ 19,722

Cleveland, OH

The awardee will develop a community-based environmental audit to provide community access to information on commercial, industrial, and residential properties. The awardee will use the Cuyahoga County Planning Commission's computerized inventory of Brownfield sites to generate information on particular parcels of land. The project will target community development corporations to utilize the database and will develop a communication package to inform community-based organizations about urban environmental issues, legislation, health risks, revitalization, redevelopment, and disclosure requirements.

Michigan

Arab Community Center for Economic and Social Services

\$ 20,000

Dearborn, MI

The awardee will use culturally appropriate methods to educate and empower the predominantly Arab American community in Southeast Michigan to reduce health problems caused by industrial pollution. The project will produce a quarterly newsletter in Arabic and English, convene stakeholder meetings, outreach non-literate community members through a media campaign focusing on Arabic television and radio networks, organize a community health fair, and convene an Environmental Health Awareness Conference for health care providers and community leaders.

Detroiters Working for Environmental Justice

\$ 18,293

Detroit, MI

The awardee will identify and build local environmental justice stakeholder committees through education and outreach activities and advance community awareness of environmental regulations and programs as they relate to the urban revitalization efforts of the Detroit Brownfield Initiative. The project will identify local community-based organizations and church groups directly impacted by environmental justice issues, initiate outreach and education efforts, publish a community newsletter, organize an Environmental Justice Leadership Summit, and mobilize and initiate community partnerships in local urban revitalization efforts.

Minnesota

Citizens for a Better Environment

\$ 7,500

Minneapolis, MN

The awardee will work with stakeholders, including neighborhood residents, local businesses, and public officials, to develop a high quality action plan for restoring the Bassett Creek watershed in Minneapolis. The project will facilitate stakeholder meetings, increase the capacity of neighborhood residents to obtain and analyze environmental data, and work with stakeholders to develop an action plan that uses the priorities identified by the communities.

Clean Water Fund

\$ 20,000

Minneapolis, MN

The awardee will support the establishment and initial operation of a Minnesota migrant farmworker safety training and education project, focusing on the seasonal Hispanic migrant farmworkers and year-round residents of the Red River Valley of Minnesota. The project will include volunteer recruitment and training, training workshops focusing on pesticide safety and worker protection training, community forums, and development of educational materials.

Green Institute

\$ 20,000

Minneapolis, MN

The awardee will engage residents in the process of regenerating the Phillips neighborhood of Minneapolis through economic development and environmentally sound practices. The project goals are to initiate an environmental awareness and jobs campaign and to involve residents in the pre-development phase of an eco-industrial park.

Wisconsin

Menominee Tribe of Wisconsin

\$ 20,000

Keshena, WI

The awardee will conduct a socioeconomic study of the human health and environmental effects of hardrock metallic sulfide mining on the Menominee Reservation. The project will research data on mining and its economic and cultural impacts on Native American communities; identify and estimate the potential for environmental damage to air and water on the Menominee Reservation; identify the Menominee traditions and occupations that are dependent upon the water, wildlife, and the environment; and facilitate the exchange of information with other tribal nations in the geographic area of the proposed mining site.

Sixteenth Street Community Health Center
Milwaukee, WI

\$ 20,000

The awardee will form a Brownfield Community Action Team in collaboration with real estate, lending and economic professionals, community representatives, and the Wisconsin Department of Natural Resources. The primary objective of the Team will be to learn about and monitor the progress of the remediation of two Brownfield properties from beginning to end. A comprehensive public education and community involvement campaign will be conducted to ensure the meaningful participation of neighborhood residents, assist in selecting and increasing visibility of environmental repair technologies, and advocate for appropriate redevelopment of the neighborhood.

Total for Region V \$302,765

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REGION IV

For more information, please contact Region IV Environmental Justice Coordinator, Vivian Malone-Jones at 404-562-9671.

Alabama

Project Awake **\$ 20,000**
Coatopa, AL

The Sumpter County Environmental Justice Awareness project will facilitate communication, information exchange, and partnerships among stakeholders to address environmental injustices by conducting workshops, awareness conferences, community stakeholder committees, and establishing community newsletters. Citizens will be made aware of hazardous waste facilities and educated about potential exposures and health effects.

SweetValley/Cobbtown, Inc. **\$ 20,000**
Bynum, AL

The awardee will conduct an environmental inventory of Greater Anniston, Alabama; inform residents about the inventory results; inform residents of policies, laws, and new legislation about the environment at the local, state, and federal; foster citizen involvement and responsibilities to the environment; and identify life style factors that contribute to environmental degradation.

Florida

Florida International University (FIU) **\$ 20,000**
North Miami, FL

The awardee will develop educational programs for community leaders, health professionals, school age children and their parents based on a local Dade County Public Health Service environmental needs assessment. The project will create Train-the-Trainer programs emphasizing environmental health issues and internship programs in Community Environmental Justice for FIU and other local undergraduate and graduate students, and develop a model for a community environmental coalition that may be exported to communities locally and nationally.

Georgia

Citizens for Environmental Justice **\$ 20,000**
Savannah, GA

The awardee will produce two supplements to the February 1996 Georgia Department of Natural Resources report on industrial air pollutants in Chatham County. Additional information concerning local businesses and their pollutants; consequences of pollutants; and health related materials will be included with explanations of the protections available under various environmental statutes, such as the Clean Water Act, Clean Air Act, etc. The text will be rewritten in layman's terms for a target audience of area high school students and citizens in poor and minority neighborhoods.

Kentucky

Justice Resource Center

\$ 20,000

Louisville, KY

The awardee will develop an environmental justice program to raise awareness and help resolve the increasing problem of toxic pollution caused by the negative effects of chemical industries located in or near residential properties in western Louisville, Kentucky. The project objectives are to: 1) inform at least 5,000 residents in the area about environmental conditions that are hazardous to their health; 2) involve at least 500 residents in activities to address environmental concerns; 3) develop a spirit of cooperation among residents, industry, government leaders, the media, and other groups to maintain a healthy environment; and 4) establish a planned approach that will involve citizens in activities that support the environment.

Mississippi

MS Band of Choctaw Indians

\$ 20,000

Philadelphia, MS

The awardee will promote community empowerment through a reuse, reduce, and recycling project. The goals are to achieve 30% recycling of all solid wastes generated by homes and tribal industries by establishing a drop-off point. The awardee will also conduct community education activities and publish articles in the community newspaper on the recycling project, solid waste management, and proper disposal of toxic materials and substances.

NE Mississippi RC&D, Inc.

\$ 19,500

Tupelo, MS

The awardee will provide public awareness and environmental educational training to minority and low income communities, focusing on environmental education for Junior High and High School students and teachers, and conducting workshops and seminars to promote pollution prevention and recycling. The awardee will also conduct surveys, group meetings, and interviews to identify major public concerns on environmental issues; develop a resource database of environmental information/education resources for public use; and formulate workshops, seminars, media announcements about environmental issues.

North Carolina

North Carolina A&T State University

\$ 20,000

Greensboro, NC

The awardee will research and implement communication procedures with the community to address and alleviate environmental injustice issues. The project will develop surveys, increase public access to information, and develop role play exercises. Presentations in public schools and community meetings will provide additional public access to environmental information.

Virginia Water Project, Inc.

\$ 20,000

Roanoke, VA

The awardee will conduct a minimum of four workshops to reach at least 200 North Carolina residents and create an awareness of the dynamics and conditions of environmental justice (EJ) issues and present clear options for change. Workshops will present: history and concepts of the development of the EJ movement; EJ's relationship to Economic Justice; how to obtain and interpret EPA toxic release inventory data; how town and county comprehensive plans and zoning ordinances can influence decisions that have EJ implications; and views of other community members and representatives of state and local governments.

North Carolina Fair Share Education

\$ 20,000

Raleigh, NC

The awardee will develop community awareness and leadership training on environmental justice issues. In Pender County, community members are concerned with contamination of groundwater supplies by the dumping of corporate hog industries. In Wake County, residents are concerned about the adverse effects of unknown emissions from a nearby municipal landfill. In addition to education and training, monitoring and surveys will be conducted. The objective is to enhance critical thinking, problem solving, and active participation among the predominantly rural, African-American, and low to moderate income communities.

South Carolina

Voorhees College

\$ 20,000

Denmark, SC

The awardee will establish a tri-county grassroots community committee to identify and contact leaders and individuals in local churches and civic organizations to disseminate information and conduct surveys on local environmental problems. Issues include community clean-up projects and monitoring of socioeconomic changes due to disproportionate high and adverse environmental exposure, such as childhood lead poisoning. Technical experts will be employed to assess and evaluate possible hazardous substance detection from radioactive wastes in the Barnwell county radioactive disposal facility and the Savannah River facility.

Four Mile Hibernian Community Association

\$ 19,925

Charleston, SC

The awardee will establish an Environmental Health Information Network to: establish three Internet accessible computer workstations to raise the current awareness and involvement of residents; train a small groups of staffers for each workstation; enlist a minimum of 2,000 residents to use the workstations; and evaluate the content and usefulness within a year.

Catawba Indian Nation

\$ 20,000

Rock Hill, SC

The awardee will develop the Tribal Ecosystem Protection Management Plan. A tribal committee will be formed to develop the plan, which will assess current ecosystem protection practices and determine needed changes and future management needs and costs. The awardee will also develop public education strategies aimed at promoting protection of the ecosystem.

Tennessee

LeMoyne-Owen College

\$ 19,791

Memphis, TN

The awardee will develop a science, math, and computer science program for college-bound high school students called the Environmental Justice Awareness Saturday Academy that will identify, evaluate, and address environmental injustice practiced in and negatively affecting predominantly minority and low income communities. The program will include: seminars, discussions, hands-on pollution testing, and computer modeling of pollution variables, intensities, and effects.

Project 2000, Inc.

\$ 20,000

Knoxville, TN

Through the Institute for Environmental Justice and Urban Ecology the grant will help predominantly low-income and minority Brownfields communities to participate in the remediation and redevelopment process by offering awareness and training programs in risk assessment, analysis, communication, and remediation. Included will be tools and skills for conducting oral histories, community surveys, community mapping, methods for collecting and understanding secondary data, and community development.

Vanderbilt University Medical Center

\$ 7,000

Nashville, TN

The awardee will assist citizens in local water quality assessments, provide technical assistance and information to predominantly low-income and minority communities, and increase the credibility of community groups through utilization of technical information. The awardee will also produce a citizens' guide to water quality in Madison county through a partnership with students and citizens, and enhance leadership skills and environmental awareness among county youth.

Total for Region IV \$306,216

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REGION III

For more information, please contact Region III Environmental Justice Coordinator, Reginald Harris at 215-566-2988.

District of Columbia

Anacostia/ Congress Heights Partnership **\$ 20,000**

Washington, DC

The purpose of this project is to provide training and workshops related to environmental issues for young people and to provide meaningful employment and environmental improvement opportunities for the Anacostia/Congress Heights community. These activities will increase community awareness of environmental issues that may impact the health and quality of life of residents.

The Environmentors Project **\$ 20,000**

Washington, DC

The project will enable environmental and science mentors to help underprivileged high school students in Washington, DC. develop an understanding of and enhanced commitment to the environment. The Environmentors Project will publish and distribute a manual to assist other communities in creating and operating similar programs that inspire youth to learn about and protect the environment.

Holding on to Memorable Experiences (HOME) **\$ 20,000**

Washington, DC

H.O.M.E.'s goal is to implement at least 30 small scale environmental restoration projects over a three-year period in cooperation with D.C. Public Schools, social and civic groups, and community organizations. The projects will serve to improve water quality and aquatic habitat conditions, as well as establish a long-term, coordinated mechanism for active community involvement in watershed stewardship.

National Safety Council **\$ 19,906**

Washington, DC

This project seeks to reduce the indoor air problems among predominantly Latino populations through an educational program that builds on local partnerships, promotes better understanding, and educates residents about how to reduce and/or prevent exposure to environmental pollutants. The program will work to empower communities to improve their quality of life.

Maryland

African American Men on a Mission

\$ 20,000

Baltimore, MD

This program will provide community members with the opportunity to participate in and facilitate lead poisoning prevention workshops and community forums. These forums will include community residents and local grassroots organizations concerned with lead poisoning prevention. Through this project, Baltimore residents will gain a greater consciousness of the lead poisoning problem and an understanding of the environmental justice movement. Local youth and young adults will have the opportunity to take leadership roles in providing lead poisoning education and prevention techniques to affected communities.

Alliance for the Chesapeake Bay, Inc.

\$ 20,000

Baltimore, MD

The Urban BayScapes Initiative is a project designed to begin the process of expanding the BayScapes audience and include the development of urban community gardens. Involvement in community gardens becomes a vehicle to raise the consciousness of local residents with respect to environmental issues, while providing aesthetic and food benefits. Three tasks are proposed to meet these objectives: a stakeholder workshop, development of specific educational tools, and two community garden demonstration projects.

Anacostia Watershed Society

\$ 20,000

College Park, MD

The project's goals are to: 1) raise awareness among the residents of the Anacostia Watershed about the environment and their relationship to it, 2) educate residents about the actions they can take to protect the watershed, 3) establish and strengthen local civic institutions and coalitions to enable citizen involvement in the decision-making process on environmental matters, and 4) utilize and create technical resources for residents.

Community Resources, Inc.

\$ 14,300

Baltimore, MD

This project will: 1) develop a field-appropriate Participatory Urban Appraisal Method (PUA) that will allow community residents to gather high quality information about their community's environmental and social conditions; 2) involve an interdisciplinary team of knowledgeable individuals in the development of the PUA Method including community residents, academics, environmental professionals, and community development professionals; 3) field test this method with groups of residents and local professionals in two inner-city communities, Kensington in Philadelphia and the Historic East Baltimore community (a federal Empowerment Zone), and 4) develop a PUA Handbook that can be use as a model by community residents and professionals in cities around the country.

Palmer Park Residents Corporation

\$ 19,600

Palmer Park, MD

This project will achieve the goals and objectives established by the Environmental Quality and Community Services Subcommittee of the Palmer Park Residents Corporation. The project goals include: 1) restoration of the health and beauty of the community's creek, 2) improvement and expansion of the community infrastructure, 3) improvement in the area's storm water drainage, and 4) increased educational opportunities for residents.

Parks and People Foundation

\$ 9,900

Baltimore, MD

The purpose of this project is to enhance the community's understanding of local environmental conditions. Community representatives will be involved in the development of strategies for improving their environment. The program will involve the broader population of Historic East Baltimore in environmental issues through continuing community outreach and environmental projects. The projects are designed to strengthen communication and coordination between the public and private partners in the Historic East Baltimore Community Action Coalition (HEBCAC).

Pennsylvania

Clean Water Fund

\$ 20,000

Philadelphia, PA

The awardee will develop a series of presentations as part of its Environmental Health Workshop, designed to provide information and stimulate problem solving to reduce disproportionate environmental health impacts. The workshops will increase the awareness and ability to address disproportionate environmental health impacts in portions of the city. Residents will develop clear priorities and action plans consisting of strategies for problem solving based upon an assessment of pressing needs and a critical evaluation of the problems that may be addressed.

Delaware Valley Citizens' Council for Clean Air

\$ 2,000

Philadelphia, PA

The awardee will establish the Livable Communities Program, which will teach low-income and minority communities the skills they need to make more informed decisions regarding transportation planning and their environmental quality of life. The residents will have the ability to discuss complex transportation programs, build support and a network with other community members, and be better able to effectively participate in the planning process.

Delaware Valley Toxic Coalition

\$ 20,000

Philadelphia, PA

This program will inform Chester residents about the nature of environmental pollution, sources of pollution, and the nature and mechanisms by which permits are issued. The project will also provide information for Chester residents about the comparative environmental conditions in the City of Chester, Delaware County, and the Commonwealth of Pennsylvania in order to provide a meaningful context and appropriate perspective during discussions.

Virginia

American Lung Association Of Virginia

\$ 6,739

Richmond, VA

This program will distribute two educational kits: "Indoor Air Quality Tools for Schools" and "Open Airways For Schools." The American Lung Association of Virginia (ALAV) Piedmont Area will conduct training workshops and initiate personal visits for school personnel and volunteers throughout the targeted area. ALAV Piedmont Area will train the school nurses and principals to help children and parents make informed and responsible decisions regarding asthma management and indoor air quality issues.

Richmond Economic Development Corp.

\$ 20,000

Richmond, VA

The awardee will establish the Richmond Enterprise Zone Environmental Justice Education Project (REJE), which will provide environmental education and training to community residents in the minority and low-income neighborhoods that are located in Richmond's three state-designated Enterprise Zones. The City's EPA-funded Brownfields Pilot Project is also targeted to these Enterprise Zones and REJE will complement that initiative.

Tinbridge Hill Neighborhood Council Inc.

\$ 19,745

Lynchburg, VA

This program will train community leaders to better understand lead poisoning and exposure issues. The awardee will conduct a youth lead program that offers education, skills training, and participation in environmental justice issues affecting their communities.

Virginia Water Project, Inc.

\$ 20,000

Roanoke, VA

The project will build capacity within five predominantly low-income and minority communities to both scope and evaluate conditions resulting from environmental injustice; identify options and resources for solutions; and foster partnership between these communities and state agency representatives to address environmental injustices in their communities.

Total for Region III \$310,190

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REGION II

For more information, please contact Region II Environmental Justice Grants Coordinator, Natalie Loney at 212-637-3010.

New Jersey

Citizen Policy & Education Fund of New Jersey **\$ 20,000**

Hackensack, NJ

The awardee will continue an outreach and education project with parents and seriously lead-poisoned children. The project will include outreach to major lead poisoning centers in the Newark and Patterson areas. Parents will be recruited to regularly attend bilingual (English and Spanish) introductory lead poisoning educational workshops.

Comite de Apoyo a los Trabajadores Agricolas **\$ 20,000**

Glassboro, NJ

The awardee will work with the community-at-large and the farmworker community to remedy the contamination of water in southern New Jersey, focusing on the coliform contamination in farm labor camps and the general nitrate contamination as a result of agricultural practices. This project will be undertaken through outreach and education of farmworkers and community members. CATA will work with grassroots community organizations, Camden Regional Legal Services, and health clinics that provide services to the migrant worker population.

Greater Newark Conservancy (GNC) **\$ 20,000**

Newark, NJ

Through the Community Empowerment Project, the GNC will expand and strengthen the recently formed Newark Environmental Coalition by improving and facilitating communication between the Coalition and residents, community-based organizations, businesses, academia, and local government. GNC will assist with the coordination of Coalition activities, which will include two conferences and two smaller workshops to promote the awareness of urban environmental problems among residents of Newark and its outlying areas.

Isles, Inc. **\$ 20,000**

Trenton, NJ

The purpose of the project is to identify and facilitate communication among all parties affected by remediation and redevelopment of several Brownfield sites in Trenton, New Jersey. The project will educate citizens, including low income and minority residents, about environmental justice and methods for increasing public participation in the clean-up of industrial sites. The group will also generate and make accessible Brownfield information to facilitate community monitoring of Brownfield trends and conditions.

New York

Akwesasne Task Force on the Environment **\$ 20,000**
Hogansburg, NY

This project will develop a report on "Human Health & Disease Patterns at Akwesasne," including information on areas related to environmental justice programs and activities under the Clean Water Act, the Clean Air Act, and the Comprehensive Environmental Response, Compensation, and Liability Act. The awardee will review existing medical records of Akwesasne residents to determine the frequency of various diseases that may be caused by exposure to environmental pollutants.

Brooklyn Center for the Urban Environment **\$ 5,000**
Brooklyn, NY

The awardee will facilitate information exchange and partnership among the 16,000 diverse residents in Brooklyn's Gowanus Canal neighborhood. The project is designed to raise awareness among community members of the environmental justice issues associated with the Gowanus Canal and to stimulate their involvement in projects and decisions related to its cleanup.

Bronx Community College (BCC) **\$ 20,000**
Bronx, NY

The BCC's Community Education and Development Center, in collaboration with the Chemistry Department, will conduct a series of five workshops on the Community Right-to-Know Act. The awardee expects to reach 200 participants including leaders, support staff, and clients of Bronx community-based organizations, as well as BCC students involved in environmental issues. Bronx residents will be trained and educated on how to access public information and be better involved in decision-making related to all aspects of the development, implementation, enforcement, and evaluation of environmental laws, regulations, and policies.

Bronx Legal Services **\$ 20,000**
Bronx, NY

The awardee will promote lead poisoning awareness and prevention through educational workshops and other outreach activities. The project includes enlisting parents in neighborhood outreach efforts to increase lead education, inspection, testing, and treatment; offering technical assistance to at least 50 community workers and advocates engaged in similar work; and providing direct intervention, advocacy, and negotiation.

Citizens Committee of New York City

\$ 20,000

New York, NY

The awardee will expand and improve the activities of the Neighborhood Environmental Leadership Institute in the Bronx. Through training, targeted technical assistance, and a year-end Environmental Justice Conference, the Institute will provide grassroots neighborhood leaders throughout the Bronx with skills, information, and resources to effectively address environmental justice issues that impact the quality of life in their communities.

Citizens Environmental Coalition

\$ 20,000

Albany, NY

The awardee will work in cooperation with the New York Healthy Schools Network, the Central New York Council on Occupational Safety and Health, Fulton Environmental Quality Task Force, and Parents of Allergic Children. The partner organizations will mail Healthy Schools brochures to existing parent and local environmental organizations and track all follow-up requests for "resources guides" and other information.

City of Niagara Falls

\$ 18,900

Niagara Falls, NY

The awardee will work with several distressed neighborhoods located in close proximity to industrial facilities. The awardee will develop remediation projects to empower residents with the tools to be more effective participants in environmental decisions that affect their quality of life.

City of Syracuse

\$ 18,760

Syracuse, NY

The awardee will, as part of its "Lead-based Paint Abatement Program," hire a part-time Health Care Educator to assist community-based organizations in educating residents about the hazards of lead-based paint and the proper methods to abate these hazards. The Health Care Educator will also develop a database to track individuals, disseminate educational materials, and assist in organizing workshops.

Council on the Environment

\$ 17,000

New York, NY

The purpose of this project (Greenpoint/Williamsburg Environmental Education Project started in 1995), is to bring organizing skills to a New York City community heavily impacted by environmental injustices. The project will target the middle and high school student audience and their teachers, and involve them directly in environmental projects. Students will study local environmental justice issues, such as toxics, lead and water pollution, and develop strategies for addressing these concerns.

Environmental Action Coalition

\$ 20,000

New York, NY

The East Harlem Waste Awareness project is part of a continuing effort by the Environmental Action Coalition to address environmental issues in predominantly low-income and minority communities. The purpose of the East Harlem Waste Awareness project is to address the lack of recycling information and services for the communities in East Harlem. The awardee will work with the public schools to educate parents, teachers, and students about waste management issues, which will enable them to become actively involved in their community's waste management activities and policy-making process.

Hope Unlimited International, Inc.

\$ 20,000

Bronx, NY

This project will teach risk reduction and pollution prevention and motivate residents of Community District #3 (South Bronx) and Community District #12 (North Bronx) to be aware of the long-term physical effect of childhood lead poisoning. The group will design and implement proper environmental practices, methods, and techniques for protecting children against lead

Jamaica Neighborhood Based Alliance Coalition, Inc.

\$ 20,000

Jamaica, NY

The awardee will initiate and develop an Environmental Quality Project in South Jamaica Queens that will address environmental issues set forth in the Clean Water Act, Safe Drinking Water Act, the Solid Waste Disposal Act, and the Clean Air Act. The awardee will gather information to help identify gaps in the public participation process; encourage and motivate target area residents to become involved in environmental issues that affect them, and empower target area residents to participate in solving environmental problems in their community.

Total for Region II \$299,660

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REGION I

For more information, please contact Region I Environmental Justice Coordinator, Rhona Julien at 617-565-5494.

Connecticut

Citizen Research Education Network (CREN) **\$ 15,000**
Hartford, CT

CREN has more than 14 years of community organizing and research experience. The awardee will build a collaborative relationship between the State of Connecticut and neighboring communities in Hartford to promote the goal of sustainable development and to develop a model environmental program for neighbors and urban areas across the State.

Save the Sound **\$ 19,898**
Stamford, CT

The awardee will involve local Bridgeport residents in the water quality improvement of the Long Island Sound harbors by expanding their participation in a volunteer water quality monitoring program; conducting community education and outreach about coastal water quality including point and non-point sources of pollution; and involving them in other activities to improve the local water quality and awareness of coastal water quality issues.

West Rock Nature Center **\$ 20,000**
New Haven, CT

This award will be used to establish the New Haven Ecology Project, which will foster responsibility, leadership, and critical thinking skills among local residents. The recipient will establish a seasonal calendar of workshops developed by neighboring residents of a small pilot farm (that teaches ecology, gardening, nutrition, and soil and water testing). The project will promote land stewardship, leadership skills, and inter-generational transfer of environmental knowledge.

Maine

Penobscot Nation **\$ 16,000**
Old Town, ME

The awardee will address Penobscot's concern about mercury contamination in tribal waters through a collaboration with University of Maine researchers. The project will build on an ongoing study of mercury in the Penobscot river watershed and will focus on two impoundments within tribal waters, and direct attention to the tribe's environmental justice concerns.

Massachusetts

Asian American Resource Workshop (AARW) **\$ 12,150**
Boston, MA

AARW is an organization working towards the preservation of Chinatown. Working with local community members, the awardee will evaluate the impact of traffic on the living and other environmental conditions of Boston's Chinatown.

Boston Globe Foundation (Lead Action Collaborative) **\$ 20,000**
Boston, MA

The Lead Action Collaborative is a partnership of non-profit organizations, foundations, and public agencies whose goal is to significantly and comprehensively reduce the incidence of childhood lead poisoning in Boston's high risk neighborhoods. The awardee will provide technical assistance and training to community-based organizations; strengthen communication, collaboration, and resource sharing among grassroots organizations, non-profit organizations, and public agencies through community forums, briefings, and workshops; and provide centralized support to organizations working on lead poisoning prevention.

Committee for Boston Public Housing (CBPH) **\$ 20,000**
Roxbury, MA

The awardee will organize the "Asthma Education and Prevention Project," which will train public housing residents on how to identify hazardous exposures, educate their neighbors about the issues, and work collectively with stakeholders to develop strategies to eliminate the causes of asthma and diminish the effects on their lives.

Environmental Diversity Forum **\$ 5,000**
Boston, MA

The awardee will increase communication and coordination among diverse stakeholders, including communities and government agencies; and educate and motivate the public about environmental justice issues specific to the Boston area.

Franklin Park Zoo **\$ 13,540**
Boston, MA

The awardee will enhance the role of youth in environmental outreach activities and prepare them for careers in the environmental field. For example, teens will work with zoo professionals and individuals in the environmental field to develop a curriculum that will then be used to train other urban youth.

Institute for Science and Interdisciplinary Studies

\$ 5,000

Amherst, MA

The awardee will work in partnership with the Environmental Health Coalition of Western Massachusetts to identify and address environmental exposures to toxins and their subsequent health effects. The awardee will 1) improve communication and coordination among the multiple chemical sensitivity community and their stakeholders and 2) increase the general public's awareness and involvement in addressing identified concerns. Massachusetts Health Research Institute (MHRI) \$ 19,998 Boston, MA MHRI will design and disseminate educational materials describing health risks associated with harvesting contaminated shellfish among the Vietnamese and Laotian communities; develop an educational plan for Vietnamese and Laotians in greater Boston; increase awareness of environmental protection among immigrant communities; and improve access and effective environmental advisories for these populations.

Neighborhood Against Urban Pollution (NAUP)

\$ 20,000

Roxbury, MA

NAUP's project will work in partnership with the following agencies: Alternatives for Community and the Environment, Dudley Street Neighborhood Initiative, Environmental Diversity Forum, Massachusetts Campaign to Clean Hazardous Waste, and the Tellus Institute. The partners will work with predominantly low-income and minority community groups in Boston to identify, prioritize, and address environmental problems in their communities and build a city-wide network with special emphasis on pollution prevention.

Neighborhood of Affordable Housing (NOAH)

\$ 20,000

East Boston, MA

NOAH will provide project management, community organizing expertise, technical assistance, and comprehensive planning for the East Boston component of the Chelsea Creek Project; conduct adult outreach and education to diverse sectors of the East Boston community about the Chelsea Creek watershed; and generate a long-term community-driven plan for use of Chelsea Creek as part of the East Boston community planning process.

ROCA, Inc.

\$ 20,000

Chelsea, MA

The awardee will work in partnership with Youth STAR (Service Taking Action in Revere) to provide outreach, education, and leadership to local youths. The project will help create committed environmental concern in the City of Revere through implementation and development of environmental justice practices and education programs.

Tellus Institute, Inc.

\$ 20,000

Boston, MA

The awardee will help improve local environmental conditions in low-income and minority communities of the Merrimack Valley and empower residents to effectively participate in the decision-making process concerning incinerators and other facilities contributing to local environmental and public health risks.

Rhode Island

Center for Hispanic Policy and Advocacy (CHISPA) **\$ 17,000**
Providence, RI

CHISPA is a non-profit organization that has worked very successfully with bilingual communities on environmental issues. The awardee will create and implement a community-based, participatory model to create permanent solutions in polluted, abandoned land in Providence's low-income neighborhoods.

The Providence Plan **\$ 20,000**
Providence, RI

The awardee will focus on environmental awareness, data collection, interpretation, and utilization in two Providence Schools; educate the students about environmental issues impacting the quality of life in the Woonasquatucket watershed, and gather information useful for greenway planning and community development.

Vermont

River Watch Network **\$ 15,000**
Montpelier, VT

The awardee will work with the predominantly Native American (Abenaki) community to establish a local River Watch Program. Once established, the program will be tested and further developed in other communities over the year.

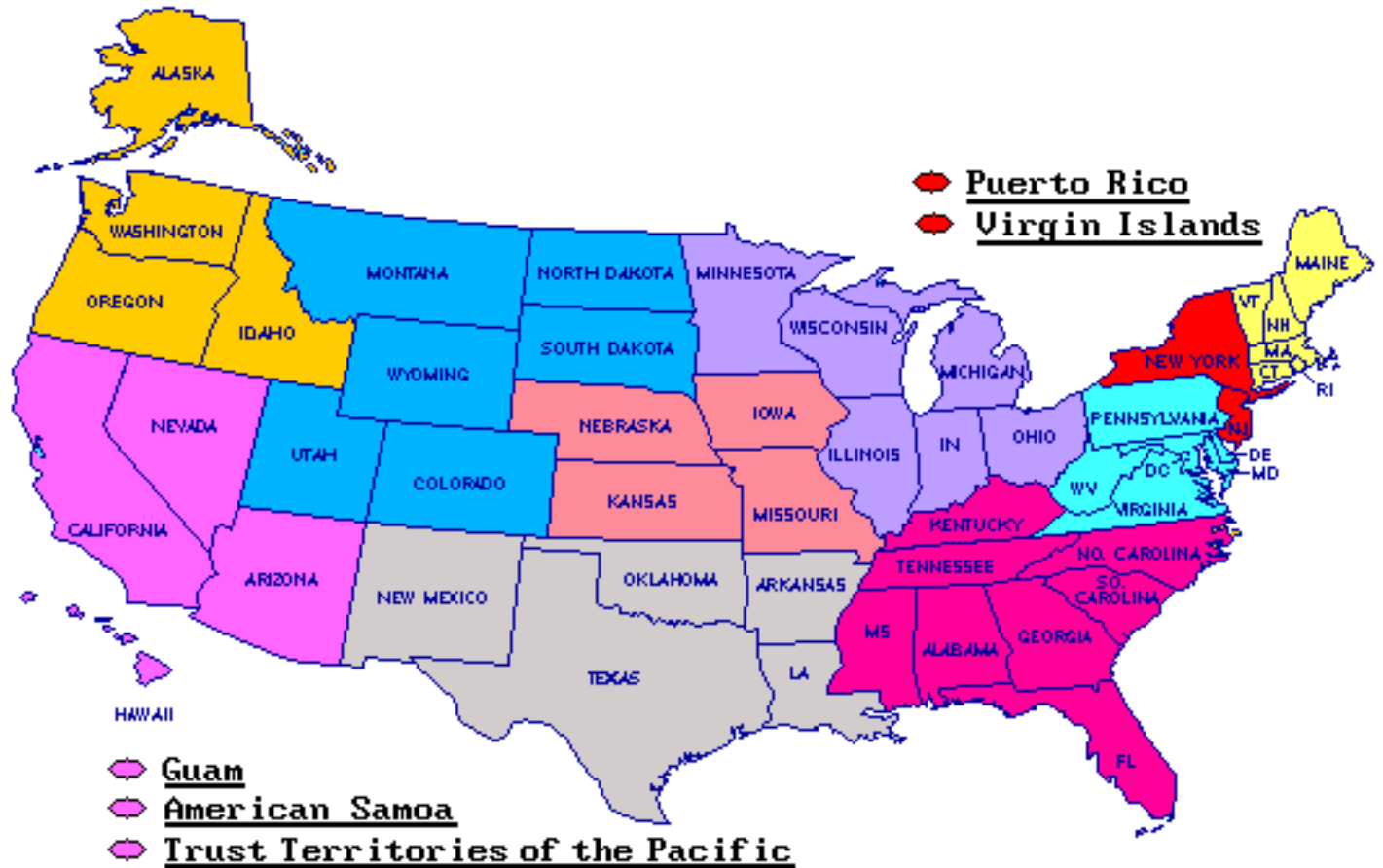
Total for Region I \$298,586

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Office of Environmental Justice Small Grants Program Fiscal Year 1997 Recipients

During fiscal year (FY) 1997, EPA Headquarters allocated money for various environmental justice programs. Click on the region you want more information about.



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REGION X

For more information, please contact Region X Environmental Justice Coordinator, Joyce Kelly at 206-553-4029.

Alaska

Chugachmiut **\$ 20,000**

Tribal governments have been continually challenged by the lack of information and participation in NEPA issues. This project plans on addressing this continuing problem by coordinating and supporting local tribal governments in the production of a "Tribal Guide to the NEPA Process."

Alaska Community Action Program **\$ 19,953**

The need for subsistence information is key to future environmental decisions in rural Alaska. The focus of this grant is to transform hard copy subsistence maps into a digital format, ensuring that the traditional uses of the land are readily available for communities, and compatible with existing information, e.g. toxic sites and Superfund data.

Idaho

Shoshone-Bannock Tribes **\$ 20,000**

Multi-level Aquifer Sampling: An assessment for determination of remediation activities at the Fort Hall EDB site. An effort to build community capacity to identify local environmental problems and be involved in the implementation of activities, this project will focus on assessing groundwater contamination by a chemical used on the Reservation for at least 20 years.

Valley Family Health Care, Inc. **\$ 19,986**

The project would be to increase environmental awareness among Hispanic migrant and seasonal agricultural workers by addressing issues including pesticides, hazardous substances, safe drinking water, and reducing water pollution.

Oregon

Commission on Hispanic Affairs **\$ 19,9140**

Portland, OR

The project purpose is to gain support for community driven actions to develop the citizen infrastructure needed for a statewide Environmental Justice Coalition, including representation from communities and State agencies.

Ecumenical Ministries of Oregon -- ROSS **\$ 20,000**

The Russian Oregon Social Services will lead an educational effort focused on the Russian speaking community of the Portland Metro area about the dangers of eating fish from the main stem of the Willamette and Lower Columbia rivers.

Urban League of Portland **\$ 20,000**

Portland, OR

A Lead Poisoning Prevention Program to help low-income families with young children in North and Northeast Portland, who are most at-risk to elevated exposure to lead, make informed and responsible decisions about exposure to lead. This project will include outreach using culturally appropriate information, community presentations, and mass media outlets, to reach an estimated audience of 30,000 residents.

Portland Art Museum --NW Film Center **\$ 20,000**

This project would focus on the production of a half hour video documentary about neighbors from some of the poorest, and ethnically diverse neighborhoods in the city as they address one of their environmental concerns by monitoring their own air shed.

Washington

Associated Recreation Council **\$ 20,000**

A collaborative youth and community project to develop community projects and raise awareness through an environmental forum in low income minority communities of potential linkages between technology, industry and it's effects on society and the environment.

Heritage College **\$ 20,000**

Groundwater Testing in the Toppenish Basin of the Yakama Indian Reservation to monitor the health of humans and wildlife. This project would be another step towards allowing the community to obtain information on the environmental concerns threaten their community.

Northwest Communities Education Center **\$ 11,300**

This project would focus on the greater Yakima area, targeting a predominately migrant farm laborer and Hispanic community, who would benefit from an educational campaign on proper disposal of household hazardous waste.

Puget Soundkeeper Alliance

\$ 18,883

Based on past success of targeting diverse communities for environmental education efforts in their primary languages, this project would focus on the production of a Safe Seafood Video Project in eight Asian/Pacific Islander languages and Spanish. This allows non-native English speakers to receive and understand information about the environmental threats directly effecting their families.

Tacoma Urban League, Inc.

\$ 20,000

Tacoma, WA

The target of this project would be risk communication, in an effort to empower and improve dialogue with the Salishan low-income and disadvantaged community of Tacoma. Residents will also be educated about household practices that are chemically or biologically hazardous to their health and how they can take necessary measures to maintain a healthy Salishan community.

Total for Region X \$

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REGION IX

For more information, please contact Region IX Environmental Justice Coordinator, Willard Chin at 415-744-1561.

Arizona

Don't Waste Arizona/Concerned Residents of South Phoenix Phoenix, AZ **\$ 19,900**

Environmental Justice Newsletter & Hotline for residents of South Phoenix. As a response to the 1992 Quality Printed Circuits fire, Don't Waste Arizona, Inc has been active in helping to educate the community on the environmental justice issues affecting them. The newsletter aims to provide general and technical information to affected residents of the environmental issues related to the QPC fire and the resources available to the community to help them respond to environmental justice issues.

Hualapai Tribe **\$ 20,000**

Used Oil Recycling Project. This project aims to protect the environment and natural habitat for current and future generations through a preventative pollution plan. The project includes generating a bimonthly newsletter that informs the community about recycling facility programming, setting up community presentations and improving community access to the environmental resource library at the local Transfer & Recycling Center.

Sonora Environmental Research Institute, Inc. **\$ 19,973**

Household Hazardous Material Bilingual Education Materials Project. Sonora Environmental Research Institute, Inc. will develop and distribute educational materials to schools and the general public, both in English and Spanish, to be used in classroom education. The project will incorporate workshops for teachers to enhance general and technical understanding of the issue of hazardous materials, as well as engage in general outreach efforts to the public through environmental forums and events.

California

St. Peter's Housing Committee **\$ 19,500**

Lead Poisoning Outreach and Education. The project aims to improve lead-safety and prevent lead poisoning among low-income and monolingual Spanish speaking tenants and workers in San Francisco's Mission District. The project will utilize the Lead Safe Housing Advocacy Program to assist tenants in assessing and reducing lead hazards in their homes before poisoning occurs and the Lead Safe Work Program which addresses lead exposure caused by housing renovation and maintenance that disturbs lead based paint.

Pre-School Coordinating Council, Inc **\$ 20,000**

Lead Poisoning Prevention for Low-Income Minority Families. The project focuses on childhood lead poisoning in the communities of Pittsburg, CA. The Coordinating Council will determine the number of people in the targeted community capable of job-related, take home lead exposure, educate employers and workers in these lead related businesses, inform families in older at-risk residences about lead poisoning prevention, and increase the number of children screened for lead poisoning.

Concerned Citizens of South Central Los Angeles **\$ 20,000**
Los Angeles, CA

Concerned Citizens in collaboration with Los Angeles Metropolitan Network of Churches will develop a campaign to clean-up the toxic waste in South Central Los Angeles. The campaign will include community outreach efforts, promoting cancer tests for residents; recruiting health specialists to assist in developing a strategy to address health risks; and meeting with local and state officials to develop effective clean-up schedule for the contaminated sites.

Ammonia Safety & Training Institute **\$ 20,000**
Stockton, CA

Ammonia Safety Workshops. The Ammonia Safety & Training Institute will provide 20, four-hour workshops to public and private stakeholders in Stockton, Bakersfield, Las Vegas and Phoenix. The workshops are intended to enhance communication between public and private sectors in the event of an ammonia incident and increase community awareness on ammonia safety.

People United to Demand Environmental Rights (PODER) **\$ 20,000**
San Francisco, CA

Environmental Justice Empowerment Project. PODER, in collaboration with the Chinese Progressive Association, will seek to improve communication between affected low income communities of color in San Francisco. The project will focus on working with residents of the Mission District and Chinatown communities to assess and prioritize their environmental justice concerns. The project will include community outreach efforts, research and the creation of educational materials. A subsequent campaign plan will be developed to address the identified environmental justice concerns and conduct environmental summits for grassroots organizations in low income communities in the city.

Pinoleville Band of Pomo Indians **\$ 20,000**

Community Education and Planning Project. The Tribe is concerned about the impacts of past land use decisions on the siting of operations which can present environment hazards within and near the Pinoleville Indian Reservation. The project aims to develop a Restoration/Reme-diation Strategy for Ackerman Creek. The Tribe will work closely with the Mendocino Environmental Center and technical experts who can provide specific information to help build a broader understanding of the environmental justice issues affecting the community. The project will include community workshops as well as various media, including the Internet, to organize and inform community members.

City of Oakland, Fire Services Agency **\$ 20,000**
Oakland, CA

Hazardous Materials Awareness and Educational Program. The Fire Services Agency of the City of Oakland has been awarded a grant to expand its neighborhood training program, Citizens of Oakland Respond to Emergencies (CORE), to include a hazardous materials and community-right-to-know component. The CORE project, in collaboration with the African American Development Association, aims to foster greater understanding and spirit of cooperation between government, local community based organizations, environmental advocacies and the local citizenry.

African American Development Association (AADA) **\$ 19,000**
Oakland, CA

Defensible Space Assessment (DSA). AADA, in collaboration with the city of Oakland's Office of Emergency Services, will identify where hazardous materials are stored or transported in a mixed land-use area in West Oakland and therefore where a need for community training and education exists. Community members will be trained in toxics and hazardous materials to ensure a safe and predictable response in the event of a chemical spill. This project also includes a geographic assessment of current land uses, GIS mapping of West Oakland, and development of a transportation hazard assessment report.

Communities for a Better Environment (CBE) **\$ 20,000**
Los Angeles, CA

The LA CAUSA Student Initiative. This project aims to develop environmental leadership among youth by engaging high school students at Huntington Park High School in classroom education and site specific campaigns on environmental problems in southeast Los Angeles. Students will learn a variety of skills, including air monitoring, computer research and data analysis. Additionally, students will conduct various outreach efforts, including community workshops, presentations and a city wide conference.

La Clinica de la Raza - Fruitvale Health Project, Inc.
Oakland, CA

\$ 20,000

Lead Poisoning Education Project. This project focuses on the communities of Fruitvale and San Antonio, two multicultural and diverse districts of the city of Oakland. The goal of the project is to build community-based leadership to help empower residents to address lead exposure issues in their community. The project will train community members as Health Educators through its existing *Escuela Para Promotores*, provide information and education on lead poisoning and the resources available to the community through the *Casa en Casa* model, and carry out a community action that is originated, developed and implemented by community members through a *Casa en Casa* group.

National Council of Negro Women, Inc.

\$ 16,500

Radon and Indoor Air Pollution Project. This organization promotes empowerment and unity among women in matters affecting their environmental, educational, cultural, economic, social and spiritual life. The project is designed to reduce public health risks of radon and indoor air contamination by conducting and distributing 1,000 radon tests in the San Fernando Valley. One goal of the project is to help institutionalize radon testing of homes and buildings and prevention of other unhealthy indoor contaminants by developing strategies with key segments of the community including real estate community, government officials, public health officials, and school organizations.

Hawaii

Puna Malama Pono, Inc.

\$ 20,000

Air Pollution Monitoring Project. Puna Malama Pono (PMP) will conduct a community air pollution monitoring project to develop a mechanism to respond to the pollution issues related to a geothermal electric generating facility. Project participants will monitor and record air emissions through a air pollution monitoring device and train community resident volunteers to conduct random air emission monitoring using global positioning and air monitoring technologic devices. The project seeks ultimately to reduce the environmental and health impacts related to toxic air pollution by engaging community members, concerned health professionals and governmental officials in air monitoring solutions.

Total for Region IX \$

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REGION VIII

For more information, please contact Region VIII Environmental Justice Grants Coordinator, Elizabeth Evans at 303-312-6053.

Colorado

Office of the District Attorney - Fifth Judicial District **\$ 15,240**

The purpose of this project is to assist local compliance with the Emergency Planning and Community Right to Know Act of 1986 (EPCRA) emphasizing target populations of Hispanic and low income persons expected to be most at risk. The mechanism for the project is the funding of a full time Coordinator to serve the Fifth Judicial District's Regional Emergency Planning Committee (REPC). An analysis of the Superfund sites in the district is instructive in understanding the target population most likely to be assisted by compliance with EPCRA.

Cross Community Coalition (COPEEN) **\$ 19,920**

Denver, CO

The Cross Community Coalition is serving as the umbrella agency for the Colorado Peoples' Environmental and Economic Network (COPEEN). COPEEN's goal is to bring together community-based grassroots people of color groups to build partnerships to address environmental justice issues, improve coordination, communication, and information exchange among these groups. This year's proposal has grown out of their current work of updating the 1990 Citizen Action report, "Poisons in Our Neighborhoods", which used Toxic Release Inventory (TRI) data to document, by County and Zip Code, the amounts of toxic chemicals released into communities in Colorado. During this research they discovered that there is a large amount of data which is NOT included in the TRI reports which may impact a community. COPEEN has identified areas where it is necessary to improve communication and coordination between grassroots community-based organizations and local, state, and federal transportation entities in the North Denver communities of Elyria, Swansea, Globeville and North Park Hill.

National Association of Black Environmentalists (NABE) **\$ 20,000**

The National Association of Black Environmentalists (NABE) is a local academic, scholarship, and mentoring organization dedicated to attracting minority and disadvantaged youth into environmental careers in the Denver, Colorado area. NABE is committed to enticing young people of color and/or disadvantage into environmental careers through a comprehensive academic program that exposes students to a multiplicity of environmental disciplines. The students served by NABE are low-income, minority and disadvantaged youth whose parents have, by and large, not been educated beyond high-school. Of core NABE participants, approximately 73 percent have been placed in environmental internships with Colorado Center for Environmental Management, Stapleton Development Corporation and National Parks Service. Two high school graduates from NABE are now in college pursuing careers in chemical engineering and environmental health respectively.

San Juan Basin Health Department

\$ 19,062

South Durango, a low income and predominantly Hispanic area, is one example of a population that will benefit from this community-based approach. The residents of South Durango, as represented by the South Durango Neighborhood Association (SDNA), feel this section of town has born a disproportionate share of the negative environmental consequences resulting from the commercial operation of the Durango & Silverton Narrow Gauge Railroad. This vintage railroad is operated as a tourist attraction year-round, with 5-6 coal-fired locomotives in service during the peak summer months. These train engines are kept idling overnight in the rail yard and roundhouse on property located at the western border of this neighborhood. The emissions generated by these engines blanket the neighborhood with soot and noxious-smelling coal smoke that reduces visibility. Residents feel these emissions significantly impact their quality of life and may contain chemical contaminants, particulate, and other hazardous substances which are a significant health risk due to the long-term, repeated exposure to the smoke. Past air quality studies have been conducted by the Air Pollution Control Division, the US Geological Survey, National Park Service and Uranium Mine Tailing Remediation Act officials. No effort has been made to consolidate this information into a user-friendly tool for community planning.

Ute Mountain Ute Indian Tribe

\$ 20,000

This project will identify, assess and address inequitable environmental impacts from mining operations to the White Mesa Community located in southeast Utah, eleven miles south of Blanding . The White Mesa Uranium Mill owned and operated by Energy Fuels Nuclear, Inc. is located 5 miles from the tribal community. White Mesa Community consisting of 800 acres, 99% tribal members mostly of the Ute Mt. Ute Tribe, an unemployment rate of 50-60% and a per family annual average income of less than \$5,000 is a separate part of the Ute Mountain Ute Indian Reservation. An environmental consultant with technical expertise will be hired to analyze and interpret existing data from semi-annual reports from the mill to the Nuclear Regulatory Agency. The Tribe will establish communication with the State of Utah, Division of Radiation Control and the Division of Water Quality regarding this issue which has had poor communication in the past. The consultant will be required to explain the assessment results and recommendations to the White Mesa Council and develop reports that can be easily interpreted by the Community members which

will enhance the understanding of environmental and public health issues.

Northeast Denver Housing Center

\$ 20,000

This project will provide environmental education for low income inner-city residents through Denver's Environmental Education Initiative. NDHC will develop a program that educates residents about their environment. This project will be a model that brings the community, private and public sector together to learn from each other and to formulate sustainable solutions through workshops and community events.

Stapleton Development Corporation

\$ 15,778

This project will provide opportunities to economically disadvantaged and ethnically diverse youth, ages 15-24, learn about environmental issues by working on environmental work projects along Sand Creek. This program will enable youth to obtain meaningful employment experience, job and life skills training while providing valuable information about the environmental issues affecting the northeast Denver metro community.

Montana

Fort Belknap Community Council

\$ 20,000

Harlem, MT

The Fort Belknap Indian Reservation, located in north-central Montana, encompasses an area of 653,000 acres and is the home of the Gros Ventre and Assiniboine Tribes. It has a high unemployment rate of 78% and a total resident population of approximately 3,600. The foremost environmental concern of the Fort Belknap Community Council (FBCC) and Fort Belknap Indian Reservation residents is the risk of water contamination from Montana's largest cyanide heap leach gold mining operation - the Zortman and Landusky gold mines. These mines are located adjacent to the Reservation's southern border and pose threats to the Little Rocky Mountain Ecoregion and to the health of surrounding communities on the Reservation.

The project proposes to (1) inform and educate the community on water quality and safe drinking water issues through a quarterly newsletter, two workshops (one on safe drinking water and the other on water quality issues) and radio (KGVA Fort Belknap College radio station) forums and programs, (2) seek to empower the community through workshops and radio forums and programs so they may make more informed environmental decisions and actively participate in environmental issues, and (3) build and expand community partnerships with environmental organizations and agencies to promote local environmental justice issues. One half-time staff person (Media Support Assistant) will be hired to implement this project.

South Dakota

Jobs and Environment Campaign/Pine Ridge Reservation

\$ 20,000

Ecology Initiative

This project is requesting funds to complete Phase 3 of the Ogalala Lakota Environmental Empowerment Project (OLEEP) which is an on-going partnership/collaboration between Native Ecology Initiative, an Indian-run, non-profit project, and the Ogalala Lakota Nation (OST). This partnership is designed to substantially improve the quality of existing environmental programs of the OLN that have a direct impact on the Pine Ridge Reservation in the State of South Dakota. This project will focus upon the rights of the Ogalala Lakota people to protect their groundwater from pesticides.

Lower Brule Sioux Tribe

\$ 20,000

The Lower Brule Sioux Tribe is located in Lower Brule, SD. The project will analyze possible contamination of drinking water from groundwater relative to the use of pesticides, herbicides and chemicals on irrigated lands on the reservation. This information will then be shared with community members, through formation of an Environmental Review Commission representing community stakeholders.

Sinte Gleska University

\$ 20,000

Sinte Gleska University is located on the Rosebud Sioux Reservation in Rosebud, South Dakota. This project will conduct training of personnel from Native American tribes in the detection of environmental contaminants, in the analysis of environmental data, and the use of environmental analysis equipment.

Utah

Utah Society for Environmental Education

\$ 20,000

Salt Lake City, UT

The Jordan River Stewardship Project, Phase III directly targets environmental justice issues related to clean water and solid waste for this low-income community near the Jordan River. The goal of the project is to change the community's attitude about the river and their ability to resolve environmental justice issues facing them. When this project started in 1995, many in the community accepted the stereotypes associated with the "West Side" of Salt Lake and thought of the river as a polluted dumping ground. Because of this project, many of these same people have more pride in their community and think of the river's potential to be a beautiful riparian parkway located in their backyard.

The purpose of this project is to maintain USEE's presence in the community. USEE will continue to improve and expand communication and information exchange; recruit additional stakeholders; and educate the community about environmental justice issues and how they can address these concerns. Specifically, USEE will continue to work as facilitator and liaison with schools, community councils, other community groups and agencies; will publish a monthly newsletter that informs the community about issues, events and celebrations along the river; and will broaden community involvement and increase partnerships.

Wyoming

Shoshone and Arapaho Tribes

\$ 20,000 The Wind River Environmental Quality Commission (WREQC), an entity of the Shoshone and Arapaho Tribes (Tribes) of the Wind River Indian Reservation (Reservation), will conduct research and findings of new innovative ways to reduce the exposure of tribal members to potentially toxic waste and chemicals through a combination of efforts aimed at: recycling research; general public education on a lean and safe environment; provide access to information on hazardous materials; work with private and tribal programs on planning for pollution prevention; collection and elimination of hazardous materials from individuals private homes. WREQC will hold one Environmental Fair where all Reservation Schools can design posters on pollution prevention and participate in seminars, and skits to better help the students learn about keeping their neighborhoods' environment safe and clean. At the environmental fair, they will invite various tribal, federal, state and private agencies to host a booth to disseminate their information on pollution prevention and saving the environment.

Total for Region VIII \$

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REGION VII

For more information, please contact Region VII Environmental Justice Coordinator, Althea Moses at 913-551-7649.

Iowa

Siouxland District Health Department **\$ 20,000**

The focus of this project will be ambient air quality, specifically carbon monoxide levels, that lower income non-English speaking citizens are being exposed to in their homes and cars. Cooperation with consumers, the Siouxland media, Sioux City Fire/Rescue departments, the Siouxland CarMonoxide Coalition and La Casa Latina Center will be a key part of this project.

Midwest Assistance Program **\$ 20,000**

The Midwest Assistance Program will work with the community of Toronto Iowa to address wastewater discharge problems and resulting concerns about the quality of water in private wells.

Dallas County Environmental Health Department **\$ 20,000**

The goals of this project are to increase the public awareness of risk factors in target populations, gather data on the extent of disease due to risk factors, and improve communication and public education by developing educational materials in Spanish.

Black Hawk County Health Department **\$ 19,979**

Through the use of Geographic Information System technology, it will be the goal of this project to evaluate existing programs, environmental problems and services provided to predominantly African-American neighborhoods in the inner city of Waterloo, Iowa.

Iowa State University **\$ 14,000**

This project will develop a GIS-based tool to prototype system that will allow us to investigate issues of environmental justice involving hazardous waste facilities, underground storage tanks, and large hog farms in Iowa. The study will integrate a wide range of existing environmental, socioeconomic, and demographic databases with ArcView GIS and S-Plus statistical analysis software to test the overarching hypothesis that higher levels of environmental degradation in Iowa are associated with race, ethnicity and income.

Kansas

Leadbusters

\$ 20,000

The Leadbusters project is an outgrowth of the Childhood Lead Poisoning Prevention Coalition in metropolitan Kansas City and a continuation of the "Lead-Safe KC" Project begun in mid-1994. Lead will conduct a continuation of an environmental awareness campaign that covers the metropolitan area but will be targeted to low income and moderate income urban neighborhoods in the adjacent communities of Kansas City, Missouri and Kansas City, Kansas.

Wyandotte County Health Department

\$ 19,916

Wyandotte County Health Department provides public health and environmental services to all citizens of the county. This project will partner with Parents as Teachers, Project Eagle, and Head Start to reduce the risk of lead exposure to high risk families, with special emphasis on children in Wyandotte County, through a coordinated community based education process.

Missouri

American Lung Association

\$ 20,000

The American Lung Association of Eastern Missouri has designed an Environmental Justice Pollution Prevention project which highlights the EPA goals of improving communication among stakeholders and enhancing critical thinking, problem solving and active participation of the affected community. The project's focus will be to educate automotive body and repair shops in pollution prevention techniques to reduce air emissions, reduce human exposure to toxins and eliminate excess waste. This project will attain this goal by utilizing experts to assist with the design, training and implementation of the project; training teens and their peer outreach workers to dialogue with automotive shop owners and their employees about cost saving pollution prevention techniques as well as the health risks present in their workplace; and, evaluating the knowledge and implementation of our identified pollution prevention activities at the facilities six months after training.

Saint Louis University

\$ 16,000

The awardee will provide a conference for Realtors and brokers, financial institutions, home inspectors, and owners of rental property in the greater St. Louis Metropolitan area, which includes Missouri and Illinois. The focus of the conference will be on policies and regulations surrounding environmental hazards in residential properties

Nebraska

NE Department of Health and Human Services Regulation and Licensure

\$ 20,000

The Indoor Air Quality and Childhood Lead Poisoning Prevention Programs propose a cooperative approach to educate the people of under serviced communities in Nebraska on lead and indoor air quality hazards and ways to reduce these hazards for young children and their families. The ultimate goal is widespread education on two important issues in environmental health minorities and low-income populations, childhood lead poisoning and indoor air quality.

Nebraska State Recycling Association

\$ 20,000

The Nebraska State Recycling Association (NSRA) is developing a Community Outreach Implementation Program which is a key component of their overall inner-city restoration initiative. It links together several active and proposed programs that NSRA's is coordinating including: Facilitation of Inner-city Coalition on the Environment, BIS Data Base Phase I and Phase 2 and the Green Building/Eco-Park Project.

Indian Center, Inc.

\$ 20,000

The Indian Center, Inc. in cooperation with the Lincoln-Lancaster County Health Department childhood Lead Poisoning Prevention Program will address the hazards of lead based point facing minority populations. The Indian Center through the Lead Program will offer educational classes to Native Americans and other minorities and low-income people on environmentally acceptable lead based paint hazard minimization.

Total for Region VII \$

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REGION VI

For more information, please contact Region VI Environmental Justice Coordinator, Shirley Augurson at 214-665-7401.

Arkansas

White River Environmental Protection Association **\$ 4,507**

This project goal is to produce a monthly newsletter that will address environmentally sensitive information and raise community awareness about local and State issues which pertain to environmental justice. It will increase awareness and improve communication and coordination within and among the local community, stakeholders and rural communities state-wide with similar drinking water and solid waste disposal problems. The project will enhance community understanding of environmental and public health information systems and provide information that will encourage prevention of ground water and surface water pollution in the community.

Louisiana

Xavier University - Deep South Center for EJ **\$ 10,109**

This project will educate communities on EJ issues and pollution prevention strategies along the Mississippi River chemical corridor. To achieve this goal Deep South will train the residents on efficient use of computers to facilitate communication among the residents and how to retrieve environmental information; review site specific environmental information on the sources of pollution in the targeted communities; establish a series of meetings with representatives from Federal, State and local environmental agencies.

New Mexico

Adelante RC&D Council, Inc. **\$ 17,103**

The project will help stake holders address EJ problems. One workshop will be held on pollution related water quality problems in the watershed due to poor resource management and environmental law, one workshop on solid waste disposal and environmental law, and there will be four field trips for fourth and fifth grade students with hands on experience. Enhance community understanding of environmental health information and generate information on pollution in the community with an informational brochure on pollution problems and solutions within Upper Pecos Watershed.

Rural Community Assistance Corporation **\$ 13,992**

Coordinate and train low-income communities on causes, extent, prevention, reduction and elimination of water pollution in New Mexico. System operators will be trained on safe and proper operation and maintenance of water and wastewater systems in four colonias in Doña Ana County. The community boards will have enhanced capacity to problem-solve, hire and supervise system operators and work toward compliance with Safe Drinking Water and Clean Water Acts requirements.

Oklahoma

Caddo Indian Tribe of Oklahoma

\$ 19,996

This Indian Tribe seeks to demonstrate effective approaches for providing Clean Water and Safe Drinking and the Impact of illegal dumping on the following areas: Caddo, Grady, and Washita Counties in Oklahoma. They will provide awareness, education, monitoring, assessment and training for volunteers to take sample water and understand the process of change. Participation will be evaluated through increased participation in community programs and a reduction in illegal dumping

Pawnee Tribe of Oklahoma

\$ 20,000

The purpose of this project is to develop policy and management plans to reduce water quality risks and impairments due to nonpoint sources of pollution. Causes of nonpoint source pollution are nonregulated by nature. Development and implementation of tribal water quality standards program and a tribal solid waste management plan will provide management tools for reducing nonpoint source impact on water quality. Environmental education will be provided to the community through the Blue Thumb program. The target audiences will include tribal, city, and county residents.

Texas

Physicians for Social Responsibility

\$ 20,000

The goal of PSR's US-Mexico Border project is bi-national understanding, treatment and prevention of environmentally-caused illness--particularly respiratory health--in the US-Mexico border region. To accomplish this goal, PSR will: increase communications and cooperation between U.S. and Mexican physicians; facilitate citizen understanding of and input into the region's environmental health policies, treatment and prevention measures; work with local community groups on both sides of the border to develop a Parents' Resource Guide to Childhood Respiratory Health.

Scienta Associates, Inc.

\$ 15,493

The goal of the Scienta Project is to provide a process for information and concerns to be discussed throughout the community. This process will provide a forum for disparate parties to learn each other's needs which will enable them to create a better communication process between major industries and local disadvantaged communities. In addition, this project will evaluate mitigation, minimization or compensation of disproportionate impacts.

Foundation for a Compassionate Society **\$ 19,914**

The implementation of this project is challenged by the distressing fact that many residents are disabled by chronic illnesses. The benefits lie in working toward a healthier environment for future generations. They will evaluate the success of their work by measuring community participation in training and presentations and in reaching agreements with stakeholders on the prevention and elimination of pollution.

Community Action Council of South Texas **\$ 19,111**

This particular project, which will be known as the "B&E Dumpsite Clean up" will serve the purpose of bringing the area into compliance with the Solid Waste Disposal Act and the Clean Water Act and will improve the appearance and the quality of life for the nine hundred residents of the colonia. Aside from the environmental justice issues, the dumpsite clean up a project will also enhance the quality of the residents' lives by providing temporary employment to residents who will do some of the necessary manual labor.

Esperanza Peace and Justice Center **\$ 20,000**

This project will address air pollution and solid waste problems in San Antonio's East side and the Martinez neighborhood through community education and grassroots organizing efforts. The ESPERANZA has chosen residents in these areas as its target audience because of the compelling nature of their circumstances and their established tract records for grassroots organizing around environmental issues. About 80% of the project's resources will go to community education efforts. The other 20% of resources will be devoted to grassroots organizing specifically aimed at raising the target audience's awareness of the pollution problems posed by CPS's Deely power plant.

American Institute for Learning **\$ 19,992**

The purposes for the Fort Branch watershed project are to: (1) collect data on the watershed; (2) train 5-7 at-risk youths to create an interactive tool for watershed wareness; (3) facilitate a minimum of six workshops on watershed issues through community groups and three local elementaries; (4) increase the environmental awareness of at least 200 community members around watersheds and non-point source pollution. (5) Impact the quality of watersheds by improving the knowledge and resources of community residents and increase community action.

**South Central Partnership for Environmental Technical Education
Lamar University- Port Arthur** **\$ 19,898**

The West Side Environmental Education Project will stimulate community awareness of environmental concerns by education A west side resident to environmental hazards in their neighborhoods via a quarterly meeting; encouraging investigations of community environmental including air and residential drinking water; leading hands-on investigations to facilitate collection, monitoring, and analyses of air samples; encouraging West Side residents to take part in solving its environmental problems and guide city government in formulating policies which affect the safety and health of the community through town hall-style meeting.

**Galveston-Houston Association for SMOG Prevention
(GHASP)**

\$ 19,990

This project will combine the development of an active Woodland Acres Chapter of Mothers for Clean Air with the broad objectives of increasing community awareness of air and solid waste hazards, identifying environmental justice issues, and gathering further information regarding pollution sources in or near the community. The project is expected to be completed in twelve months, but the chapter will continue to exist beyond the funding period. At least five members, by the end of the one year period, will have the ability to use a computer to communicate with resource persons outside the community and access various databases.

**Texas Natural Resource Conservation Commission (TNRCC)
Multisite Superfund Community Outreach and Education**

\$ 60,000

This project is designed to assist minority and low income communities in health/safety measures to be employed in locations having close proximity to Superfund sites. The project will consist of community meetings, education and training sessions and development and distribution of materials within affected communities.

Total for Region VI \$

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REGION V

For more information, please contact Region V Environmental Justice Grants Coordinator, Margaret Millard at 312-353-1440.

Illinois

Lead Elimination Drive **\$ 20,000**

This project will build community-based capacity to address the issue of childhood lead poisoning on the Westside of Chicago through a community-based lead job planning project. The project will convene a committee of community leaders to initiate a community-based planning process to identify strategies and opportunities for training community residents as lead inspectors and abatement workers, in order to provide low-cost community lead abatement service and to create quality jobs for residents of communities suffering disproportionate exposure.

Victory Heights/Maple Park Community Association **\$ 19,900**

This project will enhance the community's capacity to actively participate in brownfield redevelopment through the development of a series of orientation and education modules that can be used by community groups to enhance community understanding and assist in the identification of issues and options to be considered in the process of brownfield site analysis, remediation, maintenance, and reuse. These modules will be designed by a consortium of community groups, local government staff, and university personnel in Chicago. The primary objective of the project is to increase the ability of the community to participate in both the remediation and maintenance planning for brownfield sites and to facilitate more efficient and cost effective redevelopment of brownfield sites.

Community Health Partnership **\$ 19,984**

This project will increase the capacity within the Latino farm worker population of Kankakee County to reduce their own risk of injury and illness from pesticide exposure through peer-based pesticide safety training and community-based environmental health education targeting Latino migrant and seasonal farm workers and family members and to increase compliance with the U.S. EPA Worker Protection Standard (WPS) through consensus building and collaboration among the various stakeholders to promote full implementation of all provisions of the WPS throughout Illinois. The project goals will be met through: (1) the Illinois WPS Stakeholder Committee which will bring together individuals representing various segments of the agricultural industry, health and safety specialists, pesticide regulators, and farm worker service providers and advocates to develop consensus around tools to support full compliance with the WPS; and (2) the recruitment, training and ongoing supervision and support of five farm workers who will serve as environmental "promotores de salud"(health promoters) to provide pesticide safety education and environmental health education to farm workers and their families.

Westside Alliance for a Safe Toxic-Free Environment

\$ 20,000

"WASTE"

Chicago, IL

This project will facilitate a community-based land-use and revitalization process that will: (1) gather and evaluate the causes and effects of environmentally harmful land uses, potential sites of concern, and potential industries for "Good Neighbor Agreements"; (2) host multi-media presentations on these sites for communities on the Westside of Chicago; (3) facilitate a process for each community to reach consensus on priority sites; and (4) work in partnership to develop environmentally sound land uses plans.

Center for Neighborhood Technology

\$ 20,000

This awardee will work with industry and environmental stakeholders to educate dry cleaners on the latest alternative technology to traditional dry cleaning and opportunities to convert to emerging wet cleaning technology. The project will work in a three State area, including Illinois, Indiana and Wisconsin, to outreach minority and underserved communities to expand the opportunities for education and training in pollution prevention. Workshops will be offered for dry cleaner's technical needs as well as for community members interested in wet cleaning as an economic development source, including providing resource materials and a needs assessment for the development of a tool kit to help minority communities evaluate if wet cleaning is a viable economic development opportunity.

Alta Sita Neighbors

\$ 20,000

This project will facilitate the direct involvement of neighborhood residents to participate in the planning and implementation process of cleaning and maintaining vacant lots. Workshops will be offered to residents on the health risks associated with illegal dumping and instruction on action that can be taken to remediate these conditions. The project will (1) work with the residents to identify the ten worst vacant lots in the neighborhood; (2) to work with property owners to facilitate cleanup and maintenance of the vacant lots; and (3) work with the City to ensure action is taken against property owners who are recalcitrant. The project will also develop a preventive strategy designed to address illegal dumping in Alta Sita.

Project VIDA

\$ 20,000

This awardee will develop a participatory, interactive Environmental Justice project for the Hispanic community of "Little Village" that will: (1) create an EJ youth and family organization in the community; (2) develop, implement and evaluate a home toxic and asthma trigger inventory and curriculum that emphasizes pollution prevention and risk reduction activities; (3) conduct a community environmental inventory of toxic sources in and around Little Village; (4) develop a mural program integrating EJ issues with cultural themes of the community; and (5) develop educational materials and community forums around a neighboring brownfield site with Superfund status pending.

Indiana

Indianapolis Urban League

\$ 18,750

Indianapolis, IN

This awardee will facilitate an economic development project in the African-American and low-income communities to mitigate local environmental inequities. The project will bring together community-based organizations and government stakeholders for the purposes of community education, empowerment and brownfields redevelopment. The goals of the project include: (1) to mobilize and advocate for site cleanups or brownfields redevelopment; (2) to educate citizens about environmental hazards; and (3) to develop a strategy for economic and environmental sustainability.

Michigan

Arab Community Center for Economic and Social Services

\$ 20,000

Dearborn, MI

This awardee will provide education and outreach for the predominantly Arab-American community in Dearborn, Michigan, concerning the problems with environmental hazards in the community and its effects on health, emphasizing childhood asthma and lead poisoning

Legal Services of Eastern Michigan

\$ 12,434

This awardee will establish a community partnership that will provide lead education and outreach to the low-income communities of Genessee and Saginaw Counties. The project will include: (1) education regarding the hazards of lead poisoning in both the air and water; (2) development of a resource database of agencies that may provide services to address lead poisoning; (3) referrals; and (4) expansion of linkages with agencies that deal with either lead and/or housing issues to establish and strengthen a community-based network to address lead poisoning problems.

Minnesota

Grand Portage Band of Chippewa Tribe

\$ 15,000

This project will enhance the community's understanding of environmental and public health threats from mercury emissions and the resulting levels in the community food supply. The project will include: (1) development of a report on mercury, results of any mercury studies which have been conducted on mercury contamination of fish, and sources of mercury emissions on the Grand Portage Reservation; (2) workshops and meeting with partners on the mercury problem at Grand Portage Reservation; (3) working with local fishermen to gather fish and to have the fish tissue analyzed for mercury concentrations, risk assessment of the fish data; and (4) creation of brochures to document findings, and setting consumption recommendations, as needed.

Ohio

Environmental Health Watch

\$ 19,716

This awardee will work in partnership with the Cleveland Health Department, community-based organizations, and the Association of Parents to Prevent Lead Exposure (APPLE) to integrate asthma control education with lead poisoning prevention education for parents. The project will: (1) test the feasibility of expanding the scope of a lead hazard control program to include asthma-related environmental hazards; (2) explore practical and no-cost or low-cost interventions to reduce asthma-related household pollutants in low-income housing; and (3) assist neighborhood-based organizations to integrate consideration of indoor pollution hazards into their existing programs to develop affordable housing.

Wisconsin

Wisconsin Citizen Action Fund

\$ 20,000

This awardee will work to reduce the number of children in Milwaukee's predominantly African-American "central city" that are lead poisoned by organizing a task force of "central city" parents into an effective community force, mobilizing property owners, health care providers, the City of Milwaukee, community-based organizations and churches to create lead safety zones in targeted "central city" neighborhoods. The project will educate parents of lead poisoned children about opportunities to make their homes more lead safe and will train a core of ten parents within the larger parent-run task force to be directly involved in ongoing and new lead prevention efforts at the local and State level.

Total for Region V \$

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REGION IV

For more information, please contact Region IV Environmental Justice Coordinator, Connie Raines at 404-562-9671.

Alabama

Oakwood College **\$ 20,000**

Identify the impact of PCP and DDT on the health of residents in Triana. Educate residents on environmental issues in their community by conducting workshops and research to identify high risk individuals for cancer, and involving youth in health fairs and other activities.

Project Awake **\$ 20,000**

Conduct workshops for the community on topics ranging from hazardous waste, pesticides, community safety, health risk, groundwater and water quality.

Florida

Concerned Citizens League of America **\$ 20,000**

This project will set up health consultations with state and local experts to determine the levels of pollution associated with phosphate mining and its processing operations; and, conduct education/outreach programs for the community on how to deal with environmental problems.

Bethune-Cookman College, Daytona Beach **\$ 20,000**

This awardee will work to educate minority community leaders, residents and students on the human health threats of mercury in their homes and community.

Georgia

Citizens for Environmental Justice **\$ 20,000**

Savannah, GA

Translate scientific and technical concepts and information underlying environmental justice awareness into an understandable fashion to Savannah area high school students and citizens in poor and minority neighborhoods.

Hunt Educational & Cultural Center **\$ 20,000**

The awardee will conduct training covering health practices, water quality and environmental safety for residents living around a superfund site.

Kentucky

Appalshop, Inc. Appalachian, KY; TN, VA & NC **\$ 20,000**

This project will establish a network of organizations and activists who are working on environmental and social justice issues; develop a community based on line network; reestablish a regional newsletter; and conduct workshops to educate the community on environmental issues.

Mississippi

Phil-Am Association of Central MS **\$ 20,000**

Develop community based education and training programs for parents and children of disadvantaged communities in Central MS consisting of low-income Filipino-American, African American and Choctaw Indian families.

North Carolina

University of NC-Asheville - East Flat Rock Community **\$ 19,865**

This project will establish a community "Lead Poisoning" prevention/education program for children under age six and pregnant women located in a rural section of the Mid-Appalachian Mountains, Henderson County, NC.

NC Cooperative Ext. Service - Northampton & Bertie Counties **\$ 19,986**

This project will provide free screening of domestic drinking water for lead contamination to minority and low income families in Northampton and Bertie Counties in northeastern North Carolina. Families with elevated lead level detection in their drinking water will work with the Health Department to determine the risk to family members, particularly children.

South Carolina

Catawba Indian Nation **\$ 20,000**

Rock Hill, SC

Develop database for air quality inventory by conducting a source evaluation of reservation lands and the surrounding community; develop public education strategies to inform and educate tribal members of air quality problems; and, provide technical training for key tribal individuals on GIS and Hach Water Quality Laboratory equipment.

Tennessee

Alton Park/Piney Woods Improvement Corp **\$ 20,000**

This project will promote and present public information and awareness programs to educate the community on the health and environmental effects of the Chattanooga Creek dump site.

Emma Wheeler Homes Resident Assoc. Inc. **\$ 20,000**

This project will present a series of public awareness programs and workshops designed to disseminate information to the community about the Chattanooga Creek Superfund site. Also, will develop a visual aids display for the community using photographs describing environmental hazards, and the effects of living in a polluted community

Vanderbilt University Medical Center **\$ 20,000**

Nashville, TN

Identify possible vectors of lead exposure, and develop an environmental awareness program for Hispanic migrant farming communities on lead exposure and the safe use and handling of pesticides in their work environment.

Lawrence County School System **\$ 20,000**

The City of Loretto, working in partnership with students and faculty from Loretto High School and TVA's Environmental Research Center, will conduct extensive academic research and limited laboratory research directed at discovering possible solutions for sludge removal.

Total for Region IV \$

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REGION III

For more information, please contact Region III Environmental Justice Coordinator, Reginald Harris at 215-637-5027.

District of Columbia

The Ballou and Anacostia Outreach Program **\$ 20,000** **The Environmentors Project**

The Environmentors Project matches inner-city high school students with science and environmental professionals for an eight month period of partnership whereby they will develop projects designed to explore environmental issues of relevance. Thirty students from Ballou and Anacostia High Schools will address the environmental problems affecting their community's health and well-being. The project will encourage students to pursue careers in environmental fields, engage in informed environmental activism and enlighten their communities.

An Intergenerational Project for Latino Communities **\$ 20,000** National Hispanic Council on Aging

The goals of this project are to: 1) to build a Latino community's capacity to identify and understand local environmental issues and how they impact their lives; 2) to facilitate the development of environmental justice activities; and 3) to promote, facilitate communication and information exchange among different stakeholders at the project site and other members of the NHC CoA network. These goal will be achieved through the establishment of an Advisory committee, conducting a series of three community forums, and encouraging participants to become advocates for environmental justice.

Community-based Hazardous Awareness Campaign **\$ 19,988**

Howard University School of Social Work will conduct a training program on environmental awareness and protection. The overall goal of the Community-based Promoters Training Program is to enhance local groups and organizations in the recognition and control of environmental hazards, personal protection, and health safety practices. Community groups and organizations can then train and inform their communities.

Lydia's House Youth Environmental Club: Anacostia **\$ 20,000** Econet and Conservation Career Development Programs

The purpose of this project is two-fold. First, it will build the capacity of at-risk African American youth to identify sources of water and solid waste pollution and to implement a waste management initiative to address the problem. Secondly, this Environmental Justice Project will expose and train 24 inner city youth between the ages of 16 and 21 to participate in conservation career opportunities.

Maryland

Gwynns Falls Conservancy **\$ 20,000**

This project of the Gwynns Falls Conservancy serves to continue the completion of the Natural Resource Inventory/Assessment Report of the Gwynns Falls. This report is a comprehensive five year (1996-2000) environmental/ecosystem study, comprised of various long-term surveys of leading indicators of the Gwynns Falls watershed. The report will be the starting point and guideline for designing a justifiable and responsible environmental plan for the for the community, and serve as the basis to gauge the effect and success of any implemented plan.

Environmental Education for Fairfield Farms **\$ 20,000**

The purpose of this project is to develop and present environmental awareness to the Greater Fairmount Heights community and to develop strategies for environmental improvements in the community. The POCDC will bring together residents and community constituents at four community forums, including a career day for students, to discuss the impact of environmental problems on the community and explore options for community cleanup.

Anacostia River Community Restoration Workshop **\$ 20,000**

The Anacostia Watershed Society will present an environmental awareness workshop for instructors who teach at minority schools located within the Anacostia watershed in the District of Columbia. The one-day workshop curriculum is designed to train teachers in the fundamental issues related to the urban environment. These issues include the history of the Anacostia River, impacts to the Anacostia River related to urbanization and industrial development, the river/community connections; how improvements in the community will improve the quality of the river, and what actions can be taken to restore the river.

Pennsylvania

Urban Environment: A research and Education Project **\$ 19,960**

Focusing on nitrogen dioxide as a pollutant source

The purpose of this project is to quantify the factors driving nitrogen dioxide concentration in the home and to develop a model of nitrogen dioxide production, diffusion and dissipation in the home. The model will then be used to predict potential occupant exposure levels with varying air flow configurations. This project will also empower community residents by facilitating their participation in an advisory group and develop interventions which will alert community residents to increased risks of asthma incidence due to factors in the indoor environment.

Virginia

Environmental Justice Community Education Project **\$ 20,000**

The goal of this effort by the Environmental Justice Technology Center (EJIC) is to develop a methodology through Public workshops that will improve public awareness of outdoor and indoor air quality health related issues. This process will involve the development of directed and focused educational materials and workshops directed to urban minorities and environmental justice communities.

Bayview Environmental and Community Action Plan **\$ 19,935**

The purpose of this project is to begin a community-based self- help effort in the community of Bayview. The participants will involve and educate Bayview's citizens, gain knowledge from experts, build on partnerships, and implement effective action plans. First there will be an environmental needs assessment, then the preparation of overlay maps of Bayview's environmental planning area. Finally, the creation of the Bayview Environmental and Community Action Plan.

Environmental Justice Assessment of Southampton County **\$ 20,000**

The objective of this project is to characterize the potential impact of agricultural practices on shallow, substandard private wells which are used predominately by low income and/or minority households. The program goals are to (1) Enhance community understanding of environmental and public health information systems and generate information on pollution in the community, and (2) Identify necessary improvements in communication and coordination among all stakeholders.

Mattaponi Tribe Proposal for Community Monitoring and Sustainable Tribal Development **\$ 18,462**

This project will enhance tribal understanding of environmental and public health information, environmental monitoring systems. This effort will help to generate information on the pollution concerns of the tribe as well. This project will also improve the coordination and cooperation between state, tribal and federal government agencies where they each have coinciding interests in maintaining water quality and issues related to the fish population. The project will produce a Final Report and a video tape to be used by the tribal organizations and communities, as well as other interested stakeholders.

Greener and Cleaner Richmond Initiative and "Adopt-a-Park" Program **\$ 20,000**

Through the implementation of two programs; the Greener & Cleaner Richmond Initiative and the "Adopt-A-Park" program, the City of Richmond will accomplish these goals: 1) low and moderate income citizen will be able to gain appreciation for of Richmond's environment by becoming shareholders in a portion of their surroundings; 2) neighborhoods and parks will become be cleaned and made more aesthetically attractive; 3) the enhancement of the image of and pride in Richmond's neighborhoods; 4) safety and environmental hazards would be removed; 5) the enlightenment and enrichment of the community with respect to environmental issues, environmental justice, and sustainable development.

Total for Region III \$

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REGION II

For more information, please contact Region II Environmental Justice Grants Coordinator, Melva Hayden at 212-637-5027.

New Jersey

Ironbound Community Corporation **\$ 20,000**

This purpose of this project is to develop the Ironbound Community Environmental Justice Information, Education and Training Project (ICEJIETP). In collaboration with the New Jersey Institute of Technology, this group will train community leaders to better understand environmental issues and to participate in the decision-making process. These community leaders will also be trained how to build community coalitions and involve their fellow community members in the process. The group will produce and distribute multi-lingual literature on local environmental conditions and organize bi-monthly awareness conferences and workshops.

Comite de Apoyo a los Trabajadores Agricolas **\$ 20,000**

Glassboro, NJ

CATA proposes to continue their Safe Drinking Water Project in the Southern New Jersey farm labor camps to empower farm workers to articulate the need for greater protection from well water contamination. Some specific activities of the work plan include taking water samples from the labor camp wells, making environmental assessments and disseminating information on the test findings. Working through the migrant health clinics, CATA will also teach the farmers how to protect themselves against contaminated drinking water and how to identify symptoms caused by contaminated water.

Isles, Inc. **\$ 20,000**

Trenton, NJ

This project will target the low-income/minority communities located around four brownfield sites in Trenton and provide information on how and why the community should play a role in the remediation and development plans of these contaminated properties. Isles will conduct door-to-door interviews to assess the community's understanding of the sites and develop materials outlining the site conditions, remediation processes and opportunities for community participation. The group will host approximately 10 meeting/workshops for each of the four sites.

Citizen Policy and Education Fund of New Jersey **\$ 20,000**

The purpose of this project is to work with parents and guardians of children in the low-income/minority areas of Newark, Paterson/Passaic, Trenton and Camden to build their capacity to identify sources of lead poisoning and to involve the community in the design and implementation of activities to reduce this health risk. The project will recruit and train at least 80 parents think more critically in addressing lead poisoning and how to obtain assistance from local health departments and property owners

New York

Research Foundation/Bronx Community College, CUNY **\$ 20,000**

The Bronx Community College (BCC)/Research Foundation proposes to conduct a series of five workshops on the Solid Waste Disposal Act and the Clean Air Act in low-income/minority Bronx communities burdened by multiple environmental stresses. Project ECOJUSTICE will be conducted by BCC's Community Education and Development Center in collaboration with the Chemistry Department. Leaders and members of Bronx community based organizations will be trained how to identify and address environmental violations and risks and environmental justice issues.

New Cassel Environmental Justice Project (NCEJP) **\$ 20,000**

This purpose of this project is to increase community awareness and educate residents living near the New Cassel Industrial area through a quarterly newsletter, educational events and materials and public meetings. The goal is to give residents the necessary information to recognize and report water and air pollution problems and to get involved so that current and future use of toxic chemicals will be reduced. New Cassel is home to over 16 sites listed on New York State's Superfund registry and numerous other industrial facilities. The primary groups affected are New Cassel's Haitian and Hispanic immigrants and African-American population.

Puerto Rican Family Institute, Inc. (PRFI) **\$ 20,000**

This project focuses on obtaining and documenting information on mercury distribution at local botanicas and the magnitude of mercury use in the Queens Hispanic community. Hispanics who adhere to religions such as Santeria, Espiritismo and Santerismo often use mercury in their cultural rituals. PRFI will produce and distribute bilingual education materials on the health risks and problems associated with domestic mercury use. As the project develops, PRFI plans to target their materials and outreach to Hispanic communities in the other boroughs.

Hope Unlimited International (HUI) **\$ 20,000**

The goal of this project is to increase awareness in the South Bronx of risks associated with lead paint and to empower the community to take necessary steps to reduce local risks. In partnership with NYCDOH and Montefiorie Hospital, the project will train two people on lead abatement who will then work directly in the community. HUI will teach residents how to identify primary sources of lead and will facilitate lead screening and tests.

Citizens Committee of New York City

\$ 19,974

New York, NY

The purpose of this proposal is to expand and continue the work of the Neighborhood Environmental Leadership Institute (NELI) in the Bronx. NELI has already provided 250 low-income Bronx residents interactive and experimental training in leadership, organizational development and urban environmental issues. The group is developing an Environmental Justice Resource Directory of private/public agencies that offer technical assistance and support to local environmental issues. NELI, in cooperation with CUNY, is also providing training workshops on tracking specific environmental issues and building organizational skills.

Northern Manhattan Improvement Corporation

\$ 20,000

The goal of this project is to increase the capacity of a network of 50 tenant associations to develop and implement activities to ameliorate the problem of lead poisoning in their buildings located in Northern Manhattan. Using the "train the trainer" method, this group will recruit members from 50 tenant associations to give them the necessary tools to recognize lead poisoning dangers (paint and pipes), to remove the lead source and to facilitate lead screening and tests.

International Youth Organization/AmeriCorps

\$ 18,398

Niagara Falls, NY

The group proposes to address environmental justice issues in the northern portion (low income/high minority) of Newark, NJ with a three-pronged approach: 1) help community members identify environmental justice priorities through a series of environmental education/communication workshops; 2) provide residents with skills and information to take responsible action through community empowerment forums and; 3) conduct outreach to generate community involvement and volunteer efforts to address environmental problems such as lead poisoning, urban habitat degradation and brownfields.

Harlem Environmental Impact Project, Inc.

\$ 10,000

The organization plans to conduct a public outreach campaign on lead poisoning prevention and reduction in the Harlem community. Through a technical database, the group will also track the number of at-risk children identified, tested and found infected with lead poisoning. The outreach campaign will include sponsoring environmental health workshops and clinics and making presentations on "Inside Harlem", a public access cable program. The group will produce six issues of a 10-page lead poisoning newsletter for Harlem residents.

Puerto Rico

Comite Pro Costa Ventana, Inc.

\$ 19,140

This project focuses on the Boca Ward community of Guaynilla, Puerto Rico which is also the home of Tropical Fruits agricultural fields that are regularly sprayed with pesticides. This purpose of the project is to educate the community on the laws regulating pesticide use and to build the resident's capacity to identify misuses of pesticides, to protect their homes and families from unsafe exposure and to present their concerns to different government agencies involved.

Total for Region II \$

 [Return to the Environmental Justice Grant Map](#)

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REGION I

For more information, please contact Region I Environmental Justice Coordinator, Rhona Julien at 617-565-5494.

Connecticut

New Haven Land Trust, Inc **\$ 20,000**

The Urban Community Garden Project started in 1991, providing assistance to the establishment and success of over 50 community gardens in low-income neighborhoods throughout New Haven. The program will provide an extensive gardening program, consisting of training, planting, pest control, and garden maintenance. The program will also conduct workshops in compost and food preservation.

One Chane, Inc **\$ 20,000**

Membership in One/Chane, Inc. is comprised of residents from the two poorest neighborhoods in the city. The mission of this organization is to "Rebuild North Hartford" and develop and provide training to residents to conduct health assessments in the neighborhoods adjacent to the North Meadows landfill. The organization will conduct GIS Environmental Risk Mapping of 100 blocks to identify potential environmental risks and hazards.

New Haven Ecology Project, Inc **\$ 20,000**

New Haven, CT

Since 1991, the New Haven Ecology Project has developed programs for inner-city youth that teach about the environment, food systems, and natural ecosystems. The purpose of this program is to provide Adult Workshop Series for residents to target environmental and health concerns.

Maine

Passamaquoddy Tribe **\$ 18,834**

Pleasant Point, ME

The Passamaquoddy tribe is an indigenous Native American Tribe of eastern Maine/Maritime Canada. The Pleasant Point Reservation is located in the most easterly region of the United States. The Tribe depends on the estuarine and marine waters of the St Croix estuary, Passamaquoddy Bay and Cobscook Bay to provide resources for the safe sustenance of present and future generations. This project has a two pronged approach consisting of a toxics monitoring program and a water quality program. Under the toxic monitoring program, marine organisms will be tested for heavy metals and dioxin. The water quality program will consist of sample collection and analysis for fecal coliform bacteria in closed shell fish.

Passamaquoddy Tribe **\$ 15,000**
Indian Township, ME

This project is primarily research-oriented and specific to the problem of hazardous materials transportation. Activities will include gathering data on the transportation of hazardous materials through Indian Township Reservation . Information gathered will include content, volume and frequency of shipment.

Massachusetts

NE Aquarium Corp/Education Department **\$ 19,958**

This organization is in partnership with Coastal America and Boston Public Schools. Since 1987, the Aquarium's Teacher Resource Center has focused on helping nurture teachers' ability to incorporate aquatic environmental science issues into their classrooms. This project will develop a cadre of middle school science teachers who are enabled to educate Boston's school children about the unique environmental resources of Boston Harbor and the Harbor Islands, to support teachers long-term professional development and access to environmental education resources in support of science and environmental education reform initiatives, and to strengthen the partnerships among NEAC, Coastal America and the Boston Public Schools.

Committee for Boston Public Housing, Inc (CBPH) **\$ 20,000**
Roxbury, MA

CBPH was founded in 1981 and in 1984 created the Family-Community Resource Center to help tenants assess social services and assemble resources to meet the needs in innovative ways. This project will facilitate communication and information exchange and create partnerships among stakeholders to address disproportionate, high and adverse environmental exposure. It will also build community capacity to identify local environmental justice problems and involve the community in the design and implementation of activities to address these concerns.

Baystate Medical Center, Inc. **\$ 20,000**

Baystate Medical Center is non-profit and the Baystate Medical Center Children's Hospital is a hospital within a hospital and has the largest outpatient pediatric Medicaid primary care practice in Massachusetts. This proposal expands the focus of the SafeKids Coalition and will build on the current Lead Task Force facilitated by the MA Department of Public Health and the broader constituency of the Western Massachusetts SafeKids Coalition in order to strengthen partnerships and communication. It will also provide Focus groups of community members who will be used to develop the 'train the trainer' curriculum and awareness events. Surveys of participants will be used before and after interventions to measure attitudes and beliefs about lead and carbon monoxide poisoning.

Mass Health Research Institute, Inc **\$ 19,998**

Mass Health Research Institute is a private, non-profit organization founded in 1959 whose primary mission is to assist public and private agencies, institutions and other organizations in conducting research, demonstration and training projects for the public benefit. This project will identify community needs and communication barriers to address public health risks by coordinating, developing and disseminating resources and and implementing education plans for Chinatown Communities.

ACE **\$ 20,000**

Neighborhoods Against Urban Pollution (NAUP) is a collaborative effort of six Boston-based neighborhood organizations and environmental non profits. NAUP was conceived to foster resident mobilization as it relates to environmental problem solving. The project will improve its neighborhood mapping and risk assessment methodology through an intensive partnership with Egleston Square Neighborhood Association (ESNA). Assist 4 to 6 neighborhoods to implement this improved model. ACE and ESNA will use GIS software to facilitate the neighborhood mapping process and train residents to collect and interpret existing environmental data.

Jobs & Environment Campaign **\$ 19,955**

This organization strives for economic and environmental justice and blend local action with technical expertise in a nationwide effort to create sustainable communities that are more prosperous, environmentally sound and socially just. This project will generate and enhance communities' understanding of environmental and public health information as well as build capacity to identify local environmental justice problems with community members to develop survey and testing methodologies and identify mitigation strategies.

Lawrence Grassroots, Initiative, Inc **\$ 15,000**

This organization develops and sustains projects to mitigate issues of social, economic and environmental justice in the City of Lawrence. This project will educate residents and businesses of Lawrence, MA about toxics and hazardous substances in their community and create a permanent, community-based local environmental justice council to promote citizen participation in pollution prevention projects and environmental justice issues. Lawrence Grassroots will partner with John Snow Institute for this effort.

Jobs for Youth **\$ 20,000**

Jobs For Youth (JFY), a non profit Community Based Organization, mission is to afford economic development through job training. JFY targets low income, non-college educated adults who live primarily in neighborhoods of Boston and who are unemployed or underemployed. This project will provide these participants with the necessary skills to enter the environmental services field, e.g. conduct training related to the detection, assessment and evaluation of risks and human health effects from exposure to hazardous substances. Also contribute to building a base of indigenous professional expertise within communities disproportionately affected by environmental hazards.

New Hampshire

NH Coalition for Safety and Health

\$ 20,000

New Hampshire Coalition for Safety and Health is a non-profit, worker-centered educational and advocacy organization devoted to improving workplace health and safety in New Hampshire. This project will set up a training program that is diversified but focused to facilitate worker and community awareness of potential health and safety threats to the employees and the community.

Rhode Island

Roger Williams Zoo

\$ 20,000

Roger Williams Zoo Docent Council serves as an educational arm of the Zoo and has been in existence since 1975. The purpose of this project is to take teens to a new level of involvement with Environmental Justice issues. The youth will actually get involved in collecting the data used to make informed decisions and foster community change.

Olneyville Housing Corporation

\$ 20,000

Olneyville Housing Corporation is a non profit community based organization incorporated in 1989. Its' primary purpose for forming was to address the problems associated with an aging housing stock, decline in owner-occupation, low income and often disenfranchised residents, and other manifestations of a neighborhood in decline. This project will improve communication and coordination among teenagers and community groups by providing learning opportunities about risk reduction and pollution prevention to teens and younger children through summer programs.

Vermont

Vermont Institute for Environmental Health

\$ 14,015

Vermont Institute for Environmental Health is a non profit organization that brings together individuals with significant background and experience in grassroots organizing, policy and science that will be directed to issues of environmental health and indoor air quality. This project will allow this organization to build a strong indoor air quality coalition and address the health effects of indoor air pollution and low level chemical exposures in schools and outdoor environments.

Total for Region I \$

Environmental Justice Contacts:

Please select from the following topics:

- [A. U.S. EPA Headquarters Contacts](#)
- [B. U.S. EPA Region Contacts](#)

 [Return to Environmental Justice Outline](#)

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 [Return to Resources/Contacts](#)

A. U.S. EPA Headquarters Contacts

USEPA - HEADQUARTERS CONTACTS:

401 M Street SW, Washington, DC 20460

Use Mail Code (MC) for each Office.

OFFICE OF THE ADMINISTRATOR MC-1101

Angela Chung - 202/260-4724, FAX 260-4852

OFFICE OF ENVIRONMENTAL JUSTICE

Robert J. Knox - MC-2201-A

Acting Director

800-962-6215, 202/564-2515

FAX 202/501-0740

AMERICAN INDIAN ENVIRONMENTAL OFFICE - MC-4104

Elizabeth Bell; 202/260-8106, FX 202/260-7509

OFFICE OF AIR AND RADIATION MC-6101

Mia Quigley, 202/260-5154, FX 202/260-0253

OFFICE OF CIVIL RIGHTS - MC-1201

Rosezella Canty-Letsome; 202/260-4567 FAX 202/260-4580

OFFICE OF COMMUNICATION, EDUCATION & PUBLIC AFFAIRS - MC-1702

Doretta Reaves; 202/260-3534 FX 202/260-0130

OFFICE OF ENFORCEMENT AND COMPLIANCE ASSURANCE - MC-2201-A

Sherry Milan; 202/564-2619, FX 202/501-0284

OFFICE OF GENERAL COUNSEL - MC-2378

Mary O'Lone; 202/260-5313 FX 202/260-8393

OFFICE OF POLICY, PLANNING AND EVALUATION - MC-2127

Janice Bryant; 202/260-2730 FX 202/260-4903

OFFICE OF PREVENTION, PESTICIDES & TOXIC SUBSTANCES - MC-7405

Barbara Burke; 202/260-8129 FX 202/260-8850

OFFICE OF REGIONAL OPERATIONS & STATE/LOCAL RELATIONS - MC-1502

Janice Berry-Chen; 202/260-3870

FAX 202/260-9365

**OFFICE OF RESEARCH AND
DEVELOPMENT - MC-8105**

Lawrence Martin; 202/260-0673
FX 202/260-0507

**OFFICE OF SOLID WASTE AND
EMERGENCY RESPONSE - MC-5101**

Kent Benjamin; 202/260-2822
FX 202/260-6606

OFFICE OF WATER - MC-4102

Leo Cox; 202/260-3475
FX 202/260-4121



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B. U.S. EPA Regional Contacts

Address	FAX Number
USEPA, REGION 1	
Rhona Julien; 617/565-9454 One Congress Street, 10th Floor Boston, MA 02203-0001	617/565- 3415
USEPA, REGION 2	
Melva Hayden; 212/637-5027 290 Broadway, 26th Floor New York, NY 10007	212/637- 5024
USEPA, REGION 3	
Reginald Harris, 215/566-2988 1650 Arch Street Philadelphia, PA 19103-2029	215/814- 5000
USEPA, REGION 4	
Connie Raines; 404/562-9671 100 Alabama St., SW Atlanta, GA 30303	404/562- 9664
USEPA, REGION 5	
Karla Johnson; 312/886-5993 77 West Jackson Blvd. T-16J Chicago, IL 60604-3507	312/886- 2737
USEPA, REGION 6	
Shirley Augurson; 214/665-7401 First Interstate Bank, at Front Pl. 1445 Ross Ave., 12th Floor, Suite 1200 Dallas, TX 75202-2733	214/665- 7446
USEPA, REGION 7	
Althea Moses; 913/551-7649 Minnesota Avenue Kansas City, KS 66101	913/551- 7976
USEPA, REGION 8	
Elisabeth Evans; 303/312-6053 999 18th Street, Suite 500 Denver, CO 80202-2405	303/312- 6558

USEPA, REGION 9

Willard Chin 415/744-1204	415/744-
75 Hawthorne Street	1605
San Francisco, CA 94105	

USEPA, REGION 10

Joyce Kelly; 206/553-4029	206/553-
Planning and Evaluation Branch	8338
1200 Sixth Avenue (MD-142)	
Seattle, WA 98101	

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Resources, Contacts and Links



I. Resources/Contacts: Some of the following resources are links to websites that will take you out of this program. To come back to the program, you need to use your browser's back button

● **EPA and Government Contacts**


- [Government Agencies and Telephone Hotlines](#)
- [EPA Regional Offices](#)
- [EPA Region 5's Environmental Education Website](#)
- [EPA Region 5's Environmental Justice Website](#)
- [EPA Region 5's Funding Sources Website](#)
- [Environmental Justice Contacts](#)

● **State Contacts**

- [State Single Point-of-Contact](#)

● **Legislation**

- [Major Environmental Laws](#)

II.  The following links are websites that will take you out of this program. To come back to the program, you need to use your browser's back button

● **EPA Internet Sources of Grant Information**

- Office of Enforcement and Compliance Assurance's Office of Environmental Justice
<http://es.inel.gov/oeca/oej.html>
- Environmental Justice Through Pollution Prevention
<http://www.epa.gov/opptintr/ejp2/>
- Other Grants Administered by EPA (Federal Assistance Domestic Catalog)
<http://www.epa.gov/ogd/cfda.htm>
- [EPA Grants Website](#)
- [EPA Guidebook of Financial Tools - Grants](#)

● **Environmental Education**

- North American Association for Environmental Education (NAAEE)

<http://www.naaee.org/>

- EPA Kids Page
<http://www.epa.gov/kids/>
- EPA Students Page
<http://www.epa.gov/epahome/students.htm>
- EE-LINK
<http://www.nceet.snre.umich.edu/grant.html>
- Solicitation Notice
<http://eelink.umich.edu>

● **National Environmental Justice Advisory Council**

<http://www.prcemi.com:80/nejac/>

● **Federal Register**

<http://www.epa.gov/fedrgstr/search.htm>

● **Requests for Proposals**

- 1998 Environmental Education Grant Program
<http://www.epa.gov/fedrgstr/EPA-GENERAL/1997/August/Day-22/g22365.htm>
- 1998 Environmental Justice Through Pollution Prevention Grant Program
<http://www.epa.gov/fedrgstr/EPA-GENERAL/1998/January/Day-23/g1643.htm>
- 1998 Environmental Justice Small Grant Program

● **Donor's Forum**

● **NonProfit Website**

● **Blank Forms**

- **Download** some of the necessary forms for application. You will need Adobe Acrobat to view and print the file. If you do not have Adobe Acrobat, you will need to download the software. To get the necessary software, [click here](#), and follow the instructions. Once you have downloaded the file, you can print the file to a postscript printer.

Government Organizations, Agencies, and Telephone Numbers

Throughout this handbook we have referred to organizations, agencies, and offices to contact for further information. The following is a list of several of those organizations and agencies dealing with health and environmental protection. For each citation, a current address and phone number are provided, as well as a brief notation of responsibilities and/or interests of the group. This list is provided for quick reference when specific issues arise but is by no means complete.

[US Environmental Protection Agency](#)

[US Department of Justice \(DOJ\)](#)

[US Department of Transportation \(DOT\)](#)

[US Coast Guard](#)

[Federal Emergency Management Agency \(FEMA\)](#)

[US Geological Survey \(USGS\)](#)

[US Department of Health and Human Services](#)

[US Department of Labor](#)

[EPA Information Telephone Numbers](#)



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Federal Agencies for Health & Environmental Protection

U.S. Environmental Protection Agency (EPA)

901 M Street, SW

Washington, DC 20960

(202) 260-2080

Public Information Center, open 9 AM to 9:30 PM, Monday - Friday

Responsible for: working with state and local governments to control and prevent pollution in areas of solid and hazardous waste, pesticides, water, air, drinking water, and toxic and radioactive substances. When contacting EPA, we suggest starting with your Regional Office. If the Regional Office is unable to assist you, your questions may be directed to EPA Headquarters in Washington, DC.



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US Department of Justice (DOJ)

10th and Constitution Ave., NW

Washington, D.C. 20530

202/5 1 9-2007


Responsible for: all enforcement actions that must be filed in court, and organizing evidentiary and other documents to prepare for and conduct litigation. Litigation includes the protection, use, and development of the nation's natural resources and public lands, wildlife protection, Indian rights and claims, cleanup of hazardous waste sites, acquisition of private property for federal use, and defense of environmental challenges to government programs and activities. DOJ Environment and Natural Resources Division is the nation's environmental lawyer and the largest environmental law firm in the country.

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U.S. Department of Transportation (DOT)

*900 7th Street, SW
Washington, D.C. 20590
202/366-9570*

Responsible for: setting standards for safety and providing funds to plan, construct and operate transportation systems by rail, highway, air, or water and providing law enforcement and traffic management services for the nation's airspace and waterways. DOT also regulates manufacturers of containers and transporters of hazardous materials.

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U.S. Coast Guard

*2100 2nd St., SW
Washington, D.C. 20593
202/267-1587*

Responsible for: port safety, maritime law enforcement, boating safety, search and rescue, aids to navigation, merchant marine safety, and environmental protection. The Coast Guards works with EPA on marine protection programs, including regulating the transportation of hazardous cargoes, oil pollution cleanup, and marine salvage.


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Federal Emergency Management Agency (FEMA)

P.O. Box 70274


Washington, D.C. 20029
202/646-4600

Responsible for: providing a federal focus on emergency management in the United States. This includes natural disasters such as earth- quakes, hurricanes, tornadoes, and floods, technological calamities, and national security crises.

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U.S. Geological Survey (USGS)
12201 Sunrise Valley Drive Mail Stop 119
Reston, VA 22092
703/648-4460

Responsible for: analyzing the quantity and quality of surface and ground water and precipitation, and conducting research in geology and hydrology. Programs include extensive topographic and land-use mapping, energy and mineral resource assessments, evaluations of natural disasters, and space exploration.

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U.S. Department of Health & Human Services:

National Institute for Occupational Safety and Health (NIOSH)
1600 Clifton Road, N.E., Building 1, Room 3007
Atlanta, GA 30333
1-800/356-4674

Centers for Disease Control and Prevention (CDC)
1600 Clifton Road, N.E., Building 1
Atlanta, GA 30333
404/639-2888

Agency for Toxic Substances and Disease Registry (ATSDR)
1600 Clifton Road, N.E., Building 1
Atlanta, GA 30333
404/639-2888

NIOSH provides research and evaluation studies of occupational injuries and hazardous substances in the workplace. OSHA uses these criteria for setting workplace safety standards. The CDC tracks and evaluates incidence of disease and performs epidemiological studies. ATSDR conducts research focused on toxic substances and their effects on public health. Programs include health studies, substance-specific research, and maintaining various disease registries.

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U.S. Department of Labor

*Occupational Safety and Health Administration (OSHA) 200 Constitution Ave., NW
Washington, D.C. 20210
202/219-8151*

Responsible for: issuing standards and rules for safe and healthful working conditions, tools, equipment, facilities, and processes. Employers have the general duty of providing their workers a place of employment free from recognized hazards to safety and health, and must comply with OSHA standards. OSHA conducts workplace inspections to assure standards are followed.

*National Oceanic and Atmospheric Administration (NOAA)
14th and Constitution Ave., NW, Rm. 6013
Washington, D.C. 20230
202/482-6090*

Responsible for: environmental satellite and data information, oceanic and atmospheric research, sustainable development, coastal management programs, cleanup of oil spills, the National Weather Service, and the National Marine Fisheries Service.

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EPA Information Telephone Numbers

In many situations, a phone call to EPA can provide you with the information you need to start working with environmental issues. Below is a list of some of the most useful EPA telephone numbers. Although numbers change periodically, these were correct at the time of printing. All telephone numbers are in the Eastern Standard Time Zone.

General USEPA Numbers

Public Information Center

(202) 260-2080

(202) 260-7751

ORD Research Information (Cincinnati)

(513) 569-7562

National Center for Environmental Publications & Information (Cincinnati)

(513) 489-8190

Hotlines listed by topic

Acid Rain

(617) 674-7377

Air Control

Technology

Assistance Center

(919) 541-0800

Air Risk Hotline

(919) 541-0888

Appropriate

Technology (energy:
DOE)

(800) 428-2525

Asbestos Ombudsman

(800) 368-5888

Drinking Water

(800) 926-4791

Emergency Planning
& Community Right-
to-Know

(800) 535-0202

Environmental
Education

(202) 260-4962

Environmental Justice

(800) 962-6215

Green Lights/
Energy Star

Programs

(202) 775-6650

Ground Water

(202) 260-7786

Hazardous Waste

Ombudsman

(800) 262-7937

Indoor Air

(800) 438-4318

National Response
Center (U.S. Coast
Guard)

(800) 424-8802

Pesticides (health
effects, spills)

(800) 858-7378

Pollution Prevention
Information Exchange
System

(703) 821-4800

Pollution Prevention
Clearinghouse

(202) 260-1023

Radon

(800) 767-7236

RCRA, Superfund,
and Underground
Storage Tanks

(800) 424-9346

Small Business

(800) 368-5888

Solid Waste
Information
Clearinghouse
(800) 677-9424

Storm Water,
NPDES Permitting
(703) 821-4823

Stratospheric Ozone
Protection (CFC's)
(CFCs) (800) 296-
1996

Toxic Substances &
Asbestos Information
(202) 559-1404

Transporting
Hazardous Materials
(DOT/FEMA)
(800) 752-6367

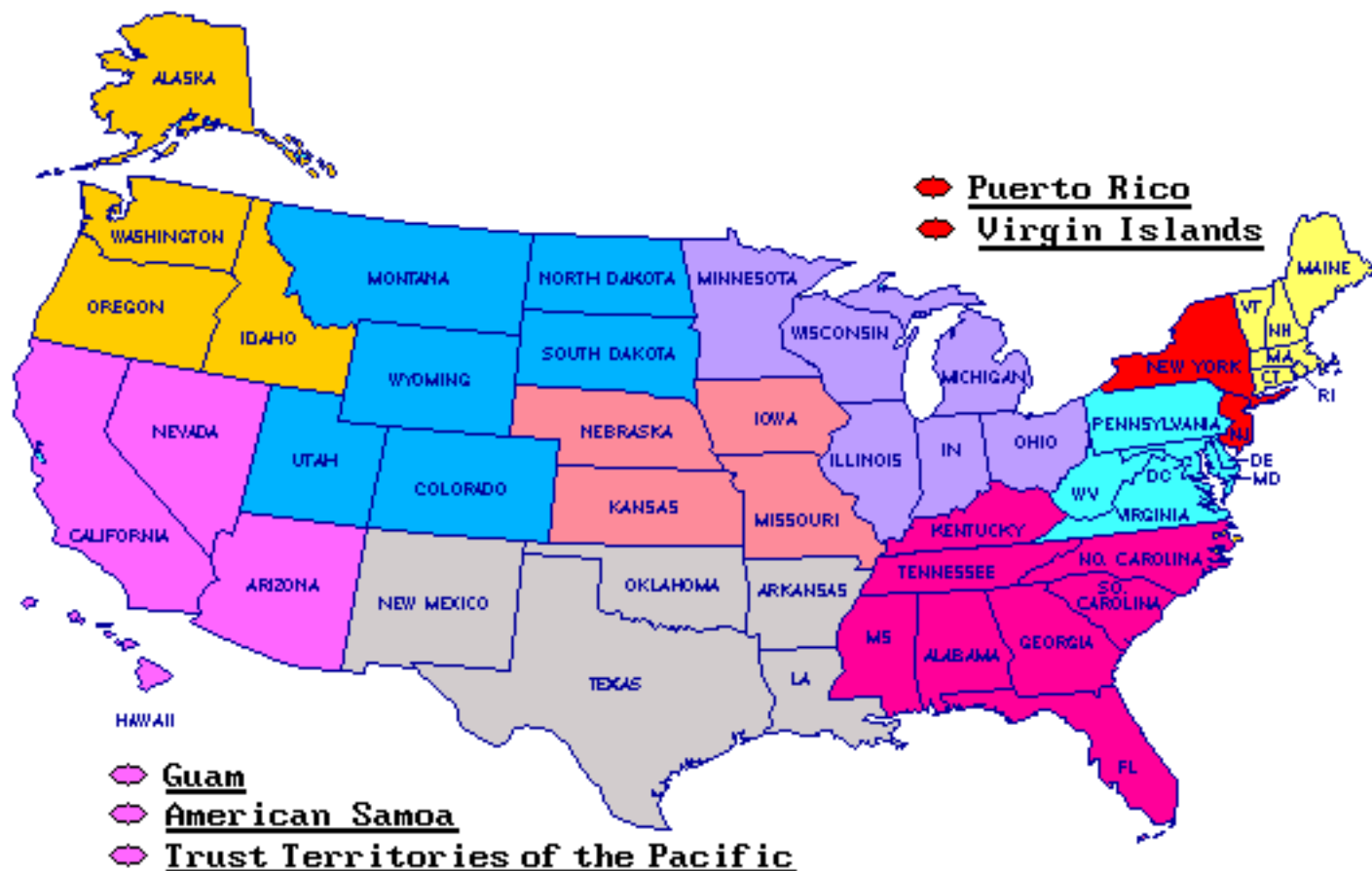
Waste Water
(800) 624-8301

Wetlands
(800) 832-7828

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EPA REGIONAL OFFICES

Click on the region of the country for which you want contact information.



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EPA Regional Offices

REGION 1

Connecticut, Massachusetts, Maine, New Hampshire,
Rhode Island, Vermont

Address:

JFK Federal Building
One Congress Street
John F. Kennedy Federal Building
Boston, MA 02203-0001

Telephone:

617/565-3420

 [Return to Regional Offices Map](#)

REGION 2

New Jersey, New York, Puerto Rico, Virgin
Islands

Address:

290 Broadway
New York, NY 10007-1866

Telephone:

212/637-3000

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REGION 3

Delaware, Maryland, Pennsylvania, Virginia, West
Virginia, District of Columbia

Address:

1650 Arch Street
Philadelphia, PA 19103-2029

Telephone:

1-800/438-2474

 [Return to Regional Offices Map](#)

REGION 4

Alabama, Florida, Georgia, Kentucky, Mississippi,
North Carolina, South Carolina, Tennessee

Address:

61 Forsyth Street, S.W.
Atlanta, GA 30303-3104

Telephone:

404/562-9900

 [Return to Regional Offices Map](#)

REGION 5

Illinois, Indiana, Michigan, Minnesota, Ohio,
Wisconsin

Address:

77 West Jackson Boulevard
Chicago, IL 60604-3507

Telephone:

312/353-2000

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REGION 6

Arkansas, Louisiana, New Mexico, Oklahoma,
Texas

Address:

Fountain Place, 12th Floor, Suite 1200
1445 Ross Avenue
Dallas, TX 75202-2733

Telephone:

214/665-2200

 [Return to Regional Offices Map](#)

REGION 7

Iowa, Kansas, Missouri, Nebraska

Address:

726 Minnesota Avenue
Kansas City, KS 66101

Telephone:

913/551-7003

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REGION 8

Colorado, Montana, North Dakota, South Dakota,
Utah, Wyoming

Address:

999 18th Street, Suite 500
Denver, CO 80202-2466

Telephone:

303/312-6312

 [Return to Regional Offices Map](#)

REGION 9

Arizona, California, Hawaii, Nevada, Guam,
American Samoa

Address:

75 Hawthorne Street
San Francisco, CA 94105

Telephone:

415/744--1305

 [Return to Regional Offices Map](#)

REGION 10

Idaho, Washington, Oregon, Alaska

Address:

1200 Sixth Avenue
Seattle, WA 98101

Telephone:

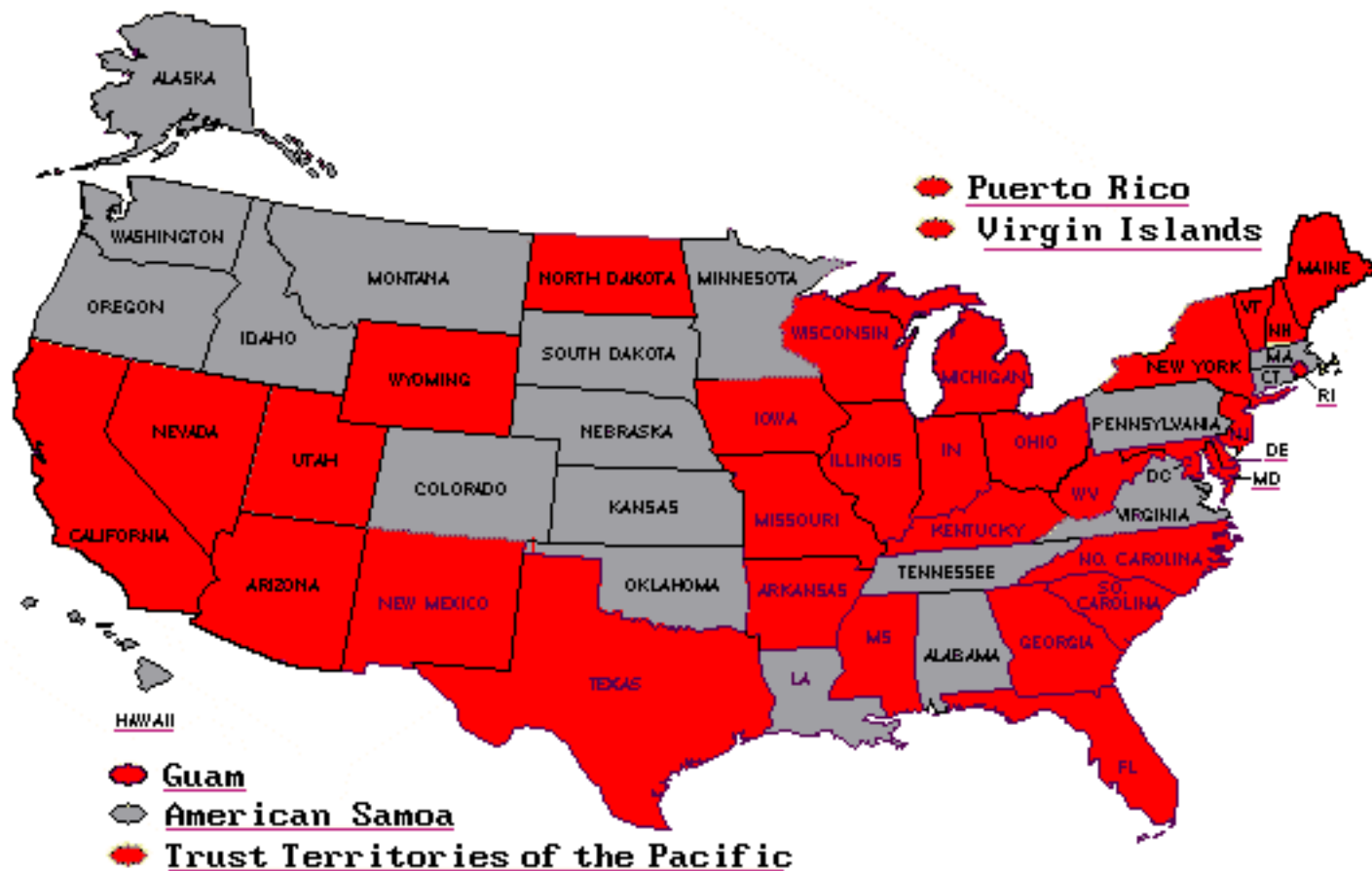
206/553-1200

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STATE CONTACT INFORMATION

Your application to an EPA program may be subject to your state's inter-governmental review process and/or consultation requirements under Section 204, Demonstration Cities and Metropolitan Development Act. The red states have Single Point-of-Contacts. States and territories without an established Single Point-of Contact are in gray. For further information regarding Single Points-of-Contact, please call EPA at (202) 260-9266. *Please also note that federally recognized tribal organizations are not required to comply with this procedure.*

Click on the state for which you want contact information.



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[Return to Form SF424](#)

STATE SINGLE POINTS OF CONTACT

ARIZONA

Ms. Joni Saad
Arizona State Clearinghouse
3800 N. Central Avenue
Fourteenth Floor
Phoenix, AZ 85012
Phone (602) 280-1315
Fax (602) 280-8144

 [Return to the State Single Point of Contact Map](#)

ARKANSAS

Mr. Tracy L. Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
Department of Finance and Administration
1515 W. 7th Street, Room 412
Little Rock, AR 72203
Phone (501) 682-1074
Fax (501) 682-5206

 [Return to the State Single Point of Contact Map](#)

CALIFORNIA

Grants Coordinator
Office of Planning and Research
1400 Tenth Street, Room 121
Sacramento, CA 95814
Phone (916) 323-7480
Fax (916) 323-3018

 [Return to the State Single Point of Contact Map](#)

DELAWARE

Mrs. Francine Booth
Federal Aid Coordinator
State Single Point of Contact
Executive Department, Office of the Budget
Thomas Collins Building
P.O. Box 1401
Dover, DE 19903
Phone (302) 739-3326
Fax (302) 739-5661

 [Return to the State Single Point of Contact Map](#)

DISTRICT OF COLUMBIA

Mr. Charles E. Nichols
State Single Point of Contact
Office of Grants Management and Development
717 14th Street, NW, Suite 500
Washington, DC 20001
Phone (202) 727-6554
Fax (202) 727-1617

 [Return to the State Single Point of Contact Map](#)

FLORIDA

Florida State Clearinghouse
Department of Community Affairs
2740 Centerview Drive
Tallahassee, FL 32399-2100
Phone (904) 922-5438
Fax (904) 487-2899

 [Return to the State Single Point of Contact Map](#)

GEORGIA

Mr. Tom Reid, III, Coordinator
Georgia State Clearinghouse
270 Washington Street, SW, Eighth Floor
Atlanta, GA 30334
Phone (404) 656-3855
Fax (404) 656-3828

 [Return to the State Single Point of Contact Map](#)

ILLINOIS

Ms. Virginia Bova
State Single Point of Contact
Dept. of Commerce & Community Affairs
James R. Thompson Center
100 West Randolph, Suite 3-400
Chicago, IL 60601
Phone (312) 814-6028
Fax (312) 814-1800

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INDIANA

Ms. Frances E. Williams
State Budget Agency
212 State House
Indianapolis, IN 46204
Phone (317) 232-5619
Fax (317) 233-3323

 [Return to the State Single Point of Contact Map](#)

IOWA

Mr. Steven R. McCann
Division for Community Progress
Iowa Department of Economic Development
200 East Grand Avenue

Des Moines, IA 50309
Phone (515) 242-4719
Fax (515) 242-4809

 [Return to the State Single Point of Contact Map](#)

KENTUCKY

Mr. Ronald W. Cook
Office of the Governor
Department of Local Government
1024 Capital Center Drive
Frankfort, KY 40601-8204
Phone (502) 573-2382
Fax (502) 573-2512

 [Return to the State Single Point of Contact Map](#)

MAINE

Ms. Joyce Benson
State Planning Office
184 State Street
State House Station #38
Augusta, ME 04333
Phone (207) 287-3261
Fax (207) 287-6489

 [Return to the State Single Point of Contact Map](#)

MARYLAND

Mr. William G. Carroll, Manager
Plan and Project Review
Maryland Office of Planning
301 West Preston Street, Rm. 1104
Baltimore, MD 21201-2365
Phone (410) 225-4490

Fax (410) 225-4480

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MICHIGAN

Mr. Richard Pfaff
Southeast Michigan Council of Governments
660 Plaza Drive, Suite 1900
Detroit, MI 48226
Phone (313) 961-4266
Fax (313) 961-4869

 [Return to the State Single Point of Contact Map](#)

MISSISSIPPI

Ms. Cathy Mallette, Clearinghouse Officer
Department of Finance and Administration
455 North Lamar Street
Jackson, MS 39202-3087
Phone (601) 359-6762
Fax (601) 359-6764

 [Return to the State Single Point of Contact Map](#)

MISSOURI

Ms. Lois Pohl
Federal Assistance Clearinghouse
Office of Administration
P.O. Box 809
Room 760, Tnunan Building
Jefferson City, MO 65102
Phone (314) 751-4834
Fax (314) 751-7819

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NEVADA

Department of Administration
State Clearinghouse
Capital Complex
Carson City, NV 89710
Phone (702) 687-4065
Fax (702) 687-3983

 [Return to the State Single Point of Contact Map](#)

NEW HAMPSHIRE

Mr. Jeffrey H. Taylor, Director
New Hampshire Office of State Planning
Attn: Intergovernmental Review Process
2 1/2 Beacon Street
Concord, NH 03301
Phone (603) 271-2155
Fax (603) 271-1728

 [Return to the State Single Point of Contact Map](#)

NEW JERSEY

Mr. Andrew J. Jaskolka
State Review Process
Intergovernmental Review Unit
Department of Community Affairs
101 South Broad Street
CN 800 (Room 813A)
Trenton, NJ 08625-0800
Phone (609) 292-9025
Fax (609) 633-2132

 [Return to the State Single Point of Contact Map](#)

NEW MEXICO

Mr. Robert Peters
State Budget Division
Bataan Memorial Building, Room 190
Santa Fe, NM 87503
Phone (505) 827-3640

 [Return to the State Single Point of Contact Map](#)

NEW YORK

New York State Clearinghouse
Division of the Budget
State Capitol
Albany, NY 12224
Phone (518) 474-1605
FAX: (518) 486-5617

 [Return to the State Single Point of Contact Map](#)

NORTH CAROLINA

Mrs. Chrys Baggett, Director
North Carolina State Clearinghouse
Office of the Secretary of Administration
116 West Jones Street, Suite 5 106
Raleigh, NC 27603-8003
Phone (919) 733-7232
Fax (919) 733-9571

 [Return to the State Single Point of Contact Map](#)

NORTH DAKOTA

Mr. Jim Void
North Dakota Single Point of Contact
Office of Intergovernmental Assistance
600 East Boulevard Avenue

Bismarck, ND 58505-0170

Phone (701) 224-2094

Fax (701) 224-2308

 [Return to the State Single Point of Contact Map](#)

OHIO

Ms. Linda Wise

State Clearinghouse

Office of Budget and Management

30 East Broad Street, 34th Floor

Columbus, OH 43266-0411

Phone (614) 466-0698

FAX: (614) 466-5400

 [Return to the State Single Point of Contact Map](#)

RHODE ISLAND

Mr. Kevin Nelson, Review Coordinator

Department of Administration

Office of Strategic Planning

One Capitol Hill, 4th Floor

Providence, RI 02908-5870

Phone (401) 277-2656

Fax (401) 277-2083

 [Return to the State Single Point of Contact Map](#)

SOUTH CAROLINA

Mr. Rodney Grizzle

State Single Point of Contact

Grant Services

Office of the Governor

1205 Pendleton St., Room. 331

Columbia, SC 29201

Phone (803) 734-0494

Fax (803) 734-0356

 [Return to the State Single Point of Contact Map](#)

TEXAS

Mr. Tom Adams, Director
Intergovernmental Coordination
Governor's Office
P.O. Box 12428
Austin, TX 78711
Phone (512) 463-1771
Fax (512) 936-2681

 [Return to the State Single Point of Contact Map](#)

UTAH

Ms. Carolyn Wright
Utah State Clearinghouse
Office of Planning and Budget
State Capitol, Room 116
Salt Lake City, UT 84114
Phone (801) 538-1535
Fax (801) 538-1547

 [Return to the State Single Point of Contact Map](#)

VERMONT

Ms. Jeanine Crosby
State Single Point of Contact
Pavilion Office Building
109 State Street
Montpelier, VT 05609
Phone (802) 828-3326
Fax (802) 828-3339

 [Return to the State Single Point of Contact Map](#)

WEST VIRGINIA

Mr. Fred Cutlip, Director
Community Development Division
West Virginia Development Office
Building #6, Room 553
Charleston, WV 25305
Phone (304) 558-4010
Fax (304) 558-3248

 [Return to the State Single Point of Contact Map](#)

WISCONSIN

Mr. Jeff Smith
Federal/State Relations Office
Wisconsin Department of Administration
101 East Wilson St., 6th Floor
P.O. Box 7868
Madison, WI 53707
Phone (608) 266-0267
Fax (608) 267-6931

 [Return to the State Single Point of Contact Map](#)

WYOMING

Mr. Matthew Jones
State Single Point of Contact
Office of the Governor
200 West 24th Street
State Capitol, Room 124
Cheyenne, WY 82002
Phone (307) 777-7446
Fax (307) 632-3909

 [Return to the State Single Point of Contact Map](#)

GUAM

Mr. Giov T. Sgambelluri, Director
Bureau of Budget & Management Research
Office of the Governor
P.O. Box 2950
Agana, Guam 96910
Phone 011-671-472-2285
Fax 011-671-472-2825

 [Return to the State Single Point of Contact Map](#)

PUERTO RICO

Ms. Norma Burgos, Chairwoman
Mr. Jose E. Caro, Director
Puerto Rico Planning Board
Federal Proposals Review Office
Minillas Government Center
P.O. Box 41119
San Juan, Puerto Rico 00940-1119
Phone (809) 727-4444 or (809) 723-6190
Fax (809) 724-3270 or (809) 724-3103

 [Return to the State Single Point of Contact Map](#)

MARIANA ISLANDS

Ms. Jacoba T. Seman, Federal Programs
Coordinator
State Single Point of Contact
Planning and Budget Office
Office of the Governor
Saipan, MP 96950
Phone (670) 664-2289
Fax (670) 664-2272

 [Return to the State Single Point of Contact Map](#)

VIRGIN ISLANDS

Ms. Linda Clark

Office of Management & Budget

#41 Norregade Emancipation

Garden Station, Second Floor

Saint Thomas, Virgin Islands 00802

Phone (809) 774-0750

Fax (809) 776-0069

 [Return to the State Single Point of Contact Map](#)

Standard Form SF424

This image is a rendering of the actual SF-424, and is not to scale. You can click at any time on any entry for which you want more information about. A light yellow window will appear in the bottom half of the screen containing the actual instructions in purple for that particular entry. Hints and tips in black will also be provided in this bottom window.



Click here to look at the general information for this form

Application for Federal Assistance		2. DATE SUBMITTED	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name:		Organizational Unit:	
ADDRESS (give city, county, state, and zip code)		Name and telephone number of the person to be contacted on matters involving this application (give area code).	
		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/>	
		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District	H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): _____
6. Employer Identification Number			
<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
8. Type of Application:		9. Name of Federal Agency	
<input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision			
If Revision, enter appropriate letter(s) in box(es):			
<input type="checkbox"/> <input type="checkbox"/>			
A. Increase Award B. Decrease Award C. Increase Duration		10. Catalog of Federal Domestic Assistance Number	
		<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		Title: _____	
11. Descriptive Title of Applicant's Project		12. Areas Affected by Project (cities, counties, etc.):	
13. Proposed Project:		14. Congressional Districts Of:	
Start Date	Ending Date	a. Applicant	b. Project
15. Estimated Funding:		16. Is application subject to review by State Executive Order 12372 Process?	
a. Federal	\$	a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$		
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. Total	\$	17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Typed Name of Authorized Representative		b. Title	c. Phone Number
d. Signature of Authorized Representative		e. Date Signed	

- 16.** Applicants should contact the [State Single Point of Contact \(SPOC\)](#) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process.
- 17.** This question applies to the applicant organization, the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.
- 18.** To be signed by the authorized representative of applicant. A copy of the governing body's authorization for you to sign this application as official representative must be on file in the applicant's office. (Certain Federal agencies may require that this authorization be submitted as part of the application.)

Standard Form SF424

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Application for Federal Assistance		2. DATE SUBMITTED	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name:		Organizational Unit:	
ADDRESS (give city, county, state, and zip code)		Name and telephone number of the person to be contacted on matters involving this application (give area code).	
		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/>	
6. Employer Identification Number <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District	H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): _____
		8. Type of Application: <input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration	
		10. Catalog of Federal Domestic Assistance Number <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____			Title: _____		
11. Descriptive Title of Applicant's Project			12. Areas Affected by Project (cities, counties, etc.):		
13. Proposed Project:			14. Congressional Districts Of:		
Start Date	Ending Date	a. Applicant	b. Project		
15. Estimated Funding:			16. Is application subject to review by State Executive Order 12372 Process?		
a. Federal	\$		a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review		
b. Applicant	\$				
c. State	\$				
d. Local	\$				
e. Other	\$				
f. Program Income	\$				
g. Total	\$		17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input type="checkbox"/> No		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.					
a. Typed Name of Authorized Representative		b. Title		c. Phone Number	
d. Signature of Authorized Representative				e. Date Signed	

INSTRUCTIONS FOR THE SF 424

*To close this window either click on the **BACK** button of your browser or click on this icon* 

This is a standard form used by applicants as a required factsheet for preapplications and applications submitted for Federal assistance. It will be used by Federal agencies to obtain applicant certification that States which have established a review and commit procedure in response to Executive Order 12372 and have selected the program to be included in their process, have been given an opportunity to review the application submission.

Standard Form SF424

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Application for Federal Assistance		2. DATE SUBMITTED	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name:		Organizational Unit:	
ADDRESS (give city, county, state, and zip code)		Name and telephone number of the person to be contacted on matters involving this application (give area code).	
		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/>	
6. Employer Identification Number <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District	H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): _____
		9. Name of Federal Agency	
8. Type of Application: <input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration		10. Catalog of Federal Domestic Assistance Number <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____			Title: _____		
11. Descriptive Title of Applicant's Project			12. Areas Affected by Project (cities, counties, etc.):		
13. Proposed Project:			14. Congressional Districts Of:		
Start Date	Ending Date	a. Applicant	b. Project		
15. Estimated Funding:			16. Is application subject to review by State Executive Order 12372 Process?		
a. Federal	\$		a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review		
b. Applicant	\$				
c. State	\$				
d. Local	\$				
e. Other	\$				
f. Program Income	\$				
g. Total	\$		17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input type="checkbox"/> No		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.					
a. Typed Name of Authorized Representative		b. Title		c. Phone Number	
d. Signature of Authorized Representative				e. Date Signed	

14. List the applicant's Congressional District and any District(s) affected by the program or project.

List the district number of the applicant's headquarters office. Also, include congressional districts where the project will be conducted. If the project is a state program, include the term STATEWIDE. If the project will be conducted in several states, include the term MULTIPLE STATE.

15. Amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate list as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of change. For decreases, enclose the amounts in parentheses. If both basic and supplemental amount included, show breakdown on an attached sheet. E multiple program funding, use totals and ski. breakdown using some categories & 8 item 15.

Standard Form SF424

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Application for Federal Assistance		2. DATE SUBMITTED	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name:		Organizational Unit:	
ADDRESS (give city, county, state, and zip code)		Name and telephone number of the person to be contacted on matters involving this application (give area code).	
		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/>	
		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District	H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): _____
6. Employer Identification Number			
<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
8. Type of Application:		9. Name of Federal Agency	
<input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision			
If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/>			
A. Increase Award B. Decrease Award C. Increase Duration		10. Catalog of Federal Domestic Assistance Number	
		<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		Title: _____	
11. Descriptive Title of Applicant's Project		12. Areas Affected by Project (cities, counties, etc.):	
13. Proposed Project:		14. Congressional Districts Of:	
Start Date	Ending Date	a. Applicant	b. Project
15. Estimated Funding:		16. Is application subject to review by State Executive Order 12372 Process?	
a. Federal	\$	a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$		
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. Total	\$	17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Typed Name of Authorized Representative		b. Title	c. Phone Number
d. Signature of Authorized Representative		e. Date Signed	

9. Name of Federal agency from which assistance is being requested with this application.

10. Use the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested.

This number should also be found in the program guidance.

11. Enter a brief descriptive title of the project. If more than one program is involved, you should append an explanation on a separate sheet. If appropriate (e.g., construction or real property projects), attach a map showing project location. For preapplications, use a separate sheet to provide a summary description of this project.

Standard Form SF424

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Click here to look at the general information for this form



Application for Federal Assistance		2. DATE SUBMITTED	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name:		Organizational Unit:	
ADDRESS (give city, county, state, and zip code)		Name and telephone number of the person to be contacted on matters involving this application (give area code).	
		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/>	
		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District	H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): _____
6. Employer Identification Number			
<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
8. Type of Application:		9. Name of Federal Agency	
<input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision			
If Revision, enter appropriate letter(s) in box(es):			
<input type="checkbox"/> <input type="checkbox"/>			
A. Increase Award B. Decrease Award C. Increase Duration		10. Catalog of Federal Domestic Assistance Number	
		<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____			Title: _____	
11. Descriptive Title of Applicant's Project			12. Areas Affected by Project (cities, counties, etc.):	
13. Proposed Project:			14. Congressional Districts Of:	
Start Date	Ending Date	a. Applicant	b. Project	
15. Estimated Funding:			16. Is application subject to review by State Executive Order 12372 Process?	
a. Federal	\$		a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$			
c. State	\$			
d. Local	\$			
e. Other	\$			
f. Program Income	\$			
g. Total	\$		17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.				
a. Typed Name of Authorized Representative		b. Title		c. Phone Number
d. Signature of Authorized Representative				e. Date Signed

8. Check appropriate box and enter appropriate letter(s) in the space(s) provided:

- **"New" means a new assistance award.**
Use if application is being submitted for the first time.
- **"Continuation" means an extension for an additional funding/budget period for a project with a projected completion date.**
Use if the application is being submitted for (a) an annual continuing program grant, or (b) if the application is for the next phase of a long term project.
- **"Revisions" means any change in the Federal Government's financial obligation or contingent liability from an existing obligation.**
Use if the application is for a change to an existing grant or cooperative agreement. Then indicate the correct action that is being requested in the second box.

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Application for Federal Assistance		2. DATE SUBMITTED	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name:		Organizational Unit:	
ADDRESS (give city, county, state, and zip code)		Name and telephone number of the person to be contacted on matters involving this application (give area code).	
		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/>	
		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District	H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): _____
6. Employer Identification Number			
<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
8. Type of Application:		9. Name of Federal Agency	
<input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision			
If Revision, enter appropriate letter(s) in box(es):			
<input type="checkbox"/> <input type="checkbox"/>			
A. Increase Award B. Decrease Award C. Increase Duration		10. Catalog of Federal Domestic Assistance Number	
		<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		Title: _____	
11. Descriptive Title of Applicant's Project		12. Areas Affected by Project (cities, counties, etc.):	
13. Proposed Project:		14. Congressional Districts Of:	
Start Date	Ending Date	a. Applicant	b. Project
15. Estimated Funding:		16. Is application subject to review by State Executive Order 12372 Process?	
a. Federal	\$	a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$		
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. Total	\$	17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Typed Name of Authorized Representative		b. Title	c. Phone Number
d. Signature of Authorized Representative		e. Date Signed	

5. Legal name of applicant, name of primary organizational unit which will undertake the assistance activity, complete address of the applicant, and name and telephone number of the person to contact on matters related to this application.

6. Enter Employer Identification Number (EIN) as assigned by the Internal Revenue Service.

The IRS assigns an EIN number to every organization. Check with your organization's comptroller or financial officer for this information.

7. Enter the appropriate letter in the space provided.

If applicant is an Indian Tribe, please enter K in the box and include the BIA tribal code number in the space following item N. If applicant is a intertribal organization, enter N in the box and Intertribal in the space following item N. If applicant is a non-profit organization, please enter N in the box and "non-profit" in the space following item N.

Standard Form SF424

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Application for Federal Assistance		2. DATE SUBMITTED	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name:		Organizational Unit:	
ADDRESS (give city, county, state, and zip code)		Name and telephone number of the person to be contacted on matters involving this application (give area code).	
		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/>	
		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District	H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): _____
6. Employer Identification Number			
<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
8. Type of Application:		9. Name of Federal Agency	
<input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision			
If Revision, enter appropriate letter(s) in box(es):			
<input type="checkbox"/> <input type="checkbox"/>			
A. Increase Award B. Decrease Award C. Increase Duration		10. Catalog of Federal Domestic Assistance Number	
		<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		Title: _____	
11. Descriptive Title of Applicant's Project		12. Areas Affected by Project (cities, counties, etc.):	
13. Proposed Project:		14. Congressional Districts Of:	
Start Date	Ending Date	a. Applicant	b. Project
15. Estimated Funding:		16. Is application subject to review by State Executive Order 12372 Process?	
a. Federal	\$	a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$		
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. Total	\$	17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Typed Name of Authorized Representative		b. Title	c. Phone Number
d. Signature of Authorized Representative		e. Date Signed	

1. Self-explanatory.
2. Date application submitted to Federal agency (or State if applicable) & applicant's control number (if applicable).
3. State use only (if applicable).
4. If this application is to continue or revise an existing award, enter present Federal identifier number. If application is for a new project, leave blank.

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Application for Federal Assistance		2. DATE SUBMITTED	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name:		Organizational Unit:	
ADDRESS (give city, county, state, and zip code)		Name and telephone number of the person to be contacted on matters involving this application (give area code).	
		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/>	
		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District	H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): _____
6. Employer Identification Number <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
8. Type of Application: <input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration		9. Name of Federal Agency	
		10. Catalog of Federal Domestic Assistance Number <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		Title: _____	
11. Descriptive Title of Applicant's Project		12. Areas Affected by Project (cities, counties, etc.):	
13. Proposed Project:		14. Congressional Districts Of:	
Start Date	Ending Date	a. Applicant	b. Project
15. Estimated Funding:		16. Is application subject to review by State Executive Order 12372 Process?	
a. Federal	\$	a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$		
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. Total	\$	17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Typed Name of Authorized Representative		b. Title	c. Phone Number
d. Signature of Authorized Representative		e. Date Signed	

12. List only the largest political entities affected (e.g., State counties, cities).

This is the geographic area where the project is to be conducted. If the application is for a state program, write STATEWIDE. If the project will be conducted in multiple states, write MULTISTATE.

13. Self-explanatory.



Completing Forms



There are many forms and reports to fill out during the grant application process. However, **not all forms are required for all programs and applicants will need to consult the particular program they are interested in to understand which forms apply to them.** Some of the forms listed are not even relevant during the application process and only become important if the applicant receives the grant (i.e. FSR, Request for Advance).

Following is a list of the existing forms that an applicant may need to fill out during the different stages of the grant application process. Each link provides instructions and tips for a particular form. **At the end of this page we also provide a checklist of materials that might be needed during the grant application process.**

Forms that may need to be completed and submitted at the time of application

- [Application for Federal Assistance \(Standard Form 424\)](#)
- [Budget Information \(Standard Form 424A\)](#)
- [Assurances - Non-Construction Grants Program \(Standard Form 424B\)](#)
- [Certification Regarding Lobbying](#)
- [Certification Regarding Debarment, Suspension and other responsibility Matters \(EPA Form 5700-49\)](#)
- [Procurement System Certification \(EPA Form 5700-48\)](#)
- [Intergovernmental Review Procedures \(Form XX\)](#)

Information that might be needed at the time of application

- [Compliance with Single Audit Requirements](#)
- [Indirect Cost Rate Agreement](#)
- [Quality Assurances Program Plan \(If environmental monitoring and data collecting is to be undertaken.\)](#)
- [Work/Program Plan](#)

Forms and reports that may need to be submitted during period of award

- [MBE/WBE Utilization under Federal Grants, Cooperative Agreement, and other Federal Financial Assistance \(SF 334\)](#)

- [Disclosure of Lobbying Activities \(SF LLL\)](#)
- [Financial Status Report \(SF 269\)](#)
- [Federal Cash Transaction Report \(SF 272\)](#)
- [Request for Advance of Reimbursement \(SF 270\)](#)
- [Periodic and Final Project Status Reports](#)

Terms or conditions that will be added to each assistance award

- [Use of recycled paper and material](#)
- [Rural area business enterprise development plan](#)
- [MBE/WBE fair share](#)

Here is a [**Checklist of Materials**](#) that might be needed throughout the different stages of the grant application process.

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Application for Federal Assistance		2. DATE SUBMITTED	APPLICANT IDENTIFIER
1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE	STATE APPLICATION
Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	FEDERAL IDENTIFIERS
5. APPLICANT INFORMATION			
Legal Name:		Organizational Unit:	
ADDRESS (give city, county, state, and zip code)		Name and telephone number of the person to be contacted on matters involving this application (give area code).	
6. Employer Identification Number		7. Type of Applicant: (enter appropriate letter in box) <input type="checkbox"/>	
<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District	H. Independent School District I. State Controlled Inst. of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): _____
8. Type of Application:		9. Name of Federal Agency	
<input type="checkbox"/> NEW <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/>			
A. Increase Award B. Decrease Award C. Increase Duration		10. Catalog of Federal Domestic Assistance Number	
		<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
		Title:	

10. Decrease in water quality (specify):			
11. Descriptive Title of Applicant's Project		12. Areas Affected by Project (cities, counties, etc.):	
13. Proposed Project:		14. Congressional Districts Of	
Start Date	Ending Date	a. Applicant	b. Project
15. Estimated Funding:		16. Is application subject to review by State Executive Order 12372 Process?	
a. Federal	\$	a. YES This preapplication was made available to the State Executive Order 12372 process for review on: DATE _____ b. NO <input type="checkbox"/> Program not covered by E.O. 12372 <input type="checkbox"/> or Program has been selected by State for Review	
b. Applicant	\$		
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. Total	\$	17. IS APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes (If Yes, attach an explanation.) <input type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA ON THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DUPLY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Typed Name of Authorized Representative		b. Title	c. Phone Number
d. Signature of Authorized Representative			e. Date Signed

Standard Form SF424A

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Budget Information - Non-Construction Program						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E. Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL	
	(1)	(2)	(3)	(4)	(5)	
a. Personnel						
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies						
f. Contractual						
g. Construction						
h. Other						
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTALS (sum 6i and 6j)						
l. Program Income						

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Budget Information - Non-Construction Program						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E. Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:		GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
		(1)	(2)	(3)	(4)	(5)
a. Personnel						
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies						
f. Contractual						
g. Construction						
h. Other						
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTAL \$ (sum 6i and 6j)						
l. Program Income						

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General Instructions

To close this window either click on the BACK button of your browser or click on this icon 

This form is designed so that application can be made for funds from one or more grant programs. In preparing the budget, adhere to any existing Federal grantor agency guidelines which prescribe how and whether budgeted amounts should be separately shown for different functions or activities within the program. For some programs, grantor agencies may require budgets to be separately shown by function or activity. For other programs, grantor agencies may require a breakdown by function or activity. Sections A, B, C, and D should include budget estimates for the whole project except when applying for assistance which requires Federal authorization in annual or other funding period increments. In the latter case, Sections A, B, C, and D should provide the budget for the first budget period (usually a year) and Section E should present the need for Federal assistance in the subsequent budget periods. All applications should contain a breakdown by the object class categories shown in Lines a-k of Section B.

USEPA only requires that Sections B and F of this form be completed. Sections A, C, D and E should be completed if recipient's internal process requires that information. Section B should be supported with an addendum which provides detail, by object class category, to support the total amount in each object class category. For example, the total budget for the personnel object class category should be supported with a list of job titles and chargeable salaries; the budget for equipment should be supported with a detailed list of proposed purchase and the estimated cost of each item, etc. Budgets will be reviewed vis-à-vis the following budget-specific guidance to ensure costs are reasonable and necessary to the program.

When there is a match or cost-sharing requirement, the provisions of 40 CFR 31.24 for state and local applicants or 30.307 for all other applicants, must be met. All in-kind contributions used to meet match or cost-sharing requirements shall be fully documented, and must comply fully with the above cited regulations.

Allowability of all costs are governed by applicable cost principles set forth in **40 CFR 31.22** or 30.410..

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Budget Information - Non-Construction Program						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E. Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL	
	(1)	(2)	(3)	(4)	(5)	
a. Personnel						
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies						
f. Contractual						
g. Construction						
h. Other						
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTAL \$ (sum 6i and 6j)						
l. Program Income						

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Instructions for Line 7

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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. Show under the program narrative statement the nature and source of income. The estimated amount of program income may be considered by the Federal grantor agency in determining the total amount of the grant.

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Budget Information - Non-Construction Program						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E. Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:		GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
		(1)	(2)	(3)	(4)	(5)
a. Personnel						
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies						
f. Contractual						
g. Construction						
h. Other						
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTAL \$ (sum 6i and 6j)						
l. Program Income						

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Instructions for Section B: Budget categories

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Line 6j - Show the amount of indirect cost.

If indirect costs are budgeted, indicate the approved rate and its base on Line 22 of Section F of this form. Include a copy of your current indirect cost agreement which reflects the approved rate.

Line 6k - Enter the total of amounts on Lines 6i and 6j. For all applications for new grants and continuation grants the total amount in column (5), Line 6k, should be the same as the total amount shown in Section A, Column (g), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)-(4), Line 6k should be the same as the sum of the amounts in Section A, Columns (e) and (f) on Line 5.

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Budget Information - Non-Construction Program						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E. Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:		GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
		(1)	(2)	(3)	(4)	(5)
a. Personnel						
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies						
f. Contractual						
g. Construction						
h. Other						
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTAL \$ (sum 6i and 6j)						
l. Program Income						

[Click here for the remainder of SF424A.](#)

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Instructions for Section B. Budget Categories

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In column headings (1) through (4), enter the titles of the same programs, functions, and activities shown on Lines 1-4, Column (a), Section A. When additional sheets are prepared for Section A, provide similar column headings on each sheet. For each program function or activity, fill in the total requirements funds (both Federal and non-Federal) by object-class categories.

Line 6 a - i - Show the totals of Line 6a to 6h in each column.

There is not enough space on the form for the required information. Include a separate sheet of paper with the following information:

Personnel - Line 6a. Identify each type of staff position by title and number of workers in that position. Enter the annual salary for each position. Include a percentage of time assigned to the project. Then multiply to obtain the total for the entire grant period. Do not include costs of consultants or personnel costs of subgrantees or subcontractors.

Fringe Benefits - Line 6b. Enter the total costs of fringe benefits, unless treated as part of an approved indirect cost rate. List fringe benefits provided such as health insurance, FICA, retirement insurance, etc.

Travel - Line 6c. Identify the number and purpose of trips for program activities. For example, inspection, monitoring, enforcement, administrative activities, conferences, meeting, training, etc. List the cost for each activity, and how you determined the cost. For example, list the number of trips and average cost per trip based on last year's data. Or specify the location, time, and estimated cost for attending a conference. Base your cost estimate on air fare and applicant per diem rates.

Equipment - Line 6d. Identify all equipment with a price greater than \$5,000 and a useful life longer than one year. If automated data processing, telecommunications, sampling and/or analysis equipment is proposed, identify specifications and provide an intended use statement. No equipment may be purchased with approval of the US EPA. The assistance agreement will indicate the total approved amount which may be spent on equipment. Any equipment purchases proposed after the award is given must be approved by US EPA in writing. If the equipment is entirely or partially to be used on more than one project, acquisition costs or usage fees must be approved and allocated properly.

Supplies - Line 6e. List all tangible personal property, except equipment listed above. The budget detail should be as descriptive as possible. Categories of supplies to be purchased (such as, laboratory supplies or office supplies) are acceptable if items cannot be reasonably separated. Enter individual and total cost of supplies.

Contractual - Line 6f. Identify each proposed contract. Indicate the contract's purpose, nature, duration, and estimated cost. Do not include purchasing contracts which are reflected in other object class categories, such as equipment and supplies. If the funds are to be used for a contract not usually listed as services, an explanatory footnote must be included.

Construction - Line 6g. Construction costs are generally not allowed in non-construction assistance programs. US EPA will provide more guidance upon request.

Other - Line 6h. List each item in enough detail that US EPA can determine if it is reasonable and allowable. Such costs include, insurance, space rental, equipment rental, printing, publication, computer use, training fees, utilities, telephone, etc. Enter individual costs as well as the total cost.

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Budget Information - Non-Construction Program						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E. Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:		GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
		(1)	(2)	(3)	(4)	(5)
a. Personnel						
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies						
f. Contractual						
g. Construction						
h. Other						
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTAL \$ (sum 6i and 6j)						
l. Program Income						

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Instructions for Line 5

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Show the totals for all columns used.

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Budget Information - Non-Construction Program						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E. Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL	
	(1)	(2)	(3)	(4)	(5)	
a. Personnel						
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies						
f. Contractual						
g. Construction						
h. Other						
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTAL \$ (sum 6i and 6j)						
l. Program Income						

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Instructions for Lines 1 - 4, Columns (c) through (g).

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For new applications, leave Columns (c) and (d) blank. For each line entry in Columns (a) and (b) enter in Columns (e), (f), and (g) the appropriate amounts of funds needed to support the project for the first funding period (usually a year). For continuing grant program applications, submit these forms before the end of each funding period required by the grantor agency. Enter in Columns (c) and (d) the estimated amounts of funds which remain unobligated at the end of the grant funding period only if the Federal grantor agency instructions provide for this. Otherwise, leave these columns blank. Enter in Columns (e) and (f) the amounts of funds needed for the upcoming period. The amount(s) in Column (g) should be the sum of amounts in Columns (e) and (f).

For supplemental grants and changes to existing grants, do not use Columns (c) and (d). In Column (e) enter the amount of the increase or decrease of Federal funds and enter in Column (f) the amount of increase or decrease of non-Federal funds. In Column (g) enter the new total budgeted amount (Federal non-Federal) which includes the total previous authorized budgeted amounts plus or minus, as appropriate, the amount shown in Columns (e) and (f). The amount in Column (g) should not equal the sum of amount Columns (e) and (f).

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Budget Information - Non-Construction Program						
SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.						
2.						
3.						
4.						
E. Total						
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories:		GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
		(1)	(2)	(3)	(4)	(5)
a. Personnel						
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies						
f. Contractual						
g. Construction						
h. Other						
i. Total direct Charges (sum 6a - 6h)						
j. Indirect Charges						
k. TOTAL \$ (sum 6i and 6j)						
l. Program Income						

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Instructions for Lines 1 - 4, Columns (a) and (b)

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For applications pertaining to a single Federal grant program (Federal Domestic Assistance Catalog number) and not requiring a functional or activity breakdown, enter on Line 1 under Column (a) the catalog program title and the catalog

member in Column (b).

For applications pertaining to a single program requiring budget amounts by multiple functions or activities, enter the name of each activity or function on each line in Column (a), and enter the catalog number in Column (b). For applications pertaining to multiple programs where none of the programs require a breakdown by function or activity, enter the catalog program title on each line in Column (a) and the respective catalog number on each line in Column (b). For applications pertaining to multiple programs where one or more programs require a breakdown by function or activity, prepare a separate sheet for each program requiring the breakdown. Additional sheets should be used when one form does not provide adequate space for all breakdown of data required. However, when more than one sheet is used, the first page should provide the summary totals by programs.

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTAL \$	
8.					
9.					
10.					
11.					
12. TOTAL \$ (sum of lines 8 - 11)					
SECTION D - FORECASTED CASH NEEDS					
	TOTAL for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal					
14. Non-Federal					
15. TOTAL \$ (sum of lines 13 and 14)					
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16.					
17.					
18.					
19.					
20. TOTAL \$ (sum of lines 16 - 19)					
SECTION F - OTHER BUDGET INFORMATION					
<i>(Attach additional sheets if necessary)</i>					
21. Indirect Charges		22. Direct Charges			
23. Remarks					

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTAL \$	
8.					
9.					
10.					
11.					
12. TOTAL \$ (sum of lines 8 - 11)					
SECTION D - FORECASTED CASH NEEDS					
	TOTAL for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal					
14. Non-Federal					
15. TOTAL \$ (sum of lines 13 and 14)					
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16.					
17.					
18.					
19.					
20. TOTAL \$ (sum of lines 16 - 19)					
SECTION F - OTHER BUDGET INFORMATION					
<i>(Attach additional sheets if necessary)</i>					
21. Indirect Charges			22. Direct Charges		
23. Remarks					

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Instructions for Section F. Other Budget Information

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Line 21 - Use this space to explain amounts for individual direct object-class cost categories that may appear to be out of the ordinary or to explain the details as required by the Federal grantor agency.

Line 22 - Enter the type of indirect rate (provision predetermined, final or fixed) that will be in elf during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23 - Provide any other explanations or comment deemed necessary.

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTAL \$	
8.					
9.					
10.					
11.					
12. TOTAL \$ (sum of lines 8 - 11)					
SECTION D - FORECASTED CASH NEEDS					
	TOTAL for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal					
14. Non-Federal					
15. TOTAL (sum of lines 13 and 14)					
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16.					
17.					
18.					
19.					
20. TOTAL \$ (sum of lines 16 - 19)					
SECTION F - OTHER BUDGET INFORMATION					
<i>(Attach additional sheets if necessary)</i>					
21. Indirect Charges			22. Direct Charges		
23. Remarks					

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Instructions for Section E. Budget Estimates of Federal Funds Needed for the Balance of the Project

To close this window either click on the **BACK** button of your browser or click on this icon **CLOSE**

Line 16 -19 - Enter in Column (a) the same grant program titles shown in Column (a), Section A. A breakdown by function or activity is not necessary. For new applications and continuation grant application enter in the proper columns amounts of Federal fu' which will be needed to complete the program or prod over the succeeding funding periods

(usually in years). This section need not be completed for revisions (amendments, changes, or supplements) to funds for current year of existing grants.

If more than four lines are needed to list the program titles, submit additional schedules as necessary.

Line 20 - Enter the total for each of the Columns (b) - (e). When additional schedules are prepared for t Section, annotate accordingly and show the overall total on this line.

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTAL \$	
8.					
9.					
10.					
11.					
12. TOTAL \$ (sum of lines 8 - 11)					
SECTION D - FORECASTED CASH NEEDS					
	TOTAL for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal					
14. Non-Federal					
15. TOTAL \$ (sum of lines 13 and 14)					
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16.					
17.					
18.					
19.					
20. TOTAL \$ (sum of lines 16 - 19)					
SECTION F - OTHER BUDGET INFORMATION					
<i>(Attach additional sheets if necessary)</i>					
21. Indirect Charges			22. Direct Charges		
23. Remarks					

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Instructions for Section D. Forecasted Cash Needs

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Line 13 - Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14 - Enter the amount of cash from all other sources needed by quarter during the first year.



Line 15 - Enter the totals of amounts on Lines 13 and 14.

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SECTION C - NON-FEDERAL RESOURCES					
(A) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTAL \$	
8.					
9.					
10.					
11.					
12. TOTAL \$ (sum of lines 8 - 11)					
SECTION D - FORECASTED CASH NEEDS					
	TOTAL for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal					
14. Non-Federal					
15. TOTAL \$ (sum of lines 13 and 14)					
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16.					
17.					
18.					
19.					
20. TOTAL \$ (sum of lines 16 - 19)					
SECTION F - OTHER BUDGET INFORMATION					
(Attach additional sheets if necessary)					
21. Indirect Charges			22. Direct Charges		
23. Remarks					

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Instructions for Section C. Non-Federal-Resources

To close this window either click on the **BACK** button of your browser or click on this icon 

Lines 8 - 11

Enter amounts of non-Federal resources that will be used on the grant. If in-kind contributions are included, provide a brief explanation on a separate sheet.

Column (a) - Enter the program titles identical to Column (a), Section A. A breakdown by function or activity is not necessary.

Column (b) - Enter the contribution to be made by the applicant.

Column (c) - Enter the amount of the State's cash and in-kind contribution if the applicant is not a State or State agency. Applicants which are a State or State agencies should leave this column blank.

Column (d) - Enter the amount of cash and inkind contributions to be made from all other sources.

Column (e) - Enter totals of Columns (b), (c), and (d).

Line 12 - Enter the total for each of Columns (b)-(e). The amount in Column (e) should be equal to the amount on Line 5, Column (f), Section A.

Instructions to Calculate Indirect Cost

To calculate the indirect cost amount based on the total direct cost:

1. The total divided by the indirect cost rate, plus 1.
2. The total minus the total direct cost equals the indirect cost.

Examples:

$$\$78,947 \text{ (Total)} / 1.139 \text{ (Rate + 1)} = \$69,313 \text{ (Total Direct cost)}$$

$$\$78,947 \text{ (Total)} - \$69,313 \text{ (Total Direct Cost)} = \$9,634 \text{ (Indirect Cost Amount)}$$

Check:

$$\$69,313 \text{ (Total Direct)} \times 13.9 \text{ (Approved Rate)} = \$9,634 \text{ (Indirect Cost Amount)}$$



[Return to Line 6j Instructions](#)

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Instructions for Section B: Budget categories

To close this window either click on the BACK button of your browser or click on this icon 

Line 6j - Show the amount of indirect cost .

If indirect costs are budgeted, indicate the approved rate and its base on Line 22 of Section F of this form. Include a copy of your current indirect cost agreement which reflects the approved rate.

Line 6k - Enter the total of amounts on Lines 6i and 6j. For all applications for new grants and continuation grants the total amount in column (5), Line 6k, should be the same as the total amount shown in Section A, Column (g), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)-(4), Line 6k should be the same as the sum of the amounts in Section A, Columns (e) and (f) on Line 5.

ASSURANCES - NON-CONSTRUCTION PROGRAMS (SF 424B)

SF 424B must be signed and part of the application package as evidence that the applicant is aware of and agrees to comply with these requirements upon award of funds.

Form SF 424B

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitute or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 USC 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (PL 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 USC 11681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (20 USC ~ 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 USC " 6101~106), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 19 (PL 92-255), as amended, relating to n' discrimination on the basis of drug abuse; (f) Comprehensive Alcohol Abuse and Alcohol Prevention, Treatment and Rehabilitation Act of 1970 (PL 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse alcoholism; (g) sections 523 and 527 of the Public Health Service Act of 1912 (42 USC 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of

- 1968 (42 USC 3601 et seq.) as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute under which application for Federal assistance being made; and O the requirements of any off nondiscrimination statute(s) which may apply to application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (PL 91~ which provide fair and equitable treatment of persons displaced whose property is acquired as a result of Federal federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
 8. Will comply with the provisions of the Hatch Act (5 USC 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
 9. Will comply, as applicable, with the provisions of Davis-Bacon Act (40 USC 276a to 276a-7), Copeland Act (40 USC 276c and 18 USC 874), and the Contract Work Hours and Safe Standards Act (40 USC 327-333); regard labor standards for federally assisted construct subagreements.
 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with-EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. I' 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. I 7401 et seq.); (g) protection of underground source of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Special Act of 1973, as amended, (Pi. 93-205).
 12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 'l 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification protection of historic properties), and Archaeological and Historic Preservation Al 1974 (16 U.S.C. 469a-1 et seq.).
 14. Will comply with P.L. 93-348 regarding protection of human subjects involved in research, development, and related activities supported by this award of assistance.
 15. Will comply with the Laboratory Animal We Act of 1966 (P.L. 89-544, as amended, 7 U. 2131 et seq.) pertaining to the care, handling, treatment of warm blooded animals held research, teaching, or other activities supports this award of assistance.
 16. Will comply with the Lead-Based Paint Poise Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in construe or rehabilitation of residence structures.

17. Will cause to be performed the required fine and compliance audits in accordance with the Single Audit Act of 1984.
18. Will comply with all applicable requirements a other Federal laws, executive orders, regular and policies governing this program.

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Form required for Certification Regarding Lobbying

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The undersigned certifies, the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature

Date

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Form required for Certification Regarding Lobbying

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The undersigned certifies, the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature

Date

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Certification for Contracts, Grants, Loans, and Cooperative Agreements

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Section 319 of Public Law 101-121, which was signed into law October 23, 1989, imposes new prohibitions and requirements for disclosure and certification related to lobbying on recipients of Federal contracts, grants, cooperative agreements and loans. Certain provisions of the law also apply to Federal commitments for loan guarantees and insurance; however, it provides for exemptions for Indian tribes and tribal organizations.

Certification Regarding Debarment, Suspension and Other Responsibility Matters

[Click here to look at the general information for this form](#)



The prospective participant certifies to the best of its knowledge and belief that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three year period preceding this proposal been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission or embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b), of this certification; and
- (d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State, or local) terminated for cause or default.

I understand that a false statement on this certification may be grounds for rejection of this proposal or termination of the award. In addition, under 18 USC Sec. 1001, a false statement may result in a fine of up to \$10,000 or imprisonment for up to 5 years, or both.

Typed Name & Title of Authorized Representative

Signature of Authorized Representative

I am unable to certify the above statements. My explanation is attached.

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Certification Regarding Debarment, Suspension and Other Responsibility Matters

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The prospective participant certifies to the best of its knowledge and belief that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
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Typed Name & Title of Authorized Representative

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Debarment, Suspension, and Other Responsibility Matters

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Instructions

Under Executive Order 12549, an individual or organization debarred or excluded from participation in Federal assistance or benefit programs may not receive any assistance award under a Federal program, or a subagreement Hereunder for \$25,000 or more.

Accordingly, each prospective recipient of an EPA grant, loan, or cooperative agreement and any contract or subagreement participant thereunder must complete the attached certification or provide an explanation why they cannot. For further details, see 40 CFR 32.510, Participants' responsibilities, in the attached regulation.

Where To Submit

The prospective EPA grant, loan, or cooperative agreement recipient must return the signed certification or explanation with its application to the appropriate EPA Headquarters or Regional ounce, as required in the application instructions. A prospective prime contractor must submit a completed certification or explanation to me individual or organization awarding me contract.

Each prospective subcontractor must submit a completed certification or explanation to the prime contractor for the project.

How To Obtain Forms:

EPA includes the certification form, instructions, and a copy of its implementing regulation (40 CFR Part 32) in each application kit. Applicants may reproduce these materials as needed and provide them to their prospective prime contractor, who, in turn, may reproduce and provide them to prospective subcontractors.

Additional copies/assistance may be requested from

Compliance Branch
Grants Administration Division (PM-216F)
U.S. Environmental Protection Agency
401 M Street. SW
Washington, DC 20460
(Telephone: 202/475-4025)

Procurement System Certification

Click here to look at the general information for this form

TIPS

APPLICANT'S NAME	ASSISTANCE APPLICATION NUMBER	
APPLICANT'S ADDRESS		
SECTION I - INSTRUCTIONS		
<p>The applicant must complete and submit a copy of this form with each application for EPA Assistance. If the applicant has certified its procurement system to EPA within the past 2 years and the system has not been substantially revised, complete Part A in Section II, then sign and date the form. If the system has not been certified within the past 2 years, complete Part B, then sign and date the form.</p>		
SECTION II - CERTIFICATIONS		
A. I affirm that the applicant has within the past 2 years certified to EPA that its procurement system complies with 40 CFR Part 33 and that the system meets the requirements in 40 CFR Part 33. The date of the applicant's latest certification is:	MONTH/YEAR	
B. Based upon my evaluation of the applicant's procurement system, I, as authorized representative of the applicant, (Check one of the following)		
<input type="checkbox"/> 1. CERTIFY that the applicant's procurement system will meet all of the requirements of 40 CFR Part 33 before undertaking any procurement action with EPA assistance.		
Please furnish citations to applicable procurement ordinances and regulations.		
<input type="checkbox"/> 2. DO NOT CERTIFY THE APPLICANT'S PROCUREMENT SYSTEM. The applicant agrees to follow the requirements of 40 CFR Part 33, including the procedures in Appendix A, and allow EPA presaward review of proposed procurement actions that will use EPA assistance.		
TYPED NAME AND TITLE	SIGNATURE	DATE

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Procurement System Certification

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APPLICANT'S NAME		ASSISTANCE APPLICATION NUMBER
APPLICANT'S ADDRESS		
SECTION I - INSTRUCTIONS		
The applicant must complete and submit a copy of this form with each application for EPA Assistance. If the applicant has certified its procurement system to EPA within the past 2 years and the system has not been substantially revised, complete Part A in Section II, then sign and date the form. If the system has not been certified within the past 2 years, complete Part B, then sign and date the form.		
SECTION II - CERTIFICATIONS		
A. I affirm that the applicant has within the past 2 years certified to EPA that its procurement system complies with 40 CFR Part 33 and that the system meets the requirements in 40 CFR Part 33. The date of the applicant's latest certification is:	MONTH/YEAR	
B. Based upon my evaluation of the applicant's procurement system, I, as authorized representative of the applicant: (Check one of the following)		
<input type="checkbox"/> 1. CERTIFY that the applicant's procurement system will meet all of the requirements of 40 CFR Part 33 before undertaking any procurement action with EPA assistance.		
Please furnish citations to applicable procurement ordinances and regulations.		
<input type="checkbox"/> 2. DO NOT CERTIFY THE APPLICANT'S PROCUREMENT SYSTEM. The applicant agrees to follow the requirements of 40 CFR Part 33, including the procedures in Appendix A, and allow EPA preaward review of proposed procurement actions that will use EPA assistance.		
TYPED NAME AND TITLE	SIGNATURE	DATE

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Instructions

Regulations for procurement under assistance agreements for other than state and local governments are covered by 40 CFR Part 33. This part: (1) describes EPA's procurement system evaluation process; (2) identifies the minimum requirements for the procurement of supplies, services, and construction under EPA assistance agreements; (3) identifies an additional specification requirement for procurement under assistance agreements for the construction of treatment works awarded under 40 CFR Part 35, subparts E and I; (4) identifies the procurement standards that institutions of higher education, hospitals and other nonprofit organizations must follow; (5) identifies the provisions that recipients of EPA assistance agreements must include in their subagreements; and (6) describes the procedures that EPA will use to handle protest appeals concerning the award of a subagreement by the recipient of an EPA assistance agreement.

Intergovernmental Review Procedures (XX)

A FORM XX, is included in the application kit, this form should be completed and sent to the appropriate SPOC.

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Compliance with Single Audit Requirements

In accordance with OMB Circular A-128 (as contained in 40 CFR Part 31 Appendix A), State and local governments receiving \$25,000 or more a year in Federal funds are required to have an audit made. Audits shall be made annually unless the State or local government has, by January 1, 1987, a constitutional or statutory requirement for less frequent audits. For those governments, the cognizant agency shall permit biennial audits, covering both years, if the government so requests.

Please indicate, in SF 424A Section F Line 23, the period of time covered under the applicant's most recent OMB Circular A-128 audit. Also, indicate the date the audit report was sent to the cognizant Federal agency and the name of the cognizant Federal agency.

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Indirect Cost Rate Agreement

State and Local Governments

In accordance with OMB Circular A-87 and OASC-10 (U.S. Department of Health and Human Services procedures that are applicable to Grants and contracts awarded by all Federal agencies), an indirect cost proposal must be prepared by each State and local government department/unit that wishes to claim indirect costs on Federal grants or contracts. A separate proposal is required for each State/local government fiscal year for which costs are to be claimed. However, there are different requirements for States than for localities with respect to the submission of indirect cost proposals to the Federal government:

1. All State department/unit indirect cost proposals must be submitted to the cognizant Federal agency for approval.
2. Local department/unit indirect cost proposals need be submitted for approval only when requested by the cognizant Federal agency or its authorized representative. Local governments not instructed to submit proposals, nevertheless must substantiate claims for indirect cost reimbursement. A prepared indirect cost proposal must be available as of the time a claim is made and must be retained in accordance with the retention requirements. In general, the retention requirements stipulate that financial records, supporting documents, statistical data, and all other records pertinent to Federal programs be retained for a period of three years. The retention period for cost allocation plans which are prepared and retained by a local government, starts on the last day of the fiscal year (or other accounting period) covered by the plan.

Indirect cost proposals must be submitted to the cognizant Federal agency within six months after the close of each fiscal year. It is essential that proposals be submitted in a timely fashion. Upon specific request of a State or local department/unit, an extension of time for submittal of the proposal may be granted by the cognizant Federal agency. Failure of a State or locality to prepare, and submit as required, a timely proposal will cause that State or locality to become delinquent. Grant and contract awards made to a delinquent State or locality may not provide for indirect costs and indirect costs claimed against awards already made maybe subject to disallowance. If a grant or contract award made to a delinquent State or locality provides for indirect costs in the approved budget(s), the award will be conditioned to prohibit charging or claiming for reimbursement any indirect costs until a current acceptable indirect cost rate has been negotiated with the cognizant Federal agency.

"States" will use the guidelines applicable to State governments. "Locals" and federally recognized Indian Tribal governments will use the guidelines applicable to local governments.

Please include in the application package a copy of the applicant's current federally approved indirect cost negotiation agreement which reflects the approved rate and base.

Nonprofit Organizations

In accordance with OMB Circular A-122, a nonprofit organization must develop an indirect cost proposal if it wishes to claim indirect costs on Federal grants or contracts. A separate proposal is required for each applicant fiscal year for which costs are to be claimed. Nonprofit organizations must substantiate claims for indirect cost reimbursement.

An indirect cost negotiated agreement will be executed only when required by the cognizant Federal agency or its authorized representative. Please include in the application package either the current federally approved indirect cost negotiation agreement or, if a rate has not been formally reviewed and approved, attach the indirect cost proposal, which supports the rate proposed in the assistance application.

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Quality Assurance Program Plan

For projects involving environmentally related measurements or data generation, the applicant must develop and implement a Quality Assurance Program/Project Plan (QAP/PP) which is acceptable to the Environmental Protection Agency (EPA) (40 CFR Part 31.45 or 30.503).

If the applicant already has an EPA approved QAP/PP, the applicant need only make a specific reference to that plan in the application, provided the plan covers the project(s) in the application. If an applicant needs but does not have an approved QAP/PP, the assistance award will be conditioned to require the submittal of such a plan and restrict the allowability and reimbursement of associated environmental measurement or data collection costs. For assistance in preparing a quality assurance program plan, see "Guidelines and Specifications for Preparing Quality Assurance Program Plans" QAMS 004/80.

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Work/Program Plan

Specific instructions as to the preparation and approval of work/program plans will be discussed in the attached program-specific guidance.

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MBE/WBE Utilization Under Federal Grants, Cooperative Agreements, and other Federal Financial Assistance (SF 334)

To evaluate compliance with the "Fair Share" policy, the recipient also agrees to comply with the six affirmative steps stated in 40 CFR Parts 33.240, 31.36(e) or 35.680(a), as appropriate.

The recipient agrees to submit a SF-33, "MBE/WBE Utilization Under Federal Grant, Cooperative Agreements, and Other Federal Financial Assistance", to the EPA award official. For annual program awards, the SF-334 is due 30 days after the end of each Federal fiscal year, i.e., by October 30 of each year. For project specific awards, the report is due within one month after the end of each Federal fiscal year quarter, i.e., January 31, April 30, July 31 and October 31.

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TIPS

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Disclosure Form to Report Lobbying

Disclosure of Lobbying Activities

1. Type of Federal Action <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan gurantee <input type="checkbox"/> f. loan insurance		2. Status of Federal Action <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award		3. Report Type <input type="checkbox"/> a. initial/filing <input type="checkbox"/> b. material change For material change only year_____ quarter_____ date of last report _____	
4. Name and Address of Reporting Entity <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____ if known Congressional District, if known:			5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known		
6. Federal Department/Agency			7. Federal Program Name/Description CFDA Number, if applicable:		
8. Federal Action Number, if known:			9. Award Amount, if known:		
10. a. Name and Address of Lobbying Entity <i>(if individual, last name, first name, MI)</i>			b. Individuals Performing Services (include address if different from No. 10a.)		
11. Amount of Payment (check all that apply) \$_____ <input type="checkbox"/> actual <input type="checkbox"/> planned		13. Type of Payment (check all that apply) <input type="checkbox"/> a. retainer <input type="checkbox"/> b. one-time fee <input type="checkbox"/> c. commission <input type="checkbox"/> d. contingent fee <input type="checkbox"/> e. deferred <input type="checkbox"/> f. other; specify_____			
12. Form of Payment (check all that apply) <input type="checkbox"/> a. cash <input type="checkbox"/> b. in-kind; specify: nature _____ value _____					
14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted for Payment indicated in Item 11:					
15. Continuation Sheet(s) SF-LLL-A attached: <input type="checkbox"/> yes <input type="checkbox"/> no					

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This disclosure form shall be completed by the reporting entity, whether subawardee or prime federal recipient, at the initiation or receipt of a covered federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment of agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee or a member of congress in connection with a covered federal action. Use the SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Officer of Management and Budget for additional information.



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Disclosure Form to Report Lobbying

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<p>4. Name and Address of Reporting Entity</p> <p><input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____ if known</p> <p>Congressional District, if known: _____</p>	<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p> <p>Congressional District, if known: _____</p>	
<p>6. Federal Department/Agency</p>	<p>7. Federal Program Name/Description</p> <p>CFDA Number, if applicable: _____</p>	
<p>8. Federal Action Number, if known: _____</p>	<p>9. Award Amont, if known: _____</p>	
<p>10. a. Name and Address of Lobbying Entity <i>(if individual, last name, first name, MI)</i></p>	<p>b. Individuals Performing Services (include address if different from No. 10a.)</p>	
<p>11. Amount of Payment (check all that apply)</p> <p>\$ _____ <input type="checkbox"/> actual <input type="checkbox"/> planned</p>	<p>13. Type of Payment (check all that apply)</p> <p><input type="checkbox"/> a. retainer <input type="checkbox"/> b. one-time fee <input type="checkbox"/> c. commission <input type="checkbox"/> d. contingent fee <input type="checkbox"/> e. deferred <input type="checkbox"/> f. other; specify _____</p>	
<p>12. Form of Payment (check all that apply)</p> <p><input type="checkbox"/> a. cash <input type="checkbox"/> b. in-kind; specify: nature _____ value _____</p>		
<p>14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted for Payment indicated in Item 11:</p>		
<p>15. Continuation Sheet(s) SF-LLL-A attached: <input type="checkbox"/> yes <input type="checkbox"/> no</p>		

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14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and retained activity, not just time spent in actual contact with federal officials. Identify the federal official (s) or employee(s) contacted or the officer(s), employee(s), or member(s) of Congress that were contacted.
15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

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<p>4. Name and Address of Reporting Entity</p> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____ if known Congressional District, if known:	<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p> Congressional District, if known:	
<p>6. Federal Department/Agency</p>	<p>7. Federal Program Name/Description</p> CFDA Number, if applicable:	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amont, if known:</p>	
<p>10. a. Name and Address of Lobbying Entity (if individual, last name, first name, MI)</p>	<p>b. Individuals Performing Services (include address if different from No. 10a.)</p>	
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<p>12. Form of Payment (check all that apply)</p> <input type="checkbox"/> a. cash <input type="checkbox"/> b. in-kind; specify: nature _____ value _____	<p>14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted for Payment indicated in Item 11:</p>	
<p>15. Continuation Sheet(s) SF-LLL-A attached: <input type="checkbox"/> yes <input type="checkbox"/> no</p>		

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- 11.** Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
- 12.** Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
- 13.** Check the appropriate box(es). Check all boxes that apply. If other, specify nature.

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Disclosure Form to Report Lobbying

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<p>15. Continuation Sheet(s) SF-LLL-A attached: <input type="checkbox"/> yes <input type="checkbox"/> no</p>		

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8. Enter the most appropriate federal identifying number available for the federal action identified in item 1 (e.g., Request for Proposal (RFP) number; invitation for bid (IFB) number; grant announcement number; the contract, grant or loan award number; the application/proposal contract number assigned by the federal agency). Include prefixes, e.g., "RFP-DE-90-001."

9. For a covered federal action where there has been an award or loan commitment by the federal agency, enter the federal amount of the award/loan commitment for the prime entry identified in item 4 or 5.

10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered federal agency.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter last name, first name, and middle initial (MI).

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4. Name and Address of Reporting Entity <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____ if known Congressional District, if known:	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency	7. Federal Program Name/Description CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amont, if known:	
10. a. Name and Address of Lobbying Entity <i>(if individual, last name, first name, MI)</i>	b. Individuals Performing Services (include address if different from No. 10a.)	
11. Amount of Payment (check all that apply) \$ _____ <input type="checkbox"/> actual <input type="checkbox"/> planned	13. Type of Payment (check all that apply) <input type="checkbox"/> a. retainer <input type="checkbox"/> b. one-time fee <input type="checkbox"/> c. commission <input type="checkbox"/> d. contingent fee <input type="checkbox"/> e. deferred <input type="checkbox"/> f. other; specify _____	
12. Form of Payment (check all that apply) <input type="checkbox"/> a. cash <input type="checkbox"/> b. in-kind; specify: nature _____ value _____		
14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted for Payment indicated in Item 11:		
15. Continuation Sheet(s) SF-LLL-A attached: <input type="checkbox"/> yes <input type="checkbox"/> no		

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- 4.** Enter the full name, address, city, state and zip code of the reporting entity. Include congressional district, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subaward, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants, and contract awards under grants.
- 5.** If the organization filling the report if item 4 check "Subawardee," then enter the full name, address, city, state and zip code of the prime federal recipient. Include the congressional district, if known.
- 6.** Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, U.S. Coast Guard.
- 7.** Enter the federal program name or description for the covered federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

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Disclosure Form to Report Lobbying

Disclosure of Lobbying Activities

<p>1. Type of Federal Action</p> <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan gurantee <input type="checkbox"/> f. loan insurance	<p>2. Status of Federal Action</p> <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<p>3. Report Type</p> <input type="checkbox"/> a. initial/filing <input type="checkbox"/> b. material change <p>For material change only: year _____ quarter _____ date of last report _____</p>
<p>4. Name and Address of Reporting Entity</p> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____ if known <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p> <p>Congressional District, if known:</p>
<p>6. Federal Department/Agency</p>	<p>7. Federal Program Name/Description</p> <p>CFDA Number, if applicable:</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amont, if known:</p>	
<p>10. a. Name and Address of Lobbying Entity (if individual, last name, first name, MI)</p>	<p>b. Individuals Performing Services (include address if different from No. 10a.)</p>	
<p>11. Amount of Payment (check all that apply) \$ _____ <input type="checkbox"/> actual <input type="checkbox"/> planned</p>	<p>13. Type of Payment (check all that apply)</p> <input type="checkbox"/> a. retainer <input type="checkbox"/> b. one-time fee <input type="checkbox"/> c. commission <input type="checkbox"/> d. contingent fee <input type="checkbox"/> e. deferred <input type="checkbox"/> f. other; specify _____	
<p>12. Form of Payment (check all that apply)</p> <input type="checkbox"/> a. cash <input type="checkbox"/> b. in-kind; specify: nature _____ value _____		
<p>14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted for Payment indicated in Item 11:</p>		
<p>15. Continuation Sheet(s) SF-LLL-A attached: <input type="checkbox"/> yes <input type="checkbox"/> no</p>		

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1. Identify the type of covered federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered federal action.
2. Identify the status of the covered federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered federal action.

TIPS

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1. Federal Agency and Organizational Element to Which Report is Submitted		2. Federal Agency or Other Identifying Number Assigned by Federal Agency		OMB Approval Number	Page
3. Recipient Organization (Name and Complete Address)					
4. Employer Identification Number		5. Recipient Account Number or Identifying Number		6. Final Report <input type="checkbox"/> yes <input type="checkbox"/> no	7. Basis <input type="checkbox"/> Cash <input type="checkbox"/> Accrual
8. Funding/Grant Period From: (month, day, year)		To: (month, day, year)		9. Period Covered by this Report From: (month, day, year)	
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b. Recipient share of outlays					
c. Federal share of outlays					
d. Total unliquidated obligations					
e. Recipient share of unliquidated obligations					
f. Federal share of unliquidated obligations					
g. Total Federal share (sum of lines c and f)					
h. Total Federal funds authorized for this funding period					
i. Unobligated balance of Federal funds (line h minus line g)					
11. Indirect expense	a. Type of Rate	<input type="checkbox"/> Provisional	<input type="checkbox"/> Predetermined	<input type="checkbox"/> Final	<input type="checkbox"/> Fixed
	b. Rate	c. Base	d. Total Amount	e. Federal Share	
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.					
13. Certification: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purpose set forth in the award declaration.					
Typed or Printed Name and Title			Telephone (area code, number, extension)		
Signature of Authorized Certifying Official			Date Report Submitted		

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Please type or print legibly. Click on an area of the form for general instructions. You may need additional information to complete certain items correctly, or to decide whether a specific item is applicable to this award. usually, such information will be found in the Federal agency's grant regulations or in the terms and conditions of the award. You may also contact the Federal agency itself.

Financial Status Reports must be complete and submitted at least 90 days following the end of the approved budget period. More frequent reporting may be required and will be described in a special term or condition to the award.

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11d. Enter the total amount of indirect costs charged during the report period.

11e. Enter the Federal share of the amount of 11d.

Note; If more than one rate was in effect during the period show in item 8, attach a schedule showing the bases against which the different rates were applied, the respective rates, the calendar periods they were in effect, amounts if indirect expense charged to the project, and the Federal share of indirect expense charged to the project to date.

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- 11a.** Self explanatory
- 11b.** Enter the indirect cost rate in effect during the reporting period.
- 11c.** Enter the amount of the base against which the rate was applied.

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10d. Enter the amount of unliquidated obligations including unliquidated obligations to subgrantees and contractors. Unliquidated obligations on a cash basis are obligations incurred, but not yet paid. ON an accrual basis, they are obligations incurred, but for which an outlay has not been recorded. Do not include any amounts on line 10d that have been included on 10a, 10b, or 10c. On the final report, line 10d must be zero.

10d. Self explanatory

10f. Self explanatory

10g. Self explanatory

10h. Self explanatory

10i. Self explanatory

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10a. enter total program outlays less any rebates, refunds, or other credits. For reports prepared on a cash basis, outlays are the sum of actual cash disbursements for direct costs for goods and services, the amount of indirect expense charged, the value of in-kind contributions applied, and the amount of cash advances and payments made to subrecipients. For reports prepared on an accrual basis, outlays are the sum of actual cash disbursements for direct charges for goods and services, the amount of indirect expense incurred, the value of in-kind contributions, and the net increase or decrease in the amounts owed by the recipients for goods and other property received, for services performed by employees, contractors, subgrantees and other payees, and other amounts becoming owed under programs for which no current services or performances are required, such as annuities, insurance claims, and other benefit payments.

10b. Self explanatory

10c. Self explanatory

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10. The purpose of columns I, II and III is to show the effect of this reporting period's transactions on cumulative financial status. The amounts entered in column I will normally be the same as those in column III of the previous report in the *same funding period*. If this is the first or only report of the funding period, leave columns I and II blank. If you need to adjust amounts entered on previous reports, footnote the column I entry on this report and attach an explanation.

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1. Self explanatory
2. Self explanatory
3. Self explanatory
4. Enter the employer identification number assigned by the Internal Revenue Service.
5. Space reserved for an account number or other identifying number assigned by the recipient.
6. Check yes only if this is the last report for the period shown in item 8.
7. Self explanatory
8. Unless you have received other instructions from the awarding agency, enter the beginning and the ending dates of the current funding period. If this is a multi-year program, the Federal agency might require cumulative reporting through consecutive funding periods. In that case, enter the beginning and ending dates of the grant period, and in the rest of these instructions, substitute the term "funding period" for "grant period."
9. Self explanatory

Federal Cash Transactions Report (SF 272)

This report must be completed on a semi-annual basis if the payment method for the award is via the Automated Clearing House (ACH) and on a quarterly basis if the payment method is Advance or Reimbursement. The payment method will be identified in block 6 of the assistance award. Recipients with total federal grants or cooperative agreements in excess of \$250,000, and who request this method of payment are paid via the ACH method.



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Request For Advance or Reimbursement (SF 270)

This form is completed and submitted to the Comptroller Branch, U.S. Environmental Protection Agency, Region 5, if the payment method is noted as either Advance or Reimbursement in block 6. Payment Method of the EPA Assistance Agreement/Amendment. The request may be completed and submitted at any frequency but generally not more than monthly.



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Periodic and Final Project Status Reports

Generally, reporting requirements will be detailed in the program guidance provided by the EPA Regional program manager. Project status reports, format and frequency, should be described in the work plan. If not adequately described in the work plan a term or condition will be applied to the award.

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Use of Recycled Paper and Material

In accordance with the Administrator's January 24, 1990, EPA Order, it is EPA policy to use, and to promote the use of, recycled paper. Accordingly, we have been directed to include in all new grants and cooperative agreements a term and condition requiring that grantees and recipients of assistance agreement funds use recycled paper for all reports submitted to EPA.

EPA is in the process of finalizing an assistance agreement term and condition concerning the recipient's use of recycled materials per Resource Conservation and Recovery Act Section 6002. The intent of the term and condition is to require recipients of EPA funds to give preference to the procurement of recycled products when goods are to be charged as a cost to an award. Moreover, the term and condition will address reporting requirements on the recipient's efforts. The Use of Recycled Material term and condition is expected to be included on all new assistance agreements.



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Rural Area Business Enterprise Development Plan

Section 129 of Public Law 100-590 dated November 3, 1988, the Small Business Administration Reauthorization and Amendment Act of 1988, requires agencies with substantial procurement or grant-making authority to establish a Rural Area Business Enterprise Development Plan. The Administrator of the Small Business Administration has identified EPA as a Federal agency having substantial procurement and grant-making authority.

Therefore, it is EPA policy that recipients of EPA financial assistance awards utilize the services of small businesses in rural areas (SBRAs), to the maximum extent practicable. The objective is to assure that such small business entities are afforded the maximum practical opportunity to participate as subcontractors, suppliers and otherwise in EPA-awarded financial assistance programs. This policy applies to all contracts and subcontracts for supplies, construction and services under EPA grants or cooperative agreements. Small purchases are also subject to this policy.

As an interim measure, EPA will insert the following term and condition in all financial assistance awards:

If a contract is awarded under this assistance agreement, the recipient agrees and is required to utilize the following affirmative steps:

1. placing SBRAs on solicitation lists;
2. making sure that SBRAs are solicited whenever they are potential sources;
3. dividing total requirements, when economically feasible, into small tasks or quantities to permit maximum participation by SBRAs;
4. establishing delivery schedules, where the requirements of work will permit, which would encourage participation by SBRAs;
5. using the services of the Small Business Administration and the Minority Business Development Agency of the U.S. Department of Commerce, as appropriate; and,
6. requiring the contractor to take the affirmative steps in subparagraphs 1. through 5. of this part if subcontracts are awarded.

Reporting requirements will be communicated under separate cover.

MBE/WBE Fair Share

The recipient must ensure to the fullest extent possible that a minimum "Fair Share" goal of 8% of Federal funds for prime contracts or subcontracts for supplies, construction, equipment or services are made available to organizations owned or controlled by socially and economically disadvantaged individuals, women and historically black colleges and universities.

The recipient agrees to include in its bid documents at least an 8% negotiated "Fair Share" percentage and require all of its prime contractors to include in their bid documents for subcontracts at least an 8% "Fair Share" percentage.

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Checklist of Application Materials



(Print this page to have as a reference when you prepare your application.)

Applicants will need to consult the particular program they are interested in to understand which items from the following list need to be filled out.



Please be sure to include the items on the checklist that apply for your particular case in your application packet. Each item should be clearly identified and arranged in the following order. In order to help conserve paper, please provide double-sided copies whenever possible.

1. Application for Federal Assistance, SF 424.
2. The Federal Standard Form SF 424A
3. A **one page** summary cover sheet.
4. Narrative of the proposal not to exceed 10 pages.
5. Key Contacts information sheet.
6. Detailed, itemized budget.
7. Certification Regarding Debarment, Suspension, and Other Responsibility Matters.
8. Certification Regarding Lobbying.
9. Disclosure of Lobbying Activities.
10. Letters of commitment, memoranda of understanding, or other documents.
11. Resumes or biographical information regarding the lead investigator and other key personnel in the grant application.
12. Any additional information deemed useful by the applicant.

Please include one original (with original signatures where appropriate) and four copies of the application packet.



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Major Federal Environmental Laws

If you are interested in becoming active in environment, health, and community safety issues, you will need to understand many of the following federal laws. These laws, and others enacted by states, have various requirements and are enforced by various agencies. We have presented a brief description of the intent of each law. For more details, you should obtain a copy from your local library, state library, or the relevant federal or state agency. Federal and state officials, community organizations, and interest groups will help you gain a working knowledge of these laws.

<u>The Clean Air Act (CAA)</u>	<u>The Clear Water Act (CWA)</u>	<u>The Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or Superfund)</u>
<u>The Emergency Planning & Community Right-to-Know Act (EPCRA)</u>	<u>The Endangered Species Act</u>	<u>The Federal Insecticide, Fungicide and Rodenticide Act (FIFRA)</u>
<u>The (Federal) Freedom of Information Act (FOIA)</u>	<u>The National Environmental Policy Act (NEPA)</u>	<u>The Occupational Safety and Health Act</u>
<u>The Oil Pollution Act of 1990</u>	<u>The Pollution Prevention Act</u>	<u>The Resource Conservation and Recovery Act (RCRA)</u>
<u>The Safe Drinking Water Act (SDWA)</u>	<u>The Superfund Amendments and Reauthorization Act (SARA)</u>	<u>The Toxic Substances Control Act (TSCA)</u>

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The Clean Air Act (CAA)

92 U.S.C. s/s 7401 et seq. (1970)

The Clean Air Act is the comprehensive federal law which regulates air emissions from are a, stationary, and mobile sources. This law authorizes the U.S. Environmental Protection Agency (EPA) to establish National Ambient Air Quality Standards (NAAQS) to protect public health and the environment. The goal of the Act was to set and achieve NAAQS in every state by 1975. This setting of maximum pollutant standards was coupled with directing the states to develop state implementation plans (SIPs) applicable to appropriate industrial sources in the state.

The Act was amended in 1977 primarily to set new goals (dates) for achieving attainment of NAAQS


since many areas of the country had failed to meet the deadlines. The 1990 amendments to the Clean Air Act in large part were intended to meet unaddressed or insufficiently addressed problems such as acid rain, ground level ozone, stratospheric ozone depletion, and air toxics.

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The Clean Water Act (CWA) *33 U.S.C. s/s 121 et seq. (1977)*

The Clean Water Act is a 1977 amendment to the Federal Water Pollution Control Act of 1972, which set the basic structure for regulating discharges of pollutants to waters of the United States. This law gave EPA the authority to set effluent standards on an industry-by-industry basis (technology-based) and continued the requirements to set water quality standards for all contaminants in surface waters. The CWA makes it unlawful for any person to discharge any pollutant from a point source into navigable waters unless a permit (NPDES) is obtained under the Act. The 1977 amendments focused on toxic pollutants. In 1987, the CWA was reauthorized and again focused on toxic substances, authorized citizen suit provisions, and funded sewage treatment plants (POTWs) under the Construction Grants Program.


The CWA provides for the delegation by EPA of many permitting, administrative and enforcement aspects of the law to state governments. In states with the authority to implement CWA programs, EPA still retains oversight responsibilities.

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The Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or Superfund) *42 U.S.C. s/s 9601 et seq. (1980)*

CERCLA (pronounced SERK-la) provides a federal "Superfund" to clean up uncontrolled or abandoned hazardous waste sites as well as accidents, spills, and other emergency releases of pollutants and contaminants into the environment. Through the Act, EPA was given power to seek out those parties responsible for any release and assure their cooperation in the cleanup. EPA cleans up orphan sites when potentially responsible parties (PRPs) cannot be identified or located, or when they fail to act. Through various enforcement tools, EPA obtains private party cleanup through orders, consent decrees, and other small party settlements. EPA also recovers costs from financially viable individuals and companies once a response action has been completed.

EPA is authorized to implement the Act in all 50 states and U.S. territories. Superfund site identification, monitoring, and response activities in states are coordinated through the state environmental protection or waste management agencies

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The Emergency Planning & Community Right-to-Know Act (EPCRA)

42 U.S.C. 11011 et seq. (1986)

Also known as Title III of SARA, EPCRA was enacted by Congress as the national legislation on community safety. This law was designed to help local communities protect public health, safety, and the environment from chemical hazards.

To implement EPCRA, Congress required each state to appoint a State Emergency Response Commission (SERC). The SERCs were required to divide their states into Emergency Planning Districts and to name a Local Emergency Planning Committee (LEPC) for each district. Broad representation by fire fighters, health officials, government and media representatives, community groups, industrial facilities, and emergency managers ensures that all necessary elements of the planning process are represented.

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The Endangered Species Act

7 U.S.C. 136; 16 U.S.C. 460 et seq. (1973)

The Endangered Species Act provides a pro- gram for the conservation of threatened and endangered plants and animals and the habitats in which they are found. The U.S. Fish and Wildlife Service (FWS) of the Department of Interior maintains the list of 632 endangered species (326 are plants) and 190 threatened species (78 are plants). Species include birds, insects, fish, reptiles, mammals, crustaceans, flowers, grasses, and trees. Anyone can petition FWS to include a species on this list or to prevent some activity, such as logging, mining, or dam building. The law prohibits any action, administrative or real, that results in a "taking" of a listed species, or adversely affects habitat. Likewise, import, export, interstate, and foreign commerce of listed species are all prohibited.

EPA's decision to register a pesticide is based in part on the risk of adverse effects on endangered species as well as environmental fate (how a pesticide will effect habitat). Under FIFRA, EPA can issue emergency suspensions of certain pesticides to cancel or restrict their use if an endangered species will

be adversely affected. Under a new program, EPA, FWS, and USDA are distributing hundreds of county bulletins which include habitat maps, pesticide use limitations, and other actions required to protect listed species.

In addition, we are enforcing regulations under various treaties, including the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES). The U.S. and 70 other nations have established procedures to regulate the import and export of imperiled species and their habitat. The Fish and Wildlife Service works with U.S. Customs agents to stop the illegal trade of species, including the Black Rhino, African elephants, tropical birds and fish, orchids, and various corals.



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The Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA)

7 U.S.C. s/s 135 et seq. (1972)

The primary focus of FIFRA was to provide federal control of pesticide distribution, sale, and use. EPA was given authority under FIFRA not only to study the consequences of pesticide usage but also to require users (farmers, utility companies, and others) to register when purchasing pesticides. Through later amendments to the law, users also must take exams for certification as applicators of pesticides. All pesticides used in the U.S. must be registered (licensed) by EPA. Registration assures that pesticides will be properly labeled and that, if used in accordance with specifications, will not cause unreasonable harm to the environment.



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The (federal) Freedom of Information Act (FOIA)

U.S.C. s/s 552 (1966)

The Freedom of Information Act provides specifically that "any person" can make requests for government information. Citizens who make requests are not required to identify themselves or explain why they want the information they have requested. The position of Congress in passing FOIA was that the workings of government are "for and by the people" and that the benefits of government information should be made available to everyone.

All branches of the federal government must adhere to the provisions of FOIA with certain restrictions for work in progress (early drafts), enforcement confidential information, classified documents, and

national security information.

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The National Environmental Policy Act (NEPA)

42 U.S.C. s/s 4321 et seq. (1969)

The National Environmental Policy Act was one of the first laws ever written that establishes the broad national framework for protecting our environment. NEPA's basic policy is to assure that all branches of government give proper consideration to the environment prior to undertaking any major federal action which significantly affects the environment. NEPA requirements are invoked when airports, buildings, military complexes, highways, parkland purchases, and other such federal activities are proposed. Environmental Assessments (EAs) and Environmental Impact Statements (EISs), which are assessments of the likelihood of impacts from alternative courses of action, are required from all federal agencies and are the most visible NEPA requirements.

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The Occupational Safety and Health Act

29 U.S.C. 61 et seq. (1970)

Congress passed the Occupational and Safety Health Act to ensure worker and workplace safety. Their goal was to make sure employers provide their workers a place of employment free from recognized hazards to safety and health, such as exposure to toxic chemicals, excessive noise levels, mechanical dangers, heat or cold stress, or unsanitary conditions. In order to establish standards for workplace health and safety, the Act also created the National Institute for Occupational Safety and Health (NIOSH) as the research institution for the Occupational Safety and Health Administration (OSHA). OSHA is a division of the U.S. Department of Labor which oversees the administration of the Act and enforces federal standards in all 50 states.

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The Oil Pollution Act of 1990

33 U.S.C. Section 2702 to 2761

The Oil Pollution Act (OPA) of 1990 streamlined and strengthened EPA's ability to prevent and respond to catastrophic oil spills. A trust fund financed by a tax on oil is available to clean up spills when the responsible party is incapable or unwilling to do so. The OPA requires oil storage facilities and vessels to submit to the federal government response plans detailing how they will respond to large discharges. EPA has published regulations for aboveground storage facilities; the Coast Guard has done so for oil tankers. The OPA also requires the development of Area Contingency Plans to prepare and plan for oil spill response on a regional scale.



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The Pollution Prevention Act

92 U.S.C. 1310l and 13102, s/s 6602 et seq. (1990)

The Pollution Prevention Act of 1990 made pollution prevention the national environmental policy of the United States. Pollution prevention means source reduction -- preventing or reducing waste where it originates, at the source -- including practices that conserve natural resources by reducing or eliminating pollutants through increased efficiency in the use of raw materials, energy, waste, and land.

The Pollution Prevention Act focused industry, government, and public attention on reducing the amount of pollution produced through cost-effective changes in production, operation, and raw materials use. The Act noted that opportunities for source reduction had not been realized because of existing regulations, and the industrial resources required for compliance focus on treatment and disposal. Pollution prevention is fundamentally different and more desirable than waste management or pollution control. It offers economic benefits, as pollution never created avoids the need for expensive investments in waste management or cleanup. It also has the potential for both protecting the environment and strengthening economic growth through more efficient manufacturing and raw material use.



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The Resource Conservation and Recovery Act (RCRA)

92 U.S.C. s/s 321 et seq. (1976)

RCRA (pronounced "rick-rah") gave EPA the authority to control hazardous waste from "cradle-to-grave." This includes the generation, transportation, treatment, storage, and disposal of hazardous waste. RCRA also set forth a framework for the management of non-hazardous solid wastes.

The 1986 amendments to RCRA enabled EPA to address environmental problems that could result from underground tanks storing petroleum and other hazardous substances. RCRA focuses only on active and future facilities and does not address abandoned or historical sites (see CERCLA).

HSWA (pronounced "hiss-wa") B The federal Hazardous and Solid Waste Amendments. The 1984 amendments to RCRA which required phasing out land disposal of hazardous waste. Some of the other mandates of this strict law include increased enforcement authority for EPA, more stringent hazardous waste management standards, and a comprehensive underground storage tank program.



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The Safe Drinking Water Act (SDWA)

43 U.S.C. s/s 300f et seq. (1974)

The Safe Drinking Water Act was established to protect the quality of drinking water in the U.S. This law focuses on all waters actually or potentially designated for drinking use, whether from above ground or underground sources. The Act authorized EPA to establish safe standards of purity and required all owners or operators of public water systems to comply with primary (health-related) standards. State governments, which assume this power from EPA, also encourage attainment of secondary standards (nuisance-related).



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The Superfund Amendments and Reauthorization Act (SARA)

42 U.S.C. 9601 et seq. (1986)

The Superfund Amendments and Reauthorization Act of 1986 reauthorized CERCLA to continue cleanup activities around the country. Several site-specific amendments, definitions, clarifications, and technical requirements were added to the legislation, including additional enforcement authorities.

Title III of SARA also authorized the Emergency Planning and Community Right-to-Know Act (EPCRA).



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The Toxic Substances Control Act (TSCA)

15 U.S.C. s/s 2601 et seq. (1 976)

The Toxic Substances Control Act of 1976 was enacted by Congress to test, regulate, and screen all chemicals produced or imported into the U.S. Many thousands of chemicals and their compounds are developed each year with unknown toxic or dangerous characteristics. To prevent tragic consequences, TSCA requires that any chemical that reaches the consumer market place be tested for possible toxic effects prior to commercial manufacture.

Any existing chemical that poses health and environmental hazards is tracked and reported under TSCA. Procedures also are authorized for corrective action under TSCA in cases of cleanup of toxic materials contamination. TSCA supplements other federal statutes, including the Clean Air Act and the Toxic Release Inventory under EPCRA.



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Please select from the following topics:

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Purpose

The Environmental Education Grants Program is authorized under Section 6 of the National Environmental Education Act of 1990 (PL 101-619). The goal of this grants program is to support environmental education (EE) projects which enhance the public's awareness, knowledge, and skills to make informed and responsible decisions that affect environmental quality. The program provides financial support for projects which design, demonstrate, or disseminate environmental education practices, methods, or techniques.

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Amount of Money Available to Applicants

Each year, EPA awards over 200 grants worth between \$2 and \$3 million to support environmental education projects throughout the country. The National Environmental Education Act mandates that 38% of the total amount of money appropriated to EPA for the environmental education program in a given year is spent directly on the grants program. The statute sets a maximum limit of \$250,000 in environmental education grant funds for any one project. However, because of limited funds, EPA prefers to issue smaller grants to more recipients with the available funds. Grants of \$25,000 or less are awarded by EPA's ten regional offices. Grants for more than \$25,000 are awarded by EPA headquarters in Washington, DC. As mandated by law, the majority of grants are awarded for projects which request \$5,000 or less. Consequently, most of the grants that are awarded are done so on a Regional level.

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Match Requirement

Non-federal [matching funds](#) of at least 25% of the total cost of the project are required. EPA encourages matching funds of greater than 25%. Federal funds to support the project must not exceed 75% of the total cost of the project. The 25% match may be provided by the applicant or any another organization or institution. No portion of the 25% match can include federal funds (unless specifically authorized by statute). The 25% match may be provided in cash or by in-kind contributions and other non-cash support.

The matching non-federal share is a percentage of the entire cost of the project. For example, if the 75% federal portion is \$5,000, then the entire project should, at a minimum, have a budget of \$6,667, with the recipient providing a contribution of \$1,667. The amount of non-federal funds, including in-kind contributions, must be itemized in Block 15 of the SF-424.

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Guide for Matching Requirements

To determine matching requirements:

1. The portion of allowable project costs that a recipient or party contributes toward completing the project; i.e., non-Federal share, matching share.
2. Depends on statutory, regulatory, or program guidance issued from headquarters. EPA has a policy for a minimum 5% match.
3. May be satisfied with cash, applicant in-kind contributions, or third party cash or in-kind contributions.
4. Contribution may not be paid with Federal funds or with property or services received under another assistance agreement (except funds received under the Indian self-determination act).
5. Contribution must be:
 - Negotiated before and specified in the assistance agreement.
 - Verifiable from records.
 - Used exclusively for a single project. (It cannot be used if it has been or will be counted towards satisfying a matching requirement of another Federal grant, or any other award of Federal funds.)
 - Properly allocable and allowable under the project.
6. Non-monetary Contributions (in-kind)
 - The fair market value of a non-cash contribution to meet a recipient's cost sharing requirement.

Examples are:

- Facilities, such as office space and classrooms; laboratory equipment, such as office machines or teaching aids.
 - Materials, such as office, maintenance or classroom supplies.
 - Personal services furnished by consultants, and skilled and unskilled labor, other than staff of the recipient.
- The contribution may not include expenses already included in the budget as a cash match or costs included in the indirect costs.
 - Recipient should include the in-kind contribution as part of the total budget under the "other" object class category A breakdown and valuation of each should be included as part of the budget detail.

7. To calculate recipient match:

1. The Federal share divided by the Federal percentage equals the total cost
2. The total cost minus the Federal share equals the recipient share

Examples:

$$\$75,000 \text{ (Federal Share)} / 90\% \text{ (Federal Percentage)} = \$83,333 \text{ (Total Cost)}$$

$$\$83,333 \text{ (Total Cost)} - \$75,000 \text{ (Federal Share)} = \$8,333 \text{ (Recipient Share) or 10 percent of the Total Cost.}$$



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Competition

The environmental education grant program is highly competitive and the demand for dollars far exceeds the amount of money. On average, since 1992 when the program began, between 10 and 20 percent of the applications submitted to the Regional offices are funded. About 4% of the applications submitted to Headquarters are funded. Smaller proposals submitted to the EPA Regions have a better chance of being funded. This is because EPA has a legislative requirement to award 25% of the total amount of our grant funds for projects which request \$5,000 or less. In 1996, 2.5% of the proposals for more than \$25,000 were funded, 6.1% of the proposals between \$5,000 and \$25,000 were funded, and 18.6% of the proposals for \$5,000 or less were funded.

An example of applications received and dollars awarded in Region 5 over the past five years may illustrate this point better. Region 5 typically receives between 150-300 applications and funds approximately 20-25 of them with the amount of money it receives through the appropriation process. In 1992, the Region received 310 applications totaling more than \$4.5 million and funded 22 projects with the \$140,000 it had available through the Congressional appropriation. In 1993, Region 5 received 240 applications requesting more than \$2.9 million and funded 23 projects with the \$170,000 it had available. In 1994, Region 5 received 170 applications requesting more than 1.7 million and awarded 23 projects with the \$180,000 it had available. In 1995, Region 5 received 150 applications requesting more than \$1.5 million and funded 25 projects with the \$180,000 it had available. In 1996, Region 5 received more than 220 proposals requesting more than \$2.3 million and funded 23 projects with the \$150,000 it had available. In 1997, EPA Region 5 received 165 applications requesting more than \$1.7 million and funded 25 projects with the \$190,000 it had available.

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Eligibility

Any local or tribal government education agency, state government education or environmental agency, college or university, not-for-profit organization, or noncommercial educational broadcasting entity may submit a proposal. A "Tribal education agency" means a school or community college which is controlled by an Indian tribe, band, or nation, including any Alaska Native Village, 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.

A teacher's school district, an educator's nonprofit organization, or a faculty member's college or university may apply. An individual teacher, educator, or faculty member **CANNOT** apply. Only agencies, organizations, and institutions -- not individuals -- are eligible to apply for grants.

An organization may submit more than one proposal, but only if the proposals are for different projects. No organization will be awarded more than one grant for the same project during the same fiscal year.

Funds cannot be used for:

1. construction projects;
2. technical training of environmental management professionals;
3. non-educational research and development; and/or
4. environmental information projects that have no educational component.

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

Regarding Item (4) above, EPA will fund only environmental education projects, not projects that are solely designed to develop or disseminate environmental information. As discussed, **environmental education** teaches critical-thinking, problem-solving skills, and decision-making skills. By contrast, **environmental information** provides facts or opinions about environmental issues or problems, but does not enhance critical-thinking, problem-solving, or effective decision-making skills. Although information is an essential element of any educational effort, environmental information is not, by itself,

environmental education.

In addition to these general eligibility criteria, there are a number of priorities published by EPA in its annual Request for Proposals that might change from year to year. It is advisable to pay close attention to the priorities if you plan to apply. **Please consult the annual Request for Proposals for more information on eligible activities and priorities.** (For example, here is the [Request for Proposal](#) for fiscal year 1998.) The solicitation is published in the Federal Register which is available in many local public libraries. You may also obtain the solicitation and other EE grant information via computer at the "EE-Link" World Wide Web site through one of the following:

- <http://eelink.umich.edu>
- <http://www.nceet.snre.umich.edu/grant.html>

A sampling of some of the priorities in past years includes:

- building state, local, or tribal capacity to develop and deliver quality environmental education programs;
- educating teachers, students, parents, community leaders, and the public about human health threats from environmental pollution, especially as it affects children;
- educating teachers, faculty, or nonformal educators about environmental issues to improve their environmental education teaching skills (e.g., through workshops);
- educating the public about environmental issues in their communities through community-based organizations or through print, film, broadcast, or other media.

Grant applications are evaluated by environmental education experts that include representatives from EPA and other federal agencies, schools, universities, state agencies, and non-profit organizations. Awards are approved by EPA's Regional Administrators and the Associate Administrator for Communications, Education, and Public Affairs in headquarters.

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Important Definitions

Environmental Education

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

Environmental Information

Information is an important component of the environmental education process. Environmental information provides facts or opinions about environmental issues or problems, but does not enhance critical-thinking, problem-solving, or effective decision-making. Although information is an essential element of any educational effort, environmental information is not, by itself, environmental education. Proposals that simply provide environmental information do not compete well in this program.

Partnerships

Refers to EPA's promotion of effective use of partnerships between organizations or within an organization. The term partnership is the forming of a collaborative working relationship between two or more organizations such as governmental agencies, non-profit organizations, educational institutions, and/or the private sector. It may also refer to intra-organizational unions such as the science and art departments of within a university collaborating on a project.

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Components of a Proposal

The proposal must contain a Standard Form-424, Standard Form-424A, and work plan as described below:

1. **Application for Federal Assistance (SF-424) and Budget Information SF-424A**: The SF-424 and SF-424A are required for all federal grants. A completed SF-424 and SF-424A must be submitted as part of your proposal. These forms, along with instructions and samples, are included at the end of the Request for Proposals.
2. **Work Plan**: A work plan describes your proposed project. **Refer to the most recent Request for Proposals for specific work plan requirements.** Typically, point allocations are attributed to each work plan element and an applicant should pay close attention to required work plan components so that the application is complete. An example of the type of work plan components which are evaluated include: a project summary; a description of the goals and objectives, action items and methods for delivering the project to the target audience as well as how the project addresses EPA's priorities in a given year; a plan for evaluating the progress and outcomes of the project; the project budget; and resumes of key project personnel.

The proposal that an applicant submits to the environmental education program in any given year must include a complete, detailed work plan. If an application makes it to the finalist stage, EPA will contact the applicant and require that they fill out Federal paperwork and submit any clarification needed to their work plan. Although EPA sometimes refers to the application as a pre-proposal, for all practical purposes, the application that is submitted should be complete and include everything an evaluator needs to score the project according to the Request for Proposals. EPA refers to the application as a pre-proposal so that applicants don't need to submit a number of Federal forms when they submit their application. The forms are only completed by finalists toward the end of the evaluation process.



Evaluation

EPA education and environmental specialists as well as professionals in the environmental education community are involved in evaluating all EPA environmental education grant applications. Final decisions are made so that the projects awarded are diverse in terms of: demographics of audience reached, educational strategy used, environmental topic addressed and recipient organization. Some of the factors that may be considered in selecting the grantees include: the issues addressed by the project, the effectiveness of the delivery system in reaching the targeted audience, whether the goals are realistic, the strength of partnerships with community organizations, and the strength of the evaluation.

Proposals are typically reviewed in two phases -- the screening phase and the evaluation phase. During the screening phase, proposals will be reviewed to determine whether they meet the basic requirements of this notice, especially as described under Sections II and III. Only those proposals which meet all of the basic requirements will enter the evaluation phase of the review process. During the evaluation phase, proposals will be evaluated based upon the quality of their work plans and according to the requirements in the Request for Proposals. Applicants who submit proposals which make it to the finalist stage will be contacted and asked to fill out additional forms required by the Federal government.

The environmental education Request for Proposals typically publishes the amount of points allocated to each work plan component. Applicants can learn how their proposals will be evaluated by paying close attention to this section of the Request for Proposals. **Refer to the most recent Request for Proposals in order to get the most updated information on evaluation.**

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Tips

Users of this software should take advantage of the general tips that have been included throughout it when developing a grant proposal for Federal funding. The developers of the software hope that these tips will enable an applicant to develop a higher quality, more competitive application.

In addition to the more general tips, the tips below are specific to enhancing the quality of an environmental education grant application. Applicants who plan to submit a proposal to the environmental education grant program are highly encouraged to keep the following tips in mind (as well as the more general tips found throughout the software) when developing an application.

- Propose environmental education, not environmental information projects. (See definitions above.)
- Request fewer EPA dollars: \$5,000 requests are more apt to be funded at a Regional level. At the national level, proposals which request \$75,000 or less are more likely to be funded.
- Read the environmental education Request for Proposal carefully. Make sure your proposal fits EPA's criteria and priorities for a given year. Don't try to fit a square peg through a round hole.
- Organize your application around the Request for Proposals. Evaluation forms are often formatted according to the Request for Proposals and organizing an application in this fashion will assist an evaluator.
- Read the Request for Proposals carefully and pay special attention to the point allocation in order to know where the most emphasis is being placed by the evaluators.
- Do your homework in order to justify the need for your project or idea. For example, environmental education experts indicate that a significant amount of quality curricula have already been developed and are under-utilized. Applications should make an effort to see whether something exists before recreating it. Propose innovative ways to deliver existing materials. Don't reinvent the wheel.
- Don't make assumptions of reviewers. Avoid the use of acronyms or references to local programs that reviewers might not recognize.
- Get the most bang for your buck. Form partnerships. Leverage resources. Obtain in-kind services and matching dollars. Demonstrate support from your community and your partners.
- Justify your budget. Show your funder the return of investment.
- Show your qualifications and establish your credibility and commitment. A long history of work in the environmental education field isn't required. A strong work ethic and the fortitude to

creatively carry out a project is just as important.

- Include a plan to measure your progress and your success. Evaluation is especially important in the environmental education field. Include plans for evaluating your project both formatively (throughout the project) and summatively (at the end of the project.)
- Include culturally-diverse and low-income populations in your educational programs.
- Find someone who has written a grant before. Proofread your final draft. Have someone else proofread your application.
- Don't simply reiterate the buzzwords that you find in the Request for Proposals. Explain and justify the action items you include in your proposal.
- Request your score sheets if you apply and don't get funded. This will give you insight for the next round. Volunteering to be an evaluator in a grant program also enables you to see it from another perspective and may give you tips for writing your own proposals

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Samples of Previously Funded Grants



For a complete listing of environmental education grants previously funded by EPA, call EPA's Environmental Education Division, (202) 260-8619, in Washington DC and ask for a copy of the profiles of funded projects for any given year. For more information on the projects funded in EPA's Midwest Region (Region 5), check the [environmental education web page on EPA Region 5's web site](#).

Below you will find a sampling of the diverse projects that have been funded by EPA Region 5's environmental education program over the past several years. Awards have been given to a diverse number of organizations to carry out a variety of educational projects to a number of different audiences. The summaries below will give an applicant an idea of the types of projects funded under this program. **However, applicants are encouraged to consult the current Request for Proposals for the most updated information on EPA criteria and priorities.** If any of the projects below sound interesting to you, feel free to contact the organization or EPA's environmental education program for more information.

Please click on any of the following samples

- [Illinois Department of Public Health](#)
- [Inland Seas Education Association](#)
- [School Nature Area Project](#)
- [WSOS Community Action Commission, Inc.](#)
- [Washtenaw County](#)
- [Grand Traverse Band of Ottawa and Chippewa Indians](#)
- [University of Findlay Division of Teacher Education](#)
- [Friends of Riverside Nature Center](#)
- [Chicago Legal Clinic](#)
- [Grand Cal Task Force](#)
- [Talawanda City Schools](#)
- [International Crane Foundation](#)
- [Illinois Environmental Education Advocacy Consortium](#)
- [University of Akron Departments of Chemical and Civil Engineering](#)

Illinois Department of Public Health

1993 award for \$21,658

525 West Jefferson
Springfield, IL 62761

To pilot an educational program on lead poisoning and reduction in one of the most impoverished communities in the nation: East St. Louis, a high-risk, low-income community of Illinois. Funds will be used to develop a videotape and accompanying booklet on strategies for identifying and reducing sources of lead cost-effectively. IDPH will work closely with community leaders and families so that homeowners understand how to minimize risks from lead exposure.

 [To Top of Samples of Previously Funded Grants](#)

Inland Seas Education Association

1993 award for \$25,000

P.O. Box 4223
Traverse City, MI 49685

To develop on-board curriculum for the "Science Ship" that the organization is currently constructing. The material will be geared at upper elementary through university-level student groups, adult groups, and educators. This hands-on curricula will incorporate existing materials and correlate with U.S. and Canadian school-based curriculum goals and Native American education programs.

 [To Top of Samples of Previously Funded Grants](#)

School Nature Area Project

1993 award for \$19,825

1520 St. Olaf Avenue
Northfield, MN 55057

To telecast via satellite a workshop that will introduce schools and communities across Minnesota to the value of school nature areas as environmental learning sites. A resource guide with case studies and an annotated bibliography of references will accompany the tele-workshop which is capable of reaching 3,000 to 5,000 people in inner city, rural, and suburban communities across Minnesota.

 [To Top of Samples of Previously Funded Grants](#)

WSOS Community Action Commission, Inc.

1993 award for \$5,000

P.O. Box 590

109 S. Front Street

Fremont, OH 43420

To educate more than 4,000 economically-disadvantaged more senior citizens about the health hazards of indoor air. Problem-solving modules will be developed that emphasize pollution prevention and energy conservation. Once piloted, WSOS will disseminate materials through a network that reaches 153 grassroots organizations in the Great Lakes states.

 [To Top of Samples of Previously Funded Grants](#)

Washtenaw County

1994 grant for \$23,241

Environmental Coordination Office

220 N. Main Street, P.O. Box 8645

Ann Arbor, Michigan 48107-8645

To develop a new program entitled "Environmental Equity Community Outreach," which aims to form partnerships between Washtenaw county government agencies and low income, diverse communities in the county. The goal of the program is to increase citizen awareness of the county's environmental programs and services and to gain input from citizens to ensure that county programs meet the expressed needs of under represented communities of color. Citizens will participate in community workshops, presentations, and environmental projects.

 [To Top of Samples of Previously Funded Grants](#)

Grand Traverse Band of Ottawa and Chippewa Indians

1994 grant for \$5,000

2605 N.W. Bay Shore Drive

Suttons Bay, Michigan 49682

To build tribal capacity to develop and deliver an environmental education program to the Ottawa and Chippewa Indian communities. EPA funds will enable the Grand Traverse Band to develop a first-ever tribal plan for environmental education by convening a task force and identifying existing resources and gaps. In addition to earmarking goals and objectives for a holistic environmental education program, the Tribal Plan will develop demonstration projects that combine Native American cultural practices with local natural resources.

 [To Top of Samples of Previously Funded Grants](#)

University of Findlay
Division of Teacher Education

1993 grant for \$4,870

1000 N. Main Street
Findlay, OH 45840

To conduct pre-service teacher training seminars to graduate-level elementary and middle school teachers on integrated pest-management alternatives. Teachers will expose more than 900 students to the strategies and data they learned at the workshop. Students will apply their knowledge beyond the classroom to farm settings.

 [To Top of Samples of Previously Funded Grants](#)

Friends of Riverside Nature Center

1994 grant for \$4,300

3368 N-Bartlett Avenue
Milwaukee, Wisconsin 53211

To carry out a program entitled "Lead Poisoning Prevention--A Pilot Project for Community Education in Milwaukee." The program aims to increase knowledge about health risks of ingested lead-containing paint and to provide information about removing lead paint from the home. Outcomes of the project include educating more than 100 community residents about lead poisoning and prevention; conducting educator workshops on lead to middle-school teachers in eight schools; training fifteen community people to safely remove lead paint from their home; and, testing thirty homes for the presence of lead paint.

 [To Top of Samples of Previously Funded Grants](#)

Chicago Legal Clinic

1995 grant for \$15,000

2938 East 91st Street
Chicago, Illinois 60617

Chicago Legal Clinic will develop and offer 15 "Toxic Watch" sessions in partnership with PAHLS, an environmental organization in northwest Indiana. Sessions will empower residents of Northwest Indiana to form a well-grounded understanding of the nature and extent of toxic use and emissions at area facilities. Residents will learn how to acquire and interpret toxic release data so that they can prevent pollution in the industrialized, urban area in which they live.

 [To Top of Samples of Previously Funded Grants](#)

Grand Cal Task Force

1995 grant for \$5,000

2400 New York Avenue, Suite 303

Whiting, IN 46394

Grand Cal Task Force will offer seminars to churches, neighborhood and community groups and civic organizations on how to promote pollution prevention, sustainable community development and environmental improvement in Northwest Indiana. Seminars will reach 1,500 community members using a slide show and educational presentation developed under a 1993 EPA environmental education grant. Northwest Indiana has been designated an "area of concern" in the Great Lakes Basin and is one of the geographic areas EPA is targeting to secure measurable environmental improvement.

 [To Top of Samples of Previously Funded Grants](#)

Talawanda City Schools

1995 grant for \$5,000

131 West Chestnut Street

Oxford, OH 45056

Talawanda City Schools will train 45 K-4 teachers on how to use school grounds to learn about habitat improvement methods. Workshops will focus on using the scientific method with students and feature sessions on how to conduct biotic surveys.

 [To Top of Samples of Previously Funded Grants](#)

International Crane Foundation

1995 grant for \$5,000

P.O. Box 447

E-11376 Shady Lane Rd.

Baraboo, WI 53913-0447

The International Crane Foundation will partner with students and teachers from five schools to engage in the study of the Sandhill Crane. Students will radio-track cranes in the field, analyze data, and assess the conflicts that arise between agriculture and ecology.

 [To Top of Samples of Previously Funded Grants](#)

Illinois Environmental Education Advocacy Consortium

1996 grant for \$5,000

2060 North Clark Street

Chicago, Illinois 60614

c/o Environmental Education Association of Illinois

The Illinois Environmental Education Advocacy Consortium will refine a pilot training workshop that the organization just developed for in-service environmental education providers in order to offer it to nonformal educators statewide. The workshop will cover environmental education pedagogy, state learning standards, assessment, and EE resources. An outcome of the workshop will enable nonformal educators to incorporate the latest environmental education developments into programs they offer to Illinois classroom teachers.

 [To Top of Samples of Previously Funded Grants](#)

University of Akron

Departments of Chemical and Civil Engineering

1996 grant for \$23,954

University Research Center

Akron, Ohio 44325-2102

The University of Akron Civil and Chemical Engineering departments will develop and offer a new environmental design curriculum that engages engineering students in practical field experience. The curriculum will present students with a realistic case study about a small urban company in northeast Ohio and will teach them how to develop a pollution prevention and waste remediation design for the company. It will be designed so that students can continue their work on the curriculum as they progress through their undergraduate degree. The university hopes to promote environmental careers through the program and will share the course framework with other schools.

 [To Top of Samples of Previously Funded Grants](#)

U-SNAP-BAC, Inc.

1996 grant for \$6,450

11101 Morang

Detroit, Michigan 48224

Along with several partners in the area, U-SNAP-BAC will organize and participate in two-day environmental negotiation seminars on Detroit's eastside. Seminars will teach participants how to negotiate with financial institutions, developers, and state and local governmental agencies on residential, commercial, and industrial redevelopment of brownfields and other urban sites. Brownfields are abandoned or under-used industrial sites. These model seminars will employ an innovative role-play technique and include a feedback tool that enables groups to monitor their negotiation behaviors and evaluate progress. U-SNAP-BAC will describe the process of planning and offering these seminars in its final product so that other communities can offer similar programs.

 [To Top of Samples of Previously Funded Grants](#)



Deadlines

The Request for Proposals is typically published in the Federal Register in the Fall of a given year. Applications are accepted in the winter and awards are made in the spring. Projects typically last one year from the date the grant is awarded. In order to receive the Request for Proposals for any given year, contact the environmental education coordinator that serves your region and ask to be placed on the environmental education mailing list. [\(See national contact list.\)](#)

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National Contacts and Places to Send Applications

Contact the Environmental Education Coordinator below to be put on the mailing list to receive future Request for Proposals that are published in the Federal Register. In addition, you will find the Request for Proposal notice published on the world wide web at the following two sites: [EPA Region 5](#) and [EELink](#)

U.S. EPA REPRESENTATIVES AND MAILING ADDRESSES

● **U.S. EPA HEADQUARTERS** -- For Proposals Requesting More than \$25,000

Mail proposals to:

U.S. EPA, Env Ed Grants
Environmental Education Division (1707)
Office of Communications, Education,
and Public Affairs
401 M Street, S.W.
Washington, D.C. 20460

Information:

Environmental Education Grants Hotline
202-260-8619

● **U.S. EPA REGIONAL OFFICES** -- For Proposals Requesting \$25,000 or Less

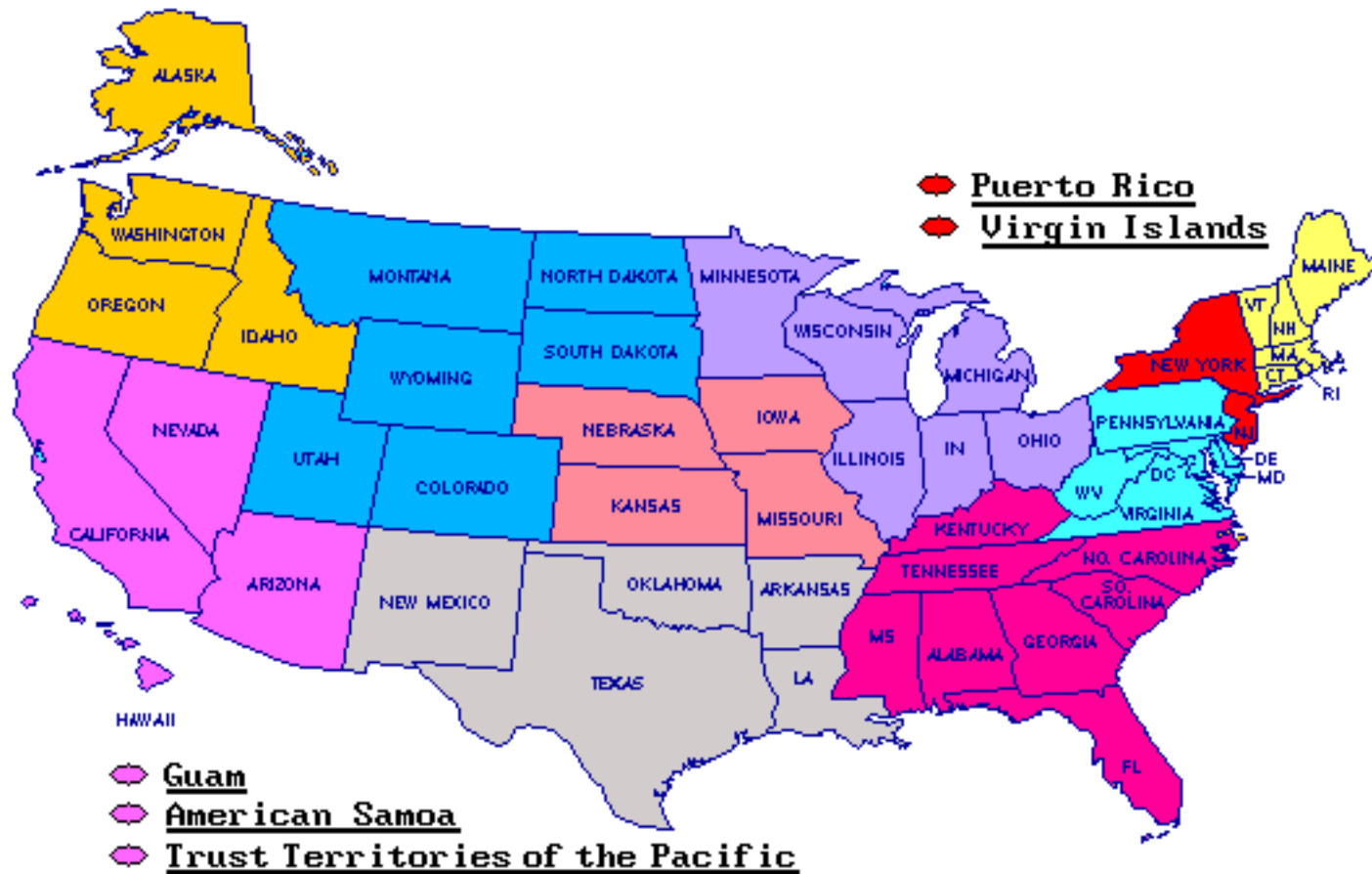
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U.S. EPA REGIONAL OFFICES-- for Proposals Requesting \$25,000 or Less

Click on the region of the country for which you want contact information.



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U.S. EPA REGIONAL OFFICES-- for Proposals Requesting \$25,000 or Less

EPA Region 1 -- CT, ME, MA, NH, RI, VT

Mail proposals to:

U.S. EPA, Region 1
Env Ed Grants (1707)
Grants Management Office
JFK Federal Building (MGM)
Boston, MA 02203

Hand-deliver to:

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

Information:

EE Coordinator
617-565-9447

 [Return to U.S. EPA Regional Contacts Map](#)

EPA Region 2 -- NJ, NY, PR, VI

Mail proposals to:

U.S. EPA, Region 2
Env Ed Grants
Grants and Contracts Management Branch
290 Broadway, 27th Floor
New York, NY 10007-1866

Information:

EE Coordinator
212-637-3671

 [Return to U.S. EPA Regional Contacts Map](#)

EPA Region 3 -- DC, DE, MD, PA, VA, WV

Mail proposals to:

U.S. EPA, Region 3
Env Ed Grants
Grants Management Section (3PM70)
841 Chestnut Street
Philadelphia, PA 19107

Information:

EE Coordinator
215-566-5543

 [Return to U.S. EPA Regional Contacts Map](#)

EPA Region 4 -- AL, FL, GA, KY, MS, NC, SC, TN

Mail proposals to:

U.S. EPA, Region 4
Env Ed Grants
Office of Public Affairs (E2)
100 Alabama Street, S.W.
Atlanta, GA 30303

Information:

Environmental Education Office
404-562-8317

 [Return to U.S. EPA Regional Contacts Map](#)

EPA Region 5 -- IL, IN, MI, MN, OH, WI

Mail proposals to:

U.S. EPA, Region 5
Env Ed Grants
Grants Management Section (MC-10J)
77 West Jackson Boulevard
Chicago, IL 60604

Information:

EE Program Manager
312-353-3209

 [Return to U.S. EPA Regional Contacts Map](#)

EPA Region 6 -- AR, LA, NM, OK, TX

Mail proposals to:

U.S. EPA, Region 6
Env Ed Grants
Environmental Education Coordinator (6XA)
1445 Ross Avenue
Dallas, TX 75202

Information:

EE Coordinator
214-665-2204

 [Return to U.S. EPA Regional Contacts Map](#)

EPA Region 7 -- IA., KS, MO, NE

Mail proposals to:

U.S. EPA, Region 7
Env Ed Grants
Grants Administration Division
726 Minnesota Avenue
Kansas City, KS 66101

Information:

EE Coordinator
913-551-7003

 [Return to U.S. EPA Regional Contacts Map](#)

EPA Region 8 -- CO, MT, ND, SD, UT, WY

Mail proposals to:

U.S. EPA, Region 8
Env Ed Grants
999 18th Street (80EA)
Denver, CO 80202-2466

Information:

EE Coordinator
303-312-6605

 [Return to U.S. EPA Regional Contacts Map](#)

**EPA Region 9 -- AZ, CA, HI, NV, American Samoa, Guam,
Northern Marianas**

Mail proposals to:

U.S. EPA, Region 9
Environmental Ed Grants
Office of Communications and
Government Relations (CGR-3)
75 Hawthorne Street
San Francisco, CA 94105

Information:

EE Coordinator
415-744-1582

 [Return to U.S. EPA Regional Contacts Map](#)

EPA Region 10 -- AK, ID, OR, WA

Mail proposals to:

U.S. EPA, Region 10

Env Ed Grants

Public Information Center

1200 Sixth Avenue (EXA-142A)

Seattle, WA 98101

Information:

EE Coordinator

206-553-1207



[Return to U.S. EPA Regional Contacts Map](#)



Grant Funding for your Environmental Education Program: Strategies and Options

Please select from the following topics:

- [Introduction](#)
- [Is a Grant the Right Way to Go?](#)
- [Who's Got the Money?](#)
- [Targeting your Grant-Seeking Efforts](#)
- [Preparing a Winning Proposal](#)
- [Resources for your Funding Search](#)

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Introduction

Grant Funding for Your Environmental Education Program: Strategies and Options is a basic guide for pursuing grant funding for environmental education programs. It offers tips and outlines strategies for thinking through appropriate sources of funding for your program, identifying and researching funding sources, preparing competitive proposals, and increasing your chances of success. It also provides a listing of resources to draw upon in your search for funds.

This document is a response to the extraordinary level of interest demonstrated in the U.S. Environmental Protection Agency's (EPA) Environmental Education Grant Program. In 1992, the first year of funding, the Grant Program was able to fund only 219 of more than 3,000 applications it received. In this highly competitive climate, many well-crafted proposals based on sound ideas cannot be funded by the EPA. This booklet provides applicants with strategies and ideas for seeking other sources of funding for their programs.

The EPA received many proposals for funding programs that were incomplete, improperly prepared, or not carefully developed. *Grant Funding for Your Environmental Education Program* offers suggestions about how you can present your funding requests in the most effective manner to increase your chances of obtaining funding.

Grant Funding for Your Environmental Education Program provides guidelines for pursuing sources of funding other than the EPA Environmental Education Grant Program. However, this booklet also clarifies EPA's funding criteria and guidelines for preparing proposals. In conjunction with the more general suggestions offered in the booklet, these clarifications can lead to stronger, more competitive EPA proposals.

Grant Funding for Your Environmental Education Program was prepared by the North American Association for Environmental Education (NAAEE) in cooperation with the EPA Office of Environmental Education, which manages the Environmental Education Grant Program. In 1992 and 1993, NAAEE reviewed almost 1000 grant proposals for the national level of the EPA grant program. The insight and experience gained in that review process are reflected in this document.



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Is a Grant the Right Way to Go?

This document aims to assist your organization in obtaining grant funding for environmental education programs or project. It begins, however, with a note of caution about relying on grants to initiate and sustain your work.

Grant funding is available for a variety of purposes, and it plays an important role in supporting the work of nonprofit organizations. There are grants for everything from capital investment to crisis support to seed money to research to general support.

But grants are not easy money. They can be labor-intensive and time-consuming. The competition for environmental education funding -- like the competition for other kinds of grants -- is getting stiffer. In general, grant makers receive funding requests that far exceed the support they can offer. As a result, they have become more rigorous in their funding and selection criteria. While some grants are renewable, most generate resources that will last only for a specified period of time.

Before jumping on the "grant bandwagon," take a careful and realistic look at other options for implementing your project.

- Is it possible to collaborate with other organizations doing similar work?
- Would individual solicitation -- such as door-to-door canvassing or direct mail -- produce the needed funds?
- How about a special event that both raises money and puts your organization in the community spotlight?
- Could you charge a fee for a service you provide?

To increase your chances of obtaining grant funding for a program, you will need to have clear ideas about program goals and objectives, methods, evaluation strategies, and budget requirements. In most cases, you will also need to think about how your organization will sustain the program or its off-shoots once grant funds have been spent. You will probably need to obtain funds or support from other organizations as well. The section of this document entitled *Preparing a Winning Proposal*, offers a series of suggestions that will help you plan your program and your proposal.

Funding agencies are more likely to give your proposal serious consideration if you can demonstrate that it grows out of a process of long-range, strategic planning that evaluates your organization, identifies its

strengths and limitations, and assesses the need for and feasibility of new projects. Funders are wary of projects that seem to have no relevance to the past history of the organization or that seem to represent a passing fancy rather than an effort based on careful planning. (In the section of this booklet entitled, *Resources for Your Funding Search*, there is a listing of some publications designed to help organizations develop sound, workable program ideas, and think through potential sources of funding.)



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Who's Got the Money?

You've come up with an environmental education program idea that you believe is worthwhile and realistic for your organization, and you've decided that you need outside funding to make it happen. Now what? A first step is to review potential funding sources.

Please select from the following topics:

- [EPA Grants](#)
- [Common Errors on EPA Environmental Education Grant Applications](#)
- [Other Sources](#)
- [Thinking Locally](#)



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EPA Grants

An obvious source of grant funding is the EPA Environmental Education Grant Program. Given the intense competition for these grants, carefully consider your program's chances of success before you put the effort into applying. Read the Environmental Education Grants Solicitation Notice in the *Federal Register* thoroughly. Copies of the solicitation notice can also be obtained directly from EPA at: USEPA, Office of Environmental Education, Mail Stop A-107, 401 M Street, SW, Washington, DC 20460.

Some of the important factors to keep in mind are:

- The Environmental Education Grants program supports projects that design, demonstrate, or disseminate environmental education practices, methods, or techniques. Funds can be used to develop new programs or to significantly improve existing programs. These grants are not intended for technical training activities for environmental management professionals; nor will they support projects aimed primarily at non-educational research and development.
- Only organizations and institutions are eligible to receive grants. Although individuals may not apply, the qualifications of individuals participating in the proposed project are an important factor in the selection process.
- An EPA Environmental Education Grant may provide for up to 75% of the total cost of a project. This means that at least 25% of project costs must be provided by non-Federal sources, in cash or by carefully documented in-kind contributions. Non-Federal matching shares of greater than 25% are encouraged.
- EPA strongly encourages applicants to request small grants of \$5,000 or less in Federal funding. While the statutory ceiling for any one grant is \$250,000, only a very small proportion of large grants are awarded each year. Most grants are awarded by the EPA regional offices, which control awards of \$25,000 or less. In Fiscal Year 1993, EPA'S region expect to award over 50% of their funds for grants with a Federal share of no more than \$5,000.
- EPA has established several objectives and criteria to guide the selection of projects to fund. These are worth looking at carefully, since the extent to which a project meets these criteria is a key factor in funding decisions. These criteria emphasize such characteristics as innovation, a focus on high-priority environmental issues, and potential for widespread application. As well, the EPA has specified several particular areas of activity that will receive priority consideration. These funding priorities are provided in more complete detail in the Solicitation Notice.
- In making its final selections, the EPA will look for projects whose benefits can be sustained

after the grant is completed, and take into consideration geographic and socioeconomic balance, subject diversity, and cost.

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Common Errors on EPA Environmental Education Grant Applications

Many proposals submitted do not conform to the instructions and guidelines provided by the EPA. This failure often makes the proposal harder to review and reduces its competitiveness.

A substantial number of proposals fail to identify concrete objectives. They remain at the conceptual level and do not describe effectively what the program's tangible results will be.

Another common error is to figure the non-federal matching funds as 25% of the federal funds requested. Correctly figured, matching funds should comprise at least 25% of the *total project cost*.

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Other Sources

Because of the intense competition for EPA Environmental Education Grants, and because many worthwhile projects fall outside the scope of the Grants program, it is important to explore other potential sources of outside funding. Although grant-making is often equated with foundations, other kinds of organizations also make grants. Here are some possibilities for you to consider:

- Corporations** Many corporations allocate money for charitable donations. Companies are most likely to fund programs that benefit their employees or the communities in which they operate, that give the company visibility, or that fit into a special area of corporate interest. In many cases, the company is interested in creating good will by being associated with a worthwhile project. Any proposal to a corporation should include a section on what the company can expect to receive by funding the proposal -- employee benefits, public recognition, mention in newsletters, or other forms of publicity, for example.
- Community Organizations** Local organizations -- civic, service, and religious -- often make small grants for locally oriented projects. These organizations tend to be interested in programs that clearly address a shared community need or problem. Local chapters of national associations may also provide access to grant money available from the national level.
- Government** Although its funding is subject to periodic changes in policy and priorities, government does make grants to nonprofit organizations. Agencies other than the EPA -- education or natural resource agencies, for example -- may have an interest in environmental education and may have grant funding available. (Some government agencies do not have direct grant-making authority, but often another legal mechanism such as a contract to produce certain items in your proposal can be used instead of a grant.) Federal, regional, state, county, and city governments all may provide grant support for environmental education programs.

Foundations In order to maintain their tax status, foundations must contribute a share of the value of their assets to charitable causes. There are several types of foundations:

Independent and family foundations are usually funded by an individual or a family and sometimes limit their support to specified purposes or organizations. They can have a very narrow scope and funding depends, among other factors, on how well your project fits within these areas of interest.

Company foundations. While many corporations make grants and donations directly, a large number use company foundations for such purposes. These foundations are established by companies as a means of channeling corporate funds to charitable causes. Like the companies themselves, company foundations often focus on projects that serve the needs of its employees or the communities in which the company operates.

Community foundations or funds are publicly supported organizations that focus their funding activities within a particular geographic area, usually a city, region, or state. Establishing a positive track record with a local or regional foundation may provide you with a source of funds for the long term, since local foundations often prefer to give grants to a local organization that has proven itself capable rather than to an outside, unknown group.

Operating foundations generally fund their own programs or those of a particular nonprofit organization. They differ from granting foundations described above in that they use the foundation money for projects initiated by the foundation rather than giving out grants in response to outside proposals.

(The above descriptions are based on those found in *Discover Total Resources: A Guide for Nonprofits*, Mellon Bank Corporation.)



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Thinking Locally

Especially if you are looking for a smaller grant for your environmental education program, your best chances of obtaining funding may be close to home. For corporate funding, as well as for grants from regional or national associations, having an office or local branch in your area is often an important factor in successfully securing funding for your program.

Local funding sources, such as small area foundations, may have relatively fewer grant requests to consider than do larger sources. Your proposal may shine locally, while it might get lost in the shuffle of a larger scale competition. In addition, proposals to small, local funding sources are often presented on a more personal level requiring less time and paperwork and increasing the chances that an "in" you have with the funder will pan out.

Additional local resources can sometimes arise out of local partnerships for education. Possible partner groups include the PTA, local teachers associations, local chapters of service organizations such as the Rotary or the Lions Club, or local businesses. Focusing locally gives you the opportunity to think in terms of friend raising, rather than merely fund raising, and it offers a host of opportunities to forge links with established community events, projects, and groups.

Remember that friendship is a two-way street. Make your relationship with local funders and organizations mutually beneficial. It may be appropriate, for example, to volunteer to serve on boards of organizations in your area, or to offer the voluntary assistance of your organization to a project initiated by another group.

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Targeting your Grant-Seeking Efforts

Approach each potential funder with a request that fits within its organizational purpose and its range of giving. By tailoring each proposal to the specific funding source, you will avoid the mistake of sending out generic -- and inappropriate -- requests. The research and contact-building that you do before a proposal is presented is critical to successfully targeting grant requests.

Please select from the following topics:

- [Researching Funding Sources](#)
- [Setting your Priorities](#)
- [Positioning your Organization to Receive Funding](#)



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Researching Funding Sources

The first phase in targeting your grant-seeking efforts is *research*. Think as creatively as you can about sources for funding your project, and learn as much about them as possible.

In the search for a broad range of potential funders, a variety of readily available resources can be helpful. (Look for more detailed information on these and other information sources in the *Resources for Your Funding Search* section of this document). The local library, or a university library, is likely to own at least one directory of regional or national foundations, and may have access to on-line information services. The library may have other periodicals, as well, such as the *Chronicle of Philanthropy*, the *Foundation Index Bimonthly*, and the *Federal Register*, which will help you keep up with new grant programs and understand funders' priorities and trends in grant making.

Across the United States, over 190 libraries -- most of them public libraries -- cooperate with the Foundation Center to offer collections of basic grant research materials. (See the entry for the Foundation Center in the *Resources...* section of this document for more detail on these cooperating collections.)

Government development and programed offices can provide information about grant programs. The chamber of commerce and local business and organization directories may offer ideas about local funding sources. Don't neglect these resources that are close to home.

Some questions that you will want to answer about potential funders:

- What are the funder's areas of interest? What requirements and restrictions have been placed on its giving? (For example, is funding restricted to a certain geographic area, to particular organizations or lands of organizations, or to certain types of grants?)
- What kinds of projects have been funded in the past, especially in the last five years or so?
- Who are the organization's officers and boars members?
- What are the application deadlines and notification dates? (These can be important to know, especially if your program has a set, or quickly approaching, beginning date.)
- What are the application procedures?
- Who is the appropriate contact person for communication about grant requests?

This type of information about potential funders is commonly available -- particularly in the case of

foundations -- by requesting an annual report and funding guidelines from the organization itself. Many corporations have written materials describing their philanthropic policies. If these are not available, you will need to obtain the name of the person in charge of corporate contributions. That person will probably be the best source of information about corporate giving policies.

In addition, private foundations must submit a yearly report to the Internal Revenue Service, reporting on the foundation's activities including all donations. This report -- form 990 A.R. or 990 P.F.-- is available for viewing at the foundation's office for 180 days after filing. Some foundations provide copies upon request, or publish a listing of grants made in the previous year. Make sure that you get up-to-date information on the foundation, since disbursements may change dramatically from year to year.

Reference books offer information on many foundations and corporations. The Taft Corporation publishes the *Taft Corporate Giving Directory*, which contains information about corporate foundations and direct giving programs. The *Foundation Directory*, published by The Foundation Center, offers basic information about a wide range of foundations across the country. The *Annual Register of Grant Support: A Directory of Funding Sources* is another standard reference book for information on giving. A variety of regional, state, and local directories of smaller foundations may be available for your area. The Foundation Center publishes a bibliography of these directories, which may be available at a local library.

For local funding sources, basic information is often best gained by personal contact. The local leadership of community organizations and the staff of local corporate offices can help answer your questions.



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Setting your Priorities

Once you have generated a list of possible funding sources, the next step is to *determine your priorities*. Which funders seem most likely to be interested in your project?

At first, this is a matter of weeding out sources from your list that, for some reason, are not appropriate to approach with your proposal. From the list that remains, you should be able to identify several potential sources whose organizational priorities and funding patterns seem best to fit your project. Base your decisions on the information gathered in your initial research and on your vision for the project you wish to fund.

The following questions may provide some guidance as you identify likely funding sources:

- Does your project seem to fit with the organization's funding goals and previously funded projects?
- Are you requesting an amount of money that is consistent with the funder's usual grant size?
- Has the organization supported you in the past? If so, was the relationship successful?
- Have you contacted the potential donor in the past? If so, what did you learn?
- Do you have contacts -- either on staff or on the board -- at the organization? Contacts can help get your foot in the door.

An informal letter or telephone inquiry to your top prospects will help narrow the list further. Briefly describe your organization, the project, and your financial need. Offer to send a formal funding proposal. Funders that express indifference to a project, or that discourage a proposal should be crossed off your list of prospects. In general, you should send proposals only to grant makers that show an interest in your project.

Remember that on-going programs are generally difficult to fund with grants. Try to develop sustainable sources of support for these programs rather than pursuing grants. New, short-term programs that are tried-and-true (creating an outdoor classroom at your school, for example) are difficult to fund with grants from large, national-level funders, who are often interested in innovative, model, or large-scale projects. Local foundations or businesses will probably be more responsive to these locally oriented projects. Funding for capital development or equipment purchases is also difficult to obtain on the national level, but may be relatively easily acquired by approaching local foundations, businesses, or individuals who can see, in a direct way, the results of their donations.

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Positioning your Organization to Receive Funding

In addition to these research and priority-setting activities, there are some things you can do to *position your organization* so that receiving a grant is more likely.

One question to answer as you decide on your grant-seeking strategy is whether your project is better described as a tried-and-true method or as an innovative approach. These characteristics may affect how you pitch your proposal, what words you use to describe the project, and which funders you approach. Funding priorities -- both for specific funding organizations and for the field as a whole -- do change. It is helpful to have a sense of whether you are proposing a project that is in keeping with current priorities and popular ways of approaching the problem, or designing a cutting-edge approach.

National-level funders -- including foundations, government, and corporations -- are often responsive to innovation and to trends in the funding world (multiculturalism, for example). Frequently, these funders are looking for:

- An innovative application of an old idea or method;
- Cutting edge technology (such as computer software) that accomplishes a task in a better way;
- Reorganization of existing knowledge that results in a "new" program or materials;
- Programs that bridge gaps and promote coordination of existing efforts;
- Uncommon programs -- an approach that "no one else is trying";
- Programs that reach under-served audiences; and
- Programs that are models for use beyond their original focus. (Developing a model program and identifying how it might be transferred elsewhere is one way to demonstrate to a potential funder the ways in which the benefits of the program will continue beyond the life of the grant.)

Some people maintain that, ideally, you should never apply for a grant until you are fairly certain of your success. Though this ideal scenario is not always possible, there is much to be said for building relationships with the people who make funding decisions. The old saying that "people give money to people" not to an association or project is true in many cases. Establishing credibility is key when applying for grant funding. A cold proposal from an unknown organization has a much smaller chance of being funded than a proposal developed by someone who has taken the time to talk with the funder in person. (However, the personal approach must be used with a little common sense. In the case where many hundreds of applications are reviewed and where an independent review process has been established (such as for the EPA grants) an attempt to establish personal contacts with the staff running

the grants program would most likely be counter productive. An attempt at a personal approach in the case of most government programs would probably be seen as ethically improper and an additional burden on a very busy staff.

Giving one person within your organization primary responsibility for grant-seeking is one way to keep track of funding sources and their priorities over time. As well, it allows potential funders to become familiar with one person, whom they will identify with your organization.

Pay particular attention to foundations and other potential funders with which your organization has an "in." Does someone on your board know someone on theirs? Is one of your board members on their board? Do you have staff contacts? If you do not have such contacts -- or if your organization does not have a board of directors -- are there people in your community who could advocate your cause? For example, do you know community leaders who may be willing to support your environmental education efforts by speaking with some of the funder's board members? Affirmative answers to questions such as these may indicate a relationship that is worth cultivating.

Some funders expect to be consulted during the early phases of project development. Be aware of how the prospective funders on your list wish to be involved in projects they eventually fund.

It is not always possible to establish a personal relationship with a grant maker. In these situations, a well-crafted proposal -- always important in obtaining grant money -- becomes even more crucial.



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Preparing a Winning Proposal

Once you have identified a potential funding source, you need to craft a proposal that will encourage a thorough review and convince the funder to award a grant to your organization. A clear and thorough proposal is critical in successful grant-raising. The letter proposal is your best -- and often your only -- opportunity to convince a potential funder of the merits of your project and the credibility of your organization. Here are some suggestions that can help you to make full use of this opportunity.

Please select from the following topics:

- [Follow the Rules](#)
- [Be Systematic](#)
- [Other Tips and Tricks](#)



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Follow the Rules

Follow the instructions given by the funding Organization. Different organizations have different requirements for written proposals. These requirements may apply to such characteristics as length, format, and content. Some organizations require a pre-proposal letter which describes the project. Some provide a standard application form. Request grant application guidelines from the potential funder, read them carefully, follow them to the letter, and meet all deadlines. If you do not, your proposal may not even be considered. Call the funder to clear up any questions you have about the guidelines.

Tips for Approaching Funders:

Follow the funder's guidelines to the *letter*. Call the funder to clear up any questions you have. Don't use a scatter-shot approach, sending generic proposals to many foundations in the hopes that one will be successful.

Make your requests specific. Don't send a Shopping lists of projects to a potential funder. Demonstrate to the funding agency that your project will provide something it values.

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Be Systematic

Plan your proposal. Thinking through the following sections will help you to develop your project idea more fully, plan your proposal, and answer nearly any question a potential funder may ask of you. These sections can serve as your proposal format if the funding agency does not specify another format.

Please select from the following topics:

[Proposal summary or abstract:](#)

[Introduction to your organization](#)

[Statement of problem or need for program](#)

[Project goals and objectives](#)

[Methods](#)

[Evaluation](#)

[Program sustainability](#)

[Budget](#)

[Appendix](#)

Send the proposal to the funder with a brief cover letter. The cover letter should be no longer than one page, and it should be signed by the highest-ranking person in your organization (usually the President or Executive Director). In a few paragraphs, the letter should describe the grant request and the amount of money being sought, and briefly note the significance of the project. The cover letter is an indication of organizational support for the project.



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Proposal summary or abstract. Although this summary is generally the first section of a proposal, you will probably write it after you have fleshed out the rest of the proposal. Make the summary clear, concise, and specific -- it's worth the effort. The potential funder is likely to read this section first; and some people in the decision--making process may see nothing more. Keep this abstract brief, usually no more than one page long. Include a description the proposed project, its goals and expected results, and introduce your organization. For clarity, you may wish to use charts, bullets, or outlines in lieu of narrative for the program description. Note the grant amount requested from the fonder and the total amount of the project budget.

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Introduction to your organization. This section provides an opportunity to build your credibility with the funder. Building a picture of your organization -- its history, purpose, goals and objectives, accomplishments, service area, and population served -- helps you make the case that your organization, rather than another, should be funded. Many funding decisions rest heavily on the reputation of the applicant or key project personnel.

Use the Introduction to make a clear connection between your organizational interests and the priorities of the funder. Write about the growth and successes of your organization, particularly with projects similar to the one proposed. Illustrate your credibility, if possible, with examples of support you have gotten from other partners, funders, or clients. (In many cases, you may attach a few letters of endorsement in the Appendix.)

As should the rest of your proposal, this section should be specific and brief. The funder will be looking for evidence that your organization -- and the project personnel --- can carry out the program. If you are proposing to do something new, try to shore up the funder's confidence in your proposal by emphasizing specific features of other successes that might translate into an ability to succeed in the proposed project.

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Statement of problem or need for program. While the Introduction focuses on your organization, this section concentrates on the problem(s) you propose to address through the project. Even if you believe that most people understand the problem you hope to address, take advantage of this additional opportunity to establish your organization's credibility by offering an informed and incisive view of the problem. What situation prompted your organization to propose this environmental education project?

Set up a problem that matches your organization's capabilities. Clearly connect the abilities and background of your organization with the problem you hope to address. Give evidence that the problem exists within the area you hope to serve. Be factual and specific in your assessment of the problem, speaking in general or emotional terms will not help the funder know how your organization intends to have an impact.

If statistical evidence is available and appropriate, use it sparingly. It is more compelling to summarize what the statistics say and substantiate the summary, with a few particularly relevant facts than it is to use too many statistics, charts, and graphs. Supplement the statistical evidence with statements from other organizations and individuals concerned with the problem. Choose these statements to fit the scope of your proposed project -- for a local project, do not rely exclusively on justification from national authorities.

Some proposals respond to very tangible problems in society that are amenable to a problem-solving approach. Other projects arise in response to situations that are less tangible, more value-oriented, and do not easily fit into a problem-solving equation. For these proposals, it may be helpful to think of this section as being an assessment of needs.

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Project goals and objectives. This section deals with the changes you hope to see as a result of your program. In the context of the problem you have described, and with the capabilities of your organization, what do you hope to accomplish?

The goal statements should illustrate the overall thrust of the program. Since these are not designed to be measured directly, goals can be stated broadly. For example, environmental education programs might have goals such as:

- Enhance the environmental knowledge and commitment of senior citizens;
- Decrease the use of hazardous household chemicals;
- Develop additional resources to provide environmental education to non-English-speaking populations; or
- Improve the community's understanding of hazardous waste contamination problems and potential solutions.

Objectives, on the other hand, should state specific and measurable outcomes of the proposed project. In what ways will the project improve the situation? What measurable changes do you anticipate as a result of the project? Is there a target audience for this change? What is the time frame during which you expect to see change?

Save more general descriptions of proposed activities for the next section. Your objective is not to create a program or to provide a service -- these are your methods. Objective statements sound like this:

- After a certain amount time, significantly more senior citizens will participate in environmental organizations and express their opinions on environmental issues; or
- After participating in the program, non-English-speaking students will perform as well as English-speaking students on a test of environmental knowledge.

For some projects, the changes sought may be difficult to measure in observed behavior. For example, it may not be valid to measure seniors' increased environmental knowledge and commitment by their participation in environmental organizations. It may be that a survey of attitudes before and after the program would indicate these changes in knowledge and commitment. *Be creative in formulating your objectives; but do formulate them. A program with no means of evaluating its benefits is unlikely to be*

funded.

In addition to objectives dealing with changes in your target population, be sure to list concrete products as objectives of your project. These outputs might be more fully described in your Methods section, since they are usually the means to accomplishing the broader project objectives, but they should be briefly outlined here. Producing three posters, training 200 teachers, holding three workshops for policy people, and so on, are the kinds of products that should be included in this part of your proposal.

It is often a challenge to determine how the results of your program can be measured, and what kinds of results to anticipate. It is a challenge worth taking up, since your program proposal will be stronger if you know -- and can clearly articulate -- what kinds of changes you seek. Setting concrete objectives is often an important step in ensuring that you can communicate your ideas to the people who will be reviewing the proposal.

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Methods. Now that you have described your organization, the problems you are concerned with, and the charges you hope to effect, you have set the context for a description of the project. A variation of the journalist's "Ws". applies to the preparation of this Methods section: You must answer *who* will be doing *what* for *whom*, *when*, and *why* you selected this approach.

This is your opportunity to paint a clear picture of your proposed project. Provide an overview of the strategy and activities that make up the project and then describe them in enough detail so that the funder will know how the project will work. Try to anticipate the reviewer's questions. If your project requires trained volunteers, for example, explain how the volunteers will be recruited and educated. If a traveling exhibit is part of your proposal, provide a general description of the exhibit content. If you plan to use a survey instrument, tell how, when, and by whom the survey will be developed and conducted, and explain how the results will be used.

When possible, explain the *products* that you anticipate resulting from the project. These might be materials developed, public meetings held, exhibits constructed, teachers trained, or workshops conducted.

Link your strategies, activities, and products to a clear project schedule. Be realistic about this schedule, since you will have to live with it later. Tying the schedule to measurable outcomes or milestones will make it easier to report to the funder about your progress after the grant is awarded.

Include as part of your project description a characterization of the target audience. Cite how this audience has been consulted during the development of your proposal, and how the target audience will be represented in your efforts to evaluate the project.

In this section, you should briefly introduce key project personnel and describe why they were chosen for this project. In an Appendix, you should include -- if allowed by the grant guidelines -- brief resumes or curriculum vitae of a these key project personnel. These attachments should be written specifically for use with the proposal, and should emphasize experience relevant to the proposed project, using terminology similar to that used in the proposal.

The Methods section also provides another opportunity to enhance your credibility by showing the funder that you are aware of alternative approaches to the problem you are addressing. It is important to tell the funder why you have chosen the approach you propose. What are the shortcomings of other approaches? Why will they not work as well for your organization or your purposes?

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Evaluation. Every project proposal should contain an evaluation plan that will operate in conjunction with the project. Evaluation can contribute to your project in two ways. Process evaluation provides information necessary for improving the project as it goes along. Outcome evaluation measures the success of your project in meeting its objectives.

In this section, describe to the funder both the evaluation procedures and the criteria that will be used. Make your evaluation plan as objective as you can -- plan to measure the program's results in concrete ways. You may want to enlist the assistance of an outside organization in designing and/or conducting your evaluation, since it is often difficult to be objective in evaluating your own program. If you choose this approach, consider including the organization's name and brief credentials in the proposal.

The evaluation plan should be clearly linked with the objectives you have established in a previous section of the proposal.

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Program sustainability. Funders are keenly interested in how the program, its offshoots, or benefits will be sustained after the grant funding runs out. If you view a grant as an investment, this interest is understandable. In this section, you must offer the grant maker a jurisdiction for that investment. How will the grant money work to create a long-term good?

Present the funder with a plan for sustaining the program. Rely on answers to questions such as:

- How will your capacity to operate the program grow during the time that it is funded by the grant maker?
- Will the project itself generate funds that will help perpetuate it?

- Can you get another organization or a government agency to agree to support the program if it is demonstrated to be effective?
- Are you in the middle of a capital campaign that will decrease your organization's reliance on grant funding?

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Budget. Build your budget -- your estimate of project costs and sources of funding -- on the groundwork laid by the *Project Goals and Objectives* and *Methods* sections of your proposal. Based on that understanding of your project, develop a list of costs that will be covered by funding, donations, or in-kind contributions. When preparing your budget, organize these costs into categories and indicate whether each one will be covered by the grant or by another source.

Three categories of costs are most commonly used: Personnel, Non-Personnel, and Indirect Costs. Check application guidelines, if available from the funder, for particular requirements or categories to use in organizing the budget.

Personnel Costs include salaries and wages, fringe benefits, and consultant and contract services. When figuring salary or wage costs for each program staff member, the following information provides clarity:

- Number of persons working under a particular title
- Full monthly salary per position
- Percent of time employed in grant
- Number of months in grant period
- Amount of grant funding requested
- Dollar equivalent of personnel expenses donated or volunteered
- Total cost for this personnel position

In your proposal, this formula will become a series of statements such as the following:

	Requested	Donated	Total
Project Director @ \$2,000/month @ 75% x 12 months	20,000	0	20,000
2 Curriculum Developers @ 1,500/month @ 50% time x 12 months	0	18,000	18,000
10 Volunteer Instructors @ 100 hours each/year x \$10/hour	0	10,000	10,000

Non-Personnel Costs include facilities costs, equipment rental, lease or purchase, office supplies, travel, and other costs that do not fit in another category. These are itemized in logical groupings. It may be helpful to distinguish what money is going to support the program (office supplies, staff travel, etc.) and

what money is going directly to support program participants (overnight lodging for students, teaching materials, etc.). Particularly at the local level -- in the case of small businesses, for example -- demonstrating the direct link between funding and benefits for participants may encourage support.

Indirect Costs are expenses which, while not easily identified with a particular project, are necessary to the operation of the organization that administers the grant-funded program. Indirect costs might include items such as building and equipment maintenance, administrative salaries, general telephone or supply costs, and depreciation. It is often impractical to separate these costs into the categories listed above, so it is common to use a standard indirect cost rate that attempts to estimate what percentage of an organization's general costs the project should cover. Some funders do not pay indirect costs, while some place upper limits on the indirect cost rate. Know the funding source's requirements.

Make your budget detailed, and make sure that you can substantiate the figures you use. Be sure that the funder will be able to understand your budget. It should be clearly laid out and any specialized items or labels should be explained. You may wish to link budget items with the project time-line you have developed, providing the funder with an outline of when the money will be spent. As well, a subsection which outlines the contributions of an organization that will participate in the project can help potential funders to see clearly how costs will be shared.

Many funding agencies have specific guidelines to help you prepare your budget, or forms to submit. Follow these carefully, if they are available. In addition, the Resources section of this booklet offers some suggestions about publications that may help you prepare a budget for your grant proposal.

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Appendix. Documents that support your grant proposal should be included in the Appendix. Information that is important but that would detract from the flow of the proposal belongs here. While the Appendix is generally not included in the page limit set for the proposal, you should limit your addenda to those documents that are requested by the funder or to those that you believe are important to making your most convincing case for funding. In general, unless many attachments are required by the funder, keep your Appendix as short as possible. Reviewers will appreciate your brevity.

Some items which might appear in an Appendix include certification of tax-exempt status, information about your organization such as a listing of the board of directors and the current operating budget and funding sources, letters of commitment or support for the project, and resumes or curriculum vitae of key project staff. (In many cases, it is better to craft a one- or two-page resume for each key person on the project rather than to include previously prepared -- and often quite lengthy -- resumes or curriculum vitae. These brief resumes should focus on skills and experience directly relevant to the proposed project. If longer curriculum vitae are available, you can note that on the Appendix cover page.)

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Other Tips and Tricks

Think like a grant reviewer. Especially if your proposal is your only contact with the funder, it is important to try to understand what will be important to the people who review it. This is your chance to make a good impression. Look through all the information you have gathered about the grant maker's funding priorities and what the proposal requirements are. Use this insight to direct the development of your proposal. Remember that reviewers are likely to be looking at many applications, so do your best to **grab their attention, make your point quickly, and be creative and positive in explaining your idea.** Be clear and specific from the outset. Pique the reviewer's interest by making a clear connection between your proposed project and the interests of the funding organization.

You may consider asking someone who is not directly involved with preparing the proposal to read it, paying careful attention to how it conforms to the criteria offered in the grant guidelines provided by the funder.

Be careful about details. Details can make the difference between a good grant proposal and an excellent one. Pay attention to the appearance and format of your proposal. Is it easy--to-follow and readable? Does it conform to all requirements set by the funder? Use standard margins and type size. Make sure that you have the document proofread to avoid errors in grammar, syntax, and readability that can make your proposal seem unprofessional.

Unless the funder specifies otherwise, do not bind your proposal, use colored photos or covers, or insert pages on heavy colored stock. The funder usually needs to make copies of the proposal, and you need to do what you can to help ensure that the copies will be as readable as the original. Because of the widespread use of multiple reviewers working from photocopies, inserts such as brochures or accompanying materials such as video tapes may prove to be counter-productive since not all reviewers may see them. *In general, producing a self-contained proposal on white paper, using a high-quality printer is the best way to communicate your request.* (The application guidelines may require you to submit more than one copy of the proposal.)

Do not exceed the funder's established limits on application length. Say what you need to say in the space allotted. Clarity and concision are key virtues in writing grant proposals. If the funder has established no limit on length, limit yourself to 10 pages or less for the body of the proposal. Appendices are usually not included in this page count.

Follow up with the funder. If your proposal is funded, keep the funder informed about your progress. Be careful to meet the funder's requirements or the proposals specifications for regular reports. If your proposal is rejected, write a letter offering your appreciation for the funder's consideration of to photocopy. your request. Some fund raisers advocate sending brief project updates if your project is funded elsewhere. This may build your organization's credibility for future funding requests; but if the funding agency is short on staff these updates may not be read. Use your judgment, based upon what you know about the funder and the process used to review and fund proposals.

While you are waiting to hear whether your has been funded, respect the need for the funding organization to conduct its review process and come to its decisions. After you are certain that your application has been received in its entirety by the funder, additional telephone calls and letters are generally more likely to create a nuisance for the funder than they are to help your proposal's cause.



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Resources for your Funding Search

Please select from the following topics:

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- [For Grant Research](#)
- [For Proposal Writing](#)



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For Program Development and Funding Alternatives

Discover Total Resources: A Guide for Nonprofits, published by Mellon Bank, assists nonprofit board members, staff, or volunteers in assessing the full range of resources available to them. It encourages nonprofits to think broadly about resources -- from money to people, goods, and services -- by providing a comprehensive and detailed checklist of sources to consider. Free copies are available to nonprofit organizations by request from:

Discover Total Resources
Mellon Bank
One Mellon Bank Center, Room 1830
Pittsburgh, PA 15258-0001
(412) 234-3275

A Guide to Designing Effective Proposals, published by the World Wildlife Fund Organizational Development Program, guides nonprofit organization through the basic steps in project development and links that process with the larger processes of organizational planning, management, and evaluation. The Guide is a flexible, self-paced instructional manual for designing projects and creating proposals. Copies are available for \$13.00 each from:

World Wildlife Fund Publications
P.O. Box 4866, Hampden Post Office
Baltimore, MD 21211
(410) 516-6951

How to Shake the New Money Tree: Creative Fund-Raising for Today's Nonprofit Organizations, by Thomas G. Dunn (Penguin Books, 1988). Offers ideas for innovative fund-raising methods for nonprofits. It provides step-by-step guidance for selecting and implementing fund-raising efforts that give donors -- whether individual or corporate -- something tangible for their dollar.

Strategic Planning Workbook for Nonprofit Organizations, written by Bryan W. Barry and published by the Amherst H. Wilder Foundation, guides nonprofits in making choices about their goals, how they will accomplish them, and how they will attract the resources they need. It provides a general orientation to strategic planning and a guide to nonprofits developing a strategic plan. Copies are available for \$25

each, plus a \$2 shipping charge, from:

Amherst H. Wilder Foundation
Attn: Publishing Center
919 Lafond Avenue
St. Paul, MN 55104
(612) 642-4025

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For Grant Research

Please select from the following topics:

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Periodicals

Chronicle of Higher Education, published weekly by The Chronicle of Higher Education. Provides news reports and editorials on all facets of higher education in the U.S., Canada, and abroad. Includes reference lists of relevant research, books, seminars, workshops, fellowships, and grants. Subscriptions available from:

The Chronicle of Higher Education
1255 23rd St, NW #700
Washington, DC 20036

Chronicle of Philanthropy published biweekly by The Chronicle of Philanthropy. Provides updates on trends and new developments in the world of philanthropic giving. Aimed at fund raisers, foundation employees, corporate grant makers, and people who work for nonprofit organizations in health, education, religion, the arts, and social services. Subscriptions available from:

The Chronicle of Philanthropy
P.O. Box 1989
Marion, OH 43306

Federal Register, published weekdays by the National Archives and Records Service, General Services Administration. Documents opportunities -- and the rules and regulations that govern them -- for federal

funding. Each Wednesday's edition lists funding application deadlines in a "Reminders" Section. Foundation News, published bimonthly by the Council on Foundations in Washington, DC. While it is primarily directed at philanthropic foundations themselves, this publication touches on some foundation-related topics of interest to grant seekers. Subscriptions available from:

Foundation News
P.O. Box 2029
Langhorne, PA
19047

Nonprofit Times, published monthly by the Davis Information Group. Provides news and how-to information on funding and management for nonprofit organizations. Subscriptions available from:

Davis Information Group
190 Tamarach Circle
Skillman, NJ 08558

The Whole Nonprofit Catalog, a periodic publication of The Grantsmanship Center in Los Angeles, CA. This publication, which examines issues related to program management and fund raising, is mailed free of charge to staff of nonprofit and government agencies.

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Publications

Annual Register of Grant Support, published annually by R.R. Bowker. This is a standard reference available at many public and libraries. Information provided includes area of interest, types of giving, and basic information about the funding organization. Includes grants from government, private foundations, corporations, and federated organizations such as the United Way.

Catalog of Federal Domestic Assistance, published annually by the U.S. Office of Management and Budget, is the major reference source on federal funding programs. It is available in many public and university libraries, and in many federal and state government offices.

The Corporate Fund Raising Directory, published annually during the 1980s by the Public Material Service Center. This reference book is still found in many libraries. Although the information provided may be out-of-date, it provides a starting point for learning about corporate charitable contributions and programs.

Encyclopedia of Associations: International Organizations, published annually by Gale Research, Inc.

Covers nonprofit organizations which are international in scope, membership, or interest. Includes national organizations headquartered outside the United States.

Encyclopedia of Associations: National Organizations of the United States, published annually by Gale Research, Inc. This standard reference guide to over 23,000 national and international organizations includes name and keyword indexes, and is organized by broad fields such as law, education, etc. Available in many libraries and on CD-ROM.

Encyclopedia of Associations: Regional, State, and Local Organizations, published annually by Gale Research, Inc. This reference volume is organized by regions, and within each region, by state and city.

Environmental Grantmaking Foundations 1992, published by the Environmental Data Research Institute. Offers details on 250 private and community foundations that give environmental grants and provides multiple indexes. [This directory is available on-line through EcoNet. To gain access, call the Environmental Data Research Institute at (800) 724-1857. New York residents call (716) 473-3090. Fax (716) 473-0968.]

The Foundation Directory, published annually by the Foundation Center and distributed by Columbia University Press. This directory may well be the "Bible" of foundation research, offering over 6,300 listings in the 1993 edition. It covers U.S. charitable organizations with assets of over \$1 million or annual giving over \$100,000, offering basic information on each organization, its funding priorities and limitations, and application procedures. 25

The Foundation Directory, Part 2, also published annually by the Foundation Center, offers information on smaller foundations with annual giving between \$25,000 and \$100,000.

FRI Prospect Research Resource Directory (Second Edition), edited by Alex Norsworthy (Fund Raising Institute, 1991). Lists and describes hundreds of resources for finding information on funding prospects. Includes alphabetic and geographic indexes.

Other publications of the Fund Raising Institute. The Fund Raising Institute, a division of the Taft Group, offers dozens of professional fund raising publications including research guides, organization-building manuals, and how-to books for different kinds of fund raising. Publications catalogs are available from:

Fund Raising Institute
12300 Twinbrook Parkway, Suite 450
Rockville, MD 20852-9830
(800) 877-8238

Gale Environmental Sourcebook: A Guide to Organizations, Agencies, and Publications, published by Gale Research, Inc., 1992. Details national and international organizations, government agencies,

research facilities and educational programs, publications and information services, scholarships and awards, and sources for green consumers.

Grants for Environmental Protection and Animal Welfare, published by the Foundation Center. The current edition is dated 1991/1992. Lists thousands of recently awarded grants for \$10,000 and more, including grants for environmental education.

Guide to Federal Funding for Governments and Nonprofits, a loose-leaf volume published by Government Information Services, updated periodically.

How to Find Philanthropic Prospects, written by Jeanne B. Jenkins and Marilyn Lucas (Fund--Raising Institute, 1986). This is a practical manual for fund-raisers and other nonprofit executives. It is a comprehensive guide to uncovering and cultivating sources of philanthropic income.

National Data Book, published annually by the Foundation Center, provides information on over 34,000 grantmaking foundations, including smaller foundation that are often difficult to find in standard references. This publication, organized by state, provides very basic information such as the foundation name, address, principal officer, assets, and grant disbursements.

National Directory of Corporate Giving Programs and Corporate Foundations, published by the Foundation Center. Details over 1,400 foundations and some 600 direct giving programs. Provides general information about the corporation, giving priorities, and application information.

The National Guide Funding for the Environment and Animal Welfare, a new publication of the Foundation Center (1992) which details over 1,100 foundations and corporate direct giving programs.

Taft Corporate Giving Directory, updated annually by The Taft Group. Provides information about corporate foundations and direct giving programs, including funding priorities, typical recipients, and application guidelines.

The United States Government Manual, published by the Office of Federal Register of the National Archives and Records Service (U.S. Government Printing Office), provides information about state and local agencies that distribute federal funds.

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Organizations

The Foundation Center, 79 Fifth Avenue, New York, NY 10003-3076. In addition to publishing an array of resources for fund raising (some of which are listed above), the Foundation Center maintains a

nationwide network of foundation reference collections for free public use. Its main libraries in New York and Washington, DC, house national collections, while regional libraries in Cleveland and San Francisco cover the Midwest and the West, respectively. In addition, the Foundation Center has over 190 cooperating collections housed primarily in public libraries across the country. (A list of these cooperating collections is available from the Foundation Center office.) These collections maintain a basic selection of Foundation Center publications and provide reference services. Other services of the Foundation Center include membership programs which provide direct telephone access to research services and online services offered through DIALOG.

The Grantsmanship Center, 1031 South Grand Avenue, Los Angeles, CA 90015. The Grantsmanship Center provides fund-raising training programs for nonprofits and public agencies, in cities across the country. In addition, it offers a variety of publications on program development and fund raising, including the widely used Program Planning and Proposal Writing, and the Whole Nonprofit Catalog (both detailed elsewhere in this section).

Libraries and offices of local foundations may offer helpful information.

Sources for **IRS Form 990**

IRS Form 990 A.R. or 990 P.F. is sometimes available from the foundation itself. But when it is not, check the following sources:

- The attorney general's office in the state in which the foundation is incorporated and maintains its principal office.
- National and district IRS offices.
- Foundation Center collections.



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For Proposal Writing

A Guide to Designing. Effective Proposals, published by the World Wildlife Fund Organizational Program. (Details provided above in this Resources... section.)

The Grantsmanship Center NEWS, published bimonthly by The Grantsmanship Center, Los Angeles, CA. Focuses on fund raising and proposal writing.

Program Planning & Proposal Writing Introductory Version, written by Norton I. Kiritz and Jerry Mundel (The Grantsmanship Center, 1988). This brief publication offers a basic format for planning and writing proposals.

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Environmental Justice Through Pollution Prevention (EJP2) Grant Program



Please select from the following topics:

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Overview

In recent years, the environmental justice movement has focused attention on the need to more actively ensure equitable environmental protection for all, and to empower those most often disenfranchised from the decision-making process - the poor and people of color. Environmental Justice Through Pollution prevention (EJP2) can play a central role in reducing environmental risks while promoting public involvement and economic benefits. Through the EJP2 grant program, EPA provides financial

assistance to help minority and low-income communities address emerging environmental issues by using pollution prevention as the solution rather than traditional pollution control techniques.

Notice of Availability of Multimedia Environmental Justice Through Pollution Prevention Grant Funds

The EJP2 grant program has been in existence since 1995. The following amounts have been made available for this grant program:

[1995 - \\$4.2 million](#)

[1996 - \\$1.6 million](#)

[1997 - \\$4.2 million](#)

The request for proposals will typically be published in the Federal Register by the beginning of the year. The application period for the grant program typically closes in the Spring. Awardees are selected through a competitive process co-administered by EPA's Regional Offices and the Pollution Prevention Division (in Washington, DC).



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Scope and Purpose of the EJP2 Grant Program

The purpose of the EJP2 grant program is to support the use of [pollution prevention approaches](#) to address the environmental problems of minority communities and/or low-income communities. This grant program is designed to fund projects which have a direct impact on affected communities. Funds awarded must be used to support pollution prevention programs in minority and/or low-income communities. The Agency strongly encourages cooperative efforts between communities, business, industry, and government to address common pollution prevention goals. Projects funded under this grant may involve public education, training, demonstration projects, public-private partnerships, or approaches to develop, evaluate, and demonstrate non-regulatory strategies and technologies.



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Definition of Environmental Justice and Pollution Prevention

Environmental justice is defined by EPA as the fair treatment of people of all races, cultures, and incomes with respect to the development, implementation, and enforcement of environmental laws, regulations, programs, and policies. Fair treatment means that no racial, ethnic, or social economic group

should bear a disproportionate share of the negative environmental consequences resulting from the operation of industrial, municipal, and commercial enterprises, and from the execution of federal, state, local, and tribal programs and policies.

The Pollution Prevention Act of 1990 establishes a hierarchy of environmental preferences. These practices include, in order of preference:

- Pollution prevention
- Recycling
- Treatment
- Disposal

Pollution prevention means source reduction. That is, any practice that reduces or eliminates any pollutant at the source of generation prior to recycling, treatment, or disposal. Pollution prevention also includes practices that reduce or eliminate the creation of pollutants through:

- Increased efficiency in the use of raw materials, energy, water, or other resources
- Protection of natural resources by conservation.

This grant program is focused on using the top of the hierarchy -- pollution prevention -- to bring about better environmental protection.

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Eligibility

Any affected, non-profit community organizations with section 501(c)(3) or section 501(c)(4) {1} IRS tax status, or state and federally recognized tribal organizations may submit an application upon the publication of this solicitation. "Non-profit organization" is defined as any corporation, trust, association, cooperative, or other organizations that is: (As a result of the Lobbying Disclosure Act of 1995, EPA (and other federal agencies) may not award grants to non-profit, section 501(c)(4) organizations that engage in lobbying activities. This restriction applies to any lobbying activities of a section 501(c)(4) organization without distinguishing between lobbying funded by federal money and lobbying funded by other sources.)

1. Operated primarily for scientific, educational, service, charitable, or similar purposes in the public interest.
2. Not organized primarily for profit.
3. Uses its net proceeds to maintain, improve, and/or expand its operations.

While state and local governments and academic institutions are also eligible to receive grants, preference will be given to private, non-profit, community-based/grassroots organizations, and state and federally recognized tribal organizations. Organizations must be incorporated, in order to be eligible to receive funds. Private businesses, federal agencies, and individuals are ineligible for this grant. Organizations excluded from applying directly, as well as those inexperienced in grant-writing, are encouraged to develop partnerships and prepare joint proposals with national, regional, or local organizations.

No applicant can receive two grants for the same project at one time. EPA will consider only one proposal for a given project. Applicants may submit more than one application as long as the applications are for separate and distinct projects.

In accordance with 40 CFR parts 30 and 23, EPA no longer requires cost sharing or matching under this grant program as it applies to institutions of higher education, hospitals, and other non-profit organizations, unless otherwise required by statute, regulation, Executive Order, or official Agency policy. Therefore, any matching requirements may need to be determined on a case-by-case basis depending upon the substantive focus of the grant proposal. Applicants that are governmental entities, such as state and local governments, have been subject to matching requirements in prior years. Matching or cost-sharing requirement may be satisfied through either cash or in-kind contributions.

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Summary

The purpose of this program is to support pollution prevention approaches that address environmental justice concerns in affected communities. The grant funds will support:

1. local environmental, environmental justice, community grass-roots organizations, as well as tribal governments that promote environmental justice using pollution prevention as the preferred approach
2. national and regional organizations who will, in partnership with local environmental, environmental justice, community grass-roots organizations, as well as tribal governments, promote environmental justice using pollution prevention as the preferred approach.

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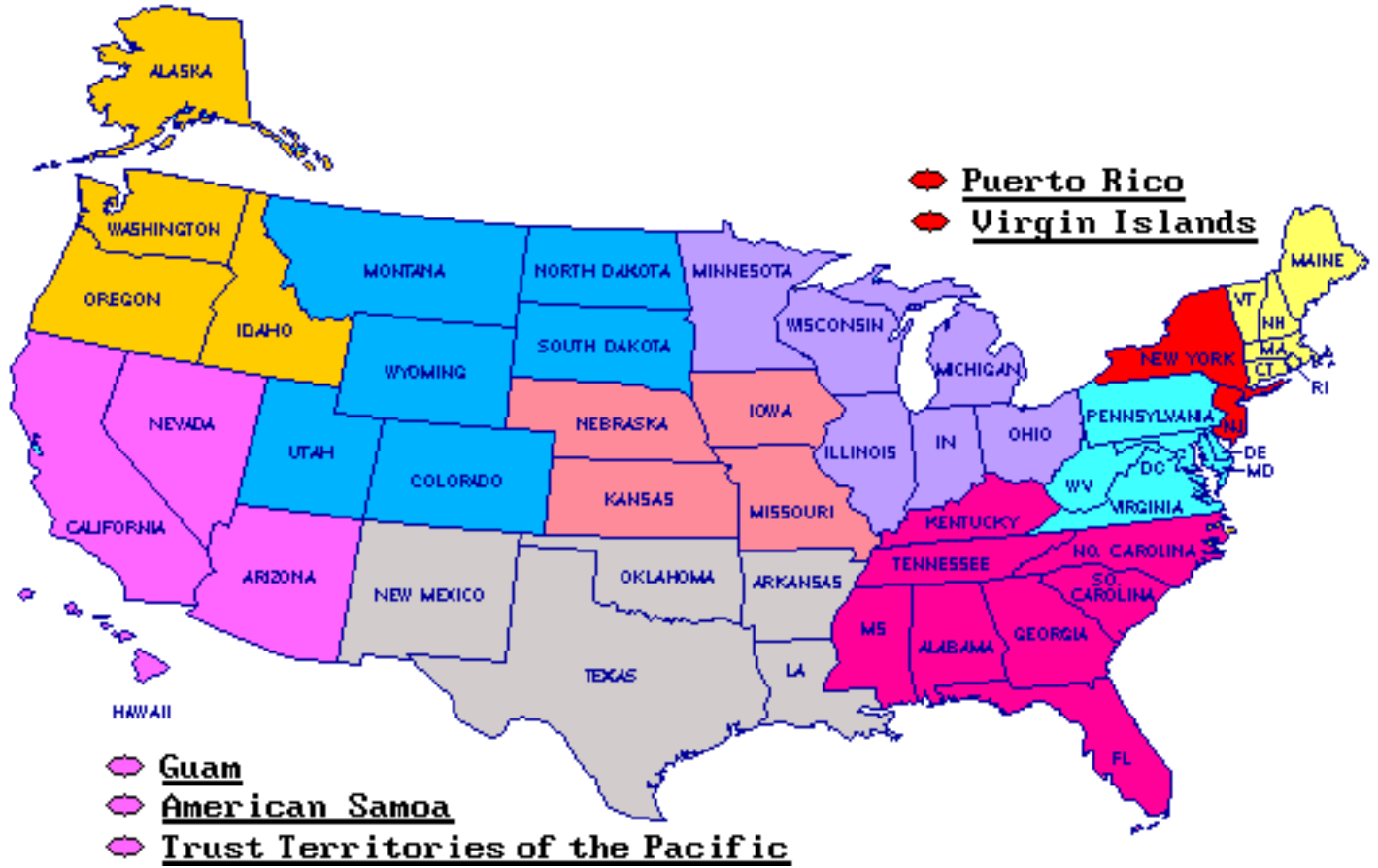
For Further Information Contact:

To obtain copies of the EJP2 grant program guidance and application package, or to obtain more information regarding the EJP2 grant program, please contact Chen Wen at (202) 260-4106. A complete electronic copy of the EJP2 grant program guidance and application package is also available on the EPA Homepage on the Internet. The EJP2 grant program guidance and application package is located at: <http://www.epa.gov/opptintr/ejp2> .

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Previous Environmental Justice Through Pollution Prevention Grants

During 1995 many national grants were awarded. Click on the region you want more information about.



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REGION 10

AMERICAN LUNG ASSOCIATION: PARTNERSHIP FOR ASTHMA IMPACTED ENVIRONMENTS AND INDOOR AIR QUALITY

\$ 25,000

Grant Award

The goal of this project is to facilitate the current efforts of the Community Coalition for EJ (CCEJ) to strengthen and build a community coalition whose mission is to identify and eliminate EJ and to advocate and create EJ. The specific focus of the work will be to utilize a partnership opportunity to address the excessively high rate of asthma among residents of Central Seattle and portions of Southeastern Seattle known as Rainier Valley. Both urban neighborhoods have large proportions of minorities and below standard living conditions. The primary activity will be to mobilize and train volunteers to provide indoor air quality assessments to a number of households, with recommendations for source removal and further exposure to contaminants, as well as to provide information and education to persons identifying themselves as suffering from asthma. The plan for the project includes: 1) develop a relationship with the community; 2) identify neighborhood concerns; 3) conduct individual outreach; 4) develop mechanisms for ongoing involvement; 5) secure and train core volunteers; and 6) provide community education.

CASCADIA REVOLVING FUND: MINORITY P2 LENDING PROJECT

\$ 75,000

Grant Award

In the Northwest, the Cascade Revolving Fund (the fund) is a community development financial institution (CDFI), a nonprofit community development loan fund that lends money to low-income entrepreneurs who cannot obtain funding from traditional sources. Over the last several years, a number of small businesses have described their inability to find financing to implement pollution source reduction strategies. Minority-owned small businesses have additional problems in finding financing for this purpose. In response, the fund has developed a P2 Lending Program (P2), which will encourage the adoption of P2 strategies by small businesses by removing barriers created by the lack of financing and fear of technology. The fund will provide both loans and technical assistance to implement source reduction strategies. Under the program, the fund has made two loans to date, one to a minority-owned dry cleaner and one to a machine shop. The project will target minority-owned small companies that release pollutants to air, land and/or water or that generate waste. The loans funded will be for the "Highest and Best" P2 uses and not for non-P2, or end-of-pipe activities. Loans will not be limited exclusively to fixed assets acquisition but may include funding for training programs as well. The borrowers will act as demonstration sites, so certain intangible qualities such as willingness to be a demonstration site are important. Potential target industries include: dry cleaners, printers, machine shops, auto body repair shops, photofinishers, ship repair yards, and metal bearing waste generators.

CITY OF PILOT POINT: PILOT POINT EJP2

\$ 49,737

Grant Award

Pilot Point, AK, is a predominantly Native American community, isolated from access to the state's road system by extreme terrain conditions and climates. While the community has made progress with sewer, water, and electricity projects for the base population, the impact of the increased summer population continually creates additional health problems that over-burden the limited resources of the community to be able to develop and implement P2 strategies effectively. The community believes that it can work toward accomplishing its goal with assistance from the grant program, which will help the community develop an Environmental Services Coordinator administrative position. The coordinator will: 1) identify pollution concerns and develop prevention strategies, such as raising awareness of issues through public education; 2) identify industrial pollution problems and develop prevention action plans; 3) work with construction project designers to limit potential environmental damage; and 4) network with other regional communities and EPA on environmental P2 concerns via conference travel and computer.

**PAINTING INDUSTRY PARTNERSHIP: THE PAINTING
INDUSTRY PARTNERSHIP'S PROGRAM TO INTEGRATE
POLLUTION PREVENTION INTO PUBLIC HOUSING PAINTING
JOBS AND COMMUNITIES**

\$ 50,000

Grant Award

This program will address pollution problems created by the use of paint and solvents by public housing authorities and their contractors during facility maintenance, renovation, and modernization. Community education for public housing tenants, worker training and technical assistance to tenant councils, and small painting contractors and public housing authorities about methods of P2 for painting will be integrated into existing programs designed to provide jobs, training, and other work opportunities to public housing residents. Two affected communities will be involved in the program: 1) tenants of public housing, which are low-income communities generally composed of a disproportionate number of people of color and women; and 2) painters working for small business paint contractors, who work for housing authorities. The program consists of: 1) developing a four-hour P2 in painting class for painters; 2) conducting a 16-hour "train-the-trainer" class for 10 instructors from Washington and Oregon on the four-hour P2 class; 3) having trainers conduct 20 classes for 200 painters in Seattle, Tacoma, and Portland; 4) conducting 20 public education sessions for public housing residents, tenant councils, and housing authority staff in Seattle, Tacoma, and Portland; 5) providing technical assistance with P2 to public housing residents, tenant councils, housing authority staff, paint contractors, and workers throughout the Northwest; and 6) distributing program educational materials, questionnaires, and evaluation instruments to assess program success.

**SEA MAR COMMUNITY HEALTH CENTER: COMMUNITY
EDUCATION ON ENERGY CONSERVATION, SOLID WASTE
REDUCTION, AND INDOOR AIR QUALITY**

\$ 25,000

Grant Award

Sea Mar Community Health Center is a nonprofit organization with more than 17 years of experience in providing a multitude of health and social services to low-income populations, with an emphasis on Hispanic, migrant and seasonal farmers, homeless, and isolated rural poor. The agency has facilities throughout Western WA. The proposed project will provide community education through a number of avenues, beginning with its current customer base of low-income and minority populations. The training will include instruction for energy conservation, solid waste reduction, indoor air quality and field experience in conducting workshops for consumers. Nine to ten workshops will be held, with approximately 56 staff members receiving training. From the training, Sea Mar will implement and provide the following program components to low-income and minority clientele: 1) initial and follow-up home visits to provide client education, evaluation, and both pre- and post- testing; 2) client workshops pretesting at workshops with phone/home visits for post evaluation; 3) one-on-one client education using existing Energy Assistance Program staff to provide services to approximately 200 low-income clientele, many of whom are living in subsidized housing projects and are people of color; 4) conduct large mail-out of over 4000 clients three times per year; 5) bilingual articles, brochures, and flyers to educate community; 6) organization-wide policy development on solid-waste reduction, energy conservation, targeting more than 520 employees and enabling the Agency to set an example for other agencies as well as clients; and 6) detailed written evaluation of the program and its success and/or failure.

SPOKANE TRIBE

\$ 25,000

Grant Award

The Spokane Indian Reservation faces a large and growing problem with noxious weeds on its 157,000 acres of range land. Unable to afford an integrated pest management plan, the community has approached the problem by using whatever funds are made available by the BIA to purchase chemicals and spray infested areas of land. This budget-driven approach to pesticide use threatens the health of the tribe and its land. To address this issue, the following project proposes to use EJP2 funds to develop an integrated pest management strategy to allow the tribe to examine pest control in a comprehensive way and to integrate pest control with other resource management goals. Grant funds will allow the tribe to apply pesticides on the basis of need, as assessed in a survey of reservation pest problems. Funding will also support the tribe's efforts to convert from chemical pesticides to biological pest controls and train tribal members to assess pollution issues connected with pesticide applications. A coordinator will be hired to help the tribal community develop and implement the project.

**UNIVERSITY OF NORTHERN IOWA: MOBILE OUTREACH
FOR P2 IDAHO TOUR**

\$ 70,743

Grant Award

Small rural communities and tribal businesses face many barriers to implementation of P2. In rural locations, hazardous waste management service providers are few and provide infrequent pickup of wastes, thereby driving up the cost of proper waste management. Frequently, businesses and tribal environmental attitudes are compatible with P2 thinking, but sources of education and how-to information are lacking. The Mobile Outreach for P2 (MOPP) has been developed specifically to provide on-site assistance and learning experience for those who are least likely to receive this type of help poor rural communities and Native American tribes. The primary goal of MOPP is to activate positive change in management of vehicle maintenance wastes in rural ID and on tribal lands. To attain this goal, five objectives have been identified: 1) determine the needs and local resources of the state of ID to enable selection of demonstration sites; 2) tailor the MOPP project to specific ID small business needs in vehicle maintenance, auto body paint/repair and related industries; 3) work with ID partners to establish the proven system in ID; 4) provide an educational experience that will lead to a significant change in environmental awareness and waste management behavior by businesses in the target area; 5) build working relationships and make essential contacts with native American tribes so that future MOPP projects can be tailored to better meet their needs.

**URBAN LEAGUE OF PORTLAND: EJP2 COMMUNITY
EDUCATION PROGRAM**

\$ 79,155

Grant Award

Portland's legacy of EJ is similar to other American cities: the region's major sources of air, water, noise, and solid waste pollution are all in close proximity to residential areas that have high percentage of low- income people and minorities. Today, the North/Northeast area is home to more toxic cleanup sites than any other region. Cleanup sites include the Gould Batteries Superfund site, the McCormick & Baxter Superfund site, the Rhone Poulenc Site, and the closed St. John's Landfill, the region's largest landfill that has leached toxic substances into the nearby Smith and Bybee Lakes. The goal of the program is to educate and empower residents of North/Northeast Portland to become effective advocates for the environmental health of their communities and to adopt personal behaviors that will reduce pollution levels in their communities. The program objectives include: 1) teaching residents to adopt behaviors that will help reduce the level of pollution they generate; 2) educate residents about the environmental history of their community and the costs associated with pollution; 3) train residents to effectively monitor and participate in public decisions about land uses that can create pollution in their community; and 4) develop public education methods and materials that can be easily replicated in other communities.

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REGION 9

CITY OF NOGALES, AZ: USE OF P2 TO ADDRESS EJ ISSUES

\$ 86,250

Grant Award

More than 90 percent of the City of Nogales' population is of Hispanic origin. In addition, slightly more than 30 percent of the city's total population lives below the poverty level. Nogales' historical economic base has relied heavily on the industrial sector, notably under the auspices of the maquiladora program, which has attracted significant industrial operations to Ambos Nogales. The proposed project would utilize a combination of public participation and direct assistance to industry in order to increase the use of P2 techniques throughout the community. The public participation activities are designed to provide Nogales' residents with various tangible means of advocating the use of P2 and the ability to nominate specific facilities to receive a high priority for inclusion and evaluation in the technical assistance portion of the project. Direct technical assistance of industry would focus primarily on evaluating opportunities for P2 and assisting industries in implementing P2 practices, including developing a prioritization plan for which facilities would be addressed first, conducting workshops and facility-specific evaluations of P2 opportunities, implementing a system to measure progress in terms of the reduction in chemicals and/or resources used, and the evaluation and establishment of a means to help facilities finance P2 techniques.

INSTITUTE FOR RESEARCH AND TECHNICAL ASSISTANCE: REPAIR AND MAINTENANCE CLEANING AND REDUCING THE OVERALL HUMAN HEALTH AND ENVIRONMENTAL RISK

\$ 96,750

Grant Award

Auto repair facilities in the Los Angeles inner city area use parts cleaning units to remove oil, grease, and other soils from automotive parts, accessories, tools, and other equipment. Generally, the parts cleaning equipment uses mineral spirits containing aromatic fractions that include chemicals classified as air toxics that cause cancer and birth defects. The workers in the auto repair facilities, many of whom are people of color, are exposed to the solvents. The community surrounding the facilities, which has a significant representation of low-income and/or people of color, is also exposed to the solvents. The proposed project would be conducted with the collaboration of several organizations with P2 programs and would involve a demonstration to determine the technical and regulatory feasibility and the cost of substituting water-based cleaning formulations for the toxic mineral spirits used today. At least 20 auto repair facilities of various types would be selected as participants in the project with the assistance of the local trade organization. Equipment manufacturers and water cleaner formulators have agreed to donate cleaning units and formulations for the demonstration and testing. A study will be conducted to evaluate the toxicity of the water based solvent, and the results of the study will be disseminated at a conference for auto repair shops. If water conversion appears desirable, a simple pamphlet for accomplishing the substitution will be prepared and distributed to auto repair facilities and their trade organizations. A P2 Best Management Practices brochure will also be distributed to increase P2 awareness.

PIMA COUNTY, AZ: EJ THROUGH TECHNICAL ASSISTANCE IN P2, SOURCE REDUCTION, AND HANDLING OF HAZARDOUS MATERIALS IN SOUTH TUCSON

\$ 72,000

Grant Award

The City of South Tucson, located on the south side of the metropolitan area and completely surrounded by the City of Tucson, has a population of 5,465. Minorities comprise approximately 93 percent of the City of South Tucson's population. The primary health concerns in the city have been the contamination of groundwater and air pollution; over the last decade, the city has faced a disproportionate share of health problems arising from groundwater contamination. This project is designed to affect the manner in which chemical products are used, stored, and disposed of by small business and homeowners. The proposal defines a plan to reach out to the small businesses and retailers of hazardous materials in the city in order to provide them with technical assistance about P2 techniques and practices. The tasks will include: 1) survey of businesses; 2) needs assessment and action plan; 3) site visits and evaluation; 4) education/information material development; 5) amnesty month; 6) ongoing contact; 7) retailer contact, education, and material development; 8) advisory board; 9) project evaluation; 10) adapting the prototype project in South Tucson to other communities in Region 9.

RESOURCE POLICY INSTITUTE: PROGRAM FOR EMERGING LEADERS

\$ 50,000

Grant Award

A training and technical assistance program is proposed to develop and strengthen community leaders with capabilities for applying P2 solutions to EJ issues. The program will entail: 1) direct training; 2) practice P2 assessment; 3) development of training module for use by trainees and others for furthering understanding and action in this critical field. The project will: 1) train community leaders in conducting a community-based P2 program; 2) partner trainees with experienced P2 engineers associated with the City of Los Angeles' Hazardous Waste Reduction Assistance Program to perform P2 opportunity assessments at both large and small businesses within the community; 3) measure P2 and the cost savings that resulted from recommendations offered during the assessments; and 4) develop a EJP2 community leader training module.

SOUTH BAYSHORE COMMUNITY DEVELOPMENT CORPORATION, INC.: BAYVIEW/HUNTER POINT COMPOSTING PROJECT

\$ 95,000

Grant Award

The South Bayshore Development Corporation (SBCDC) proposes to develop a community-owned and operated composting operation, Bayview Compost, at the Hunter Point Naval Shipyard. The facility will compost plant trimming and food material into soil amendments for use by local greening and gardening projects and for sale to landscapers and topsoil dealers. The Bayview/Hunter Point area is a predominantly African American community that has experienced a long history of industrial pollution. The Naval Shipyard is now a Superfund site yet to be remediated. The project provides a community-based solution to recover the environmental integrity of the area, to improve the quality of life, and to bring about renewed economic vitality through: 1) developing a community-based business that is an environmentally friendly alternative to the existing and proposed industrial facilities in the Hunter Point/ Bayview area; 2) generating public involvement and empowerment through local training and outreach; 3) providing economic opportunities for local residents via creating jobs at the compost operation and its associated community programs.

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REGION 8

DENVER URBAN GARDENS: SUSTAINABLE URBAN GARDENS ù A P2 DEMONSTRATION PROJECT **\$ 25,000**

Grant Award

In 1994, Denver Urban Gardens (DUG), a nonprofit organization, became the sole organization responsible for preservation, management and planning, construction supervision, and volunteering coordination of 37 active and 12 new community gardens and small parks in the Denver areas. DUG makes available to low- and moderate-income persons an opportunity to supplement their diet by growing their own food in nearby community gardens. The project proposes to address the following EJ issues: 1) detrimental presence of derelict, polluted, vacant land in the inner city; 2) need for healthy pesticide-free food for low-income families and children; 3) need to reduce the volume of yard waste in Denver's Solid Waste Stream; 4) nonexistent P2 education in schools and inner-city neighborhoods; and 5) need for sustainable, convenient, and nearby income generating solutions. The first part of each of the 10 demonstration gardens will consist of a community effort to identify and clean up a polluted parcel of land. Secondly, residents will turn the land into a community garden to serve as a productive neighborhood focus for P2.

GRAND JUNCTION ENERGY OFFICE: RIVERSIDE TASK FORCE: EJP2 **\$ 55,000**

Grant Award

The Riverside community is a low-income, predominantly Chicano community located next to the Colorado River. It has historically been subject to a broad range of pollution hazards mainly associated with a drum reconditioning and manufacturing company located in the area for more than 30 years. Recently the Riverside Task Force, first formed in September 1993, proposed to convert an old school building into a community education center. The school district has agreed to sign the building over to the Riverside community as part of a district-wide pilot program. This grant proposes to make the building energy efficient and to use it as a model to demonstrate effective conservation methods. The task force will publicize the weatherization process and the results both in terms of energy conservation and cost savings. A minimum of 10 tours of the building will be offered. An "Energy Excellence Room" will be dedicated to classes and workshops that provide citizens with the information necessary to make sound environmental choices. The task force will offer a series of classes on weatherizing the home, consumer purchases that reduce household waste and save money, etc. Community members will also be trained to lead classes in both English and Spanish.

MONTANA STATE UNIVERSITY EXTENSION SERVICE: MONTANA TRIBAL P2 CONSORTIUM ù RESERVING A QUALITY CULTURE AND ENVIRONMENT **\$ 50,000**

Grant Award

There are nine Indian Tribal Nations located on seven reservations and adjoining communities in the state of MT. The Tribal Nations comprise 6.2 percent of MT's population. As independent nations, MT tribes have lacked the ability and resources to assess environmental issues unique to their reservations and design, implement, and evaluate effective strategies to prevent future environmental problems. The consortium's project goals include: 1) coordinate with existing and proposed reservation EJP2 efforts; 2) bring representatives from each MT Indian reservation together to discuss and deal with environmental issues common and unique to the reservations through the implementation of reservation P2 assessment and education/training; 3) establish tribal leadership teams, from each reservation, to create reservation P2 programs; 4) with the cooperation and input from each tribal leadership team, develop and conduct an assessment of environmental issues affecting the Native American population; 5) as a result of each reservation environmental issues assessment develop custom P2 education/training programs targeted to the affected audience, stakeholders, and reservation leadership; and 6) serve as a model program for other states with Native American reservations.

**NORTHWESTERN BAND OF THE SHOSHONI NATION: EJP2
EDUCATION TRAINING**

\$ 50,000

Grant Award

The purpose of this application is to develop, on behalf of all 89 tribes located within the borders of the State of UT and through a cooperative effort, a comprehensive strategy to assist the tribal governments in identifying environmental concerns and P2 processes to address these concerns within their own communities. The program will be structured to educate and train tribal leaders and program managers in P2 processes to manage their own environmental concerns. The grant will also discuss how the tribes could join forces and collectively establish an environmental office. This office would assist in the efforts to address mutual concerns and individual tribal concerns, as well in seeking funding to aid in the development of specific strategies related to environmental protection. Other efforts included in this grant include: identifying what tribal regulations/ ordinances currently exist for each tribe and what steps need to be taken toward the development and/or enhancement of environmental protection that include P2; how the regulations/ordinances are currently being enforced, and/or can these enforcement techniques be improved, or should a stronger cooperative effort between tribes, EPA, the state and local governments be developed; what are the tribal capabilities to respond to environmental emergencies, and/or what are the tribes' needs to accomplish this type of objective?

SINTE GLESKA UNIVERSITY

\$ 50,000

Grant Award

Many people on the Rosebud reservation live in houses that are full of hazardous materials. Sinte Gleska University (SGU), also on the reservation, is implementing an "Energy and Technology Policy. SGU has also begun to develop a "Sustainable Construction" component for the SGU Vocational Education Degree Building Trades Program. The focus is to teach SGU students how to best work with sustainable design, materials, and construction techniques using the tribe's locally available and natural resources to construct culturally appropriate nontoxic buildings. To achieve this goal, SGU will: 1) provide continuing education for SGU instructors; 2) teach SGU staff and students the need to learn how to do cost-benefit analysis for changing the existing university lighting system to the most energy-efficient lighting available; 3) teach youths how to design and build their own culturally appropriate, nontoxic buildings, using primarily tribal resources.

**SLIM BUTTES COMMUNITY YOUTH AGRICULTURE
DEVELOPMENT PROJECT: RUNNING STRONG FOR
AMERICAN INDIAN YOUTH**

\$ 25,000

Grant Award

The Slim Buttes Community Agricultural Development Project addresses P2 in agriculture through a demonstration program and training activities promoting organic gardening and sustainable agriculture. Through organic gardening workshops and gardening assistance provided to family and community gardening cooperatives, integrated pest management and alternatives to the use of pesticides is demonstrated. The Slim Buttes Project provides small-scale organic community farming cooperatives with agricultural technical assistance, equipment, supplies, seeds, and seedlings. Small-scale community farming allows families and neighbors the opportunity to work cooperatively and provide a means of self-sufficiency and self-worth. All gardens in the programs are completely organic. Running Strong for American Indian Youth is dedicated to helping Native Americans solve Native American problems through long-term, self-sufficiency programs. The Slim Buttes Project is designed to raise the standard of living and the self-esteem of the Ogalala Lakota on the Pine ridge Reservation. Through organic gardening workshops, field demonstrations, and "train-the-trainer" workshops, the Slim Buttes Community Agriculture Project can be easily replicated on other reservations in SD and neighboring states.

**SHOSHONE & NORTHERN ARAPAHO TRIBES:
POPULATION PROTECTION THROUGH P2**

\$ 40,000

Grant Award

The goal of this project is to reduce the exposure of tribal members to potentially toxic chemicals through a combination of efforts aimed at education, access to information, planning for pollution prevention, elimination of hazardous materials from individual homes, and a preliminary assessment of epidemiological conditions on the reservation. This project will focus on education and training of tribal government employees, education of the population at large, and education of individuals routinely involved in the handling and application of hazardous materials. Products include a needs assessment, a computerized epidemiological database, and a mapping of groundwater vulnerability through GIS.

TRI-COUNTY HEALTH DEPARTMENT: EJP2**\$ 30,000**

Grant Award

Southwestern Adams County includes Commerce City and the northern part of the city of Aurora. It is surrounded by five National Priority List Sites, including Rocky Mountain Arsenal. It is a heavily industrialized area with many manufacturing and transportation-based companies, including large trucking firms, oil refineries, and flour mills. This presence has a significant impact on the communities of Commerce City and north Aurora, which are economically disadvantaged areas with significant minority populations and a high proportion of people living in poverty. Commerce City and north Aurora residents are at risk of exposure to toxic pollutants because of the heavy concentration of large and small industry in these areas. At the same time, these communities are home to many low-income individuals as well as people of color. To reduce VOC emissions from businesses such as auto maintenance facilities, print shops, dry cleaners, and others, P2 strategies are imperative. Therefore, as part of its comprehensive air quality program, Tri-County Health Department plans to work closely with these businesses to provide education and technical assistance on proven methods for reducing and/or preventing VOC emissions into ambient air.

**TURTLE MOUNTAIN BAND OF CHIPPEWA INDIAN TRIBES:
P2 COMMUNITY EDUCATION AND INVOLVEMENT PROJECT****\$ 25,000**

Grant Award

The Turtle Mountain Chippewa Reservation is located in north central ND. Most of the reservation is wooded, and supports an economy of agriculture, livestock, various businesses, tribal and federal agencies, hospitals, and the Turtle Mountain Manufacturing Company (TMMC). The reservation is located in Rolette County, ranked as the 11th poorest county in the U.S. TMMC is the major employer and is an industrial facility that manufactures trailers for the Department of the Army. Large amounts of paint, solvents, acids, chemicals, and other hazardous wastes are utilized at this facility. In 1988 EPA began enforcement action at the TMMC for violating the RCRA requirement regarding handling of hazardous and solid wastes. The tribe's sole source of reliable drinking water lies below agricultural croplands and is adjacent to the reservation. This aquifer is subject to the effects of fertilizers and pesticide use. The grant project will develop an intensive series of educational and informational meetings designed to inform tribal members and residents of the importance of implementing and enforcing environmental policies and codes. A P2 coordinator, in conjunction with the Tribal Environmental Coordinators Office, will institute P2 training and awareness mechanisms, including regular and frequent meetings with tribal elder groups, community colleges, local schools, tribal programs, federal and state agencies, and the local business community. Community members will receive informational material, and an environmental steering group composed of stakeholders will be educated on major environmental laws and other opportunities.

**TURTLE MOUNTAIN RESERVATION OF NORTH DAKOTA &
WRITAR: SUSTAINABLE BUSINESS DEVELOPMENT P2 IN
MANUFACTURED HOUSING****\$ 50,000**

Grant Award

The disproportionately high use of manufactured housing by Native Americans leads to long-term human exposure to well-documented indoor air quality hazards existing in manufactured homes. Current manufactured housing design does not integrate environmental considerations such as material selection, use and application. Further, while representing a significant portion of housing units for Native Americans, existing manufactured housing is not responsive to the needs of Native Americans. This project will: 1) foster provision of affordable, healthy, resource-efficient housing by a locally based industry; 2) complete a DfE on manufactured homes by developing a manufactured housing design utilizing materials and methods that minimize the use of natural resources in the manufacturing process, as well as in use and maintenance of these homes; 3) identify and integrate specific environmental and cultural needs of Native Americans into this DfE for manufactured homes; 4) create a business plan for Turtle Mountain Manufacturing Company that addresses economic injustices by strengthening the economic base of this reservation through the fabrication of sustainable manufactured housing to serve the local population.

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REGION 7

ARKANSAS INSTITUTE FOR SOCIAL JUSTICE

\$ 20,000

Grant Award

The Missouri Chapter of the Association of Community Organization for Reform Now (ACORN), in cooperation with the Arkansas Institute for Social Justice (ISJ), will establish a community outreach, education and training project on environmental justice issues. The overall goal of the project is to assist community leaders in lower-income minority communities of St. Louis obtain information on the environmental status of their communities, to increase community participation in decision-making and empower communities to develop community-based pollution prevention strategies. To achieve this goal, the project will implement an outreach, education and training program to enable 30 community leaders to use geographic information systems (GIS) and employ the technology as a tool to achieve environmental justice.

HASKELL INDIAN NATIONS UNIVERSITY: CURRICULUM DEVELOPMENT IN POLLUTION PREVENTION AND OUTREACH TO INDIAN COMMUNITY

\$ 45,000

Grant Award

Haskell Indian Nations University was established in 1884 to serve the Native American community. This project deals with two focus areas: training in decision-making and problem-solving and advancement of partnerships. Decision-making training will be implemented through four activities: 1) facilitate on-site workshops and training at reservations or urban concentrations for selected topics; 2) provide on-site training for the measurement and monitoring of various indications of pollution intensity; 3) provide investigative research support for tribal needs in microbiology/toxicology; 4) develop and enhance public and private partnerships.

LINCOLN-LANCASTER COUNTY HEALTH DEPARTMENT: EJP2 IN LINCOLN: DEFINITION, FOCUS, AND OUTREACH

\$ 39,000

Grant Award

Lincoln-Lancaster County Health Department (LLDHD) proposes to: 1) survey Lincoln's racial/ethnic minority population to determine its environmental health knowledge base; 2) map, using GIS technology, potential exposure of these populations to known contaminated sites and permitted releases; and 3) educate the affected populations, regulators, and permit-holders of the P2 options that they can use to reduce the effects of identified potential exposure. LLCHD wants to provide businesses and households with P2 educational materials that will be translated for use in educating the population about how personal behavior affects toxic use reduction. The outreach will also provide environmental information and educate affected populations on the availability of the information and how to use it. Facilities will be notified of their impact on minorities and economically disadvantaged communities and will be offered to find and implement P2 in waste streams most likely to impact the environmental health of the affected communities.

**METROPOLITAN ENERGY CENTER: EJ THROUGH
SUSTAINABLE COMMUNITY PLANNING**

\$ 49,800

Grant Award

This project addresses environmental justice issues in the inner city of Kansas City through three P2 strategies: 1) low-income home energy audits and weatherization; 2) sustainable, transit-oriented community planning; and 3) community education. A recently conducted study shows that low-income families in Kansas City generally spend over 29 percent of their income on utility costs, well above the national average of 20 percent for low-income households. The vision is to empower low-income families and people of color in two selected Kansas City neighborhoods to reduce energy consumption and resultant pollution in their communities, to develop community-based and individual skills that will facilitate their participation in environmental and transportation planning processes, and to link them with other local and national EJ efforts, which can help address prevention and related issues they face in their neighborhoods.

**MISSOURI ENERGY RESOURCES PROJECT: SCHOOL
ENERGY EFFICIENCY DEVELOPMENT (SEED) PROGRAM**

\$ 72,000

Grant Award

The city of St. Louis, MO, is a predominantly African American, low-income community that currently faces several air quality problems. Among these problems is the potential classification of St. Louis as a serious ozone non-attainment area. St. Louis is also considered a non-attainment area for carbon monoxide. The Missouri Energy Resources Project proposes to bring its School Energy Efficiency Development (SEED) program to the St. Louis Public School District in 1996/96. SEED's approach to school district energy management combines energy education with a professional audit of school facilities. MERP's goal is to change the way people think about and use energy and improve the school district's energy efficiency; reduce the amount of energy consumed by the St. Louis Public Schools; reduce the amount of money spent on energy; and prevent pollution emissions associated with the St. Louis Public School's energy use.

**SUSTAINABLE AGRICULTURE SOCIETY: IMPACTING
AGRICULTURAL POLLUTION AND ENVIRONMENTAL JUSTICE
IN RURAL NEBRASKA**

\$ 25,000

Grant Award

Rural communities in Nebraska (NE) and the Midwest shoulder many environmental problems that result from "conventional" chemical- intensive farming and high-density livestock production. These communities are populated by low-wage workers who lack the political and financial means to counteract pollution in their local environments. They are affected by agricultural pollution through exposure in the field, their food, and their water. The NE IMPACT project, a collaboration among farmers, community members, and NE agricultural institutions, helps people in small local groups to educate themselves and others about P2 agricultural production methods. The goal will be achieved through the following objectives: 1) help groups design and monitor on-farm investigation of environmentally-sound production practices; 2) provide groups with support of educational outreach efforts such as field days and demos; 3) provide funding and opportunities for group members to attend outside educational events or receive publications in sustainable farming practices; 4) publicize group activities and feature P2 column in NSAS newsletter; 5) encourage collaboration among NE's farmers/ranchers, agriculture institutions, technical advisors, and community members in providing support for environmentally sound farming practices.

UNIVERSITY OF NEBRASKA BUSINESS DEVELOPMENT CENTER: EPA/SBA EJ FOR NEBRASKA PRINTER, A TECHNOLOGY SOLUTION **\$ 75,000**

Grant Award

This project will distribute EPA P2 and compliance information to small business printers throughout NE using innovative computer technology to test and evaluate new methods, as well as traditional methods. It will also provide training assistance to these printer businesses using state, federal and private resources, in support of EPA EJ and P2 programs. This project will also serve as a pilot for other follow- up projects to efficiently distribute all forms of EPA information to all kinds of businesses. The project will create a system that demonstrates cost-effective methods for training, advertising, assisting, and promoting source reduction and compliance. The North Omaha NBDC, a minority business incubator site, will be used to help develop and provide initial training. North Omaha printers will be given hands-on instruction in the use of the Internet and the CTSAA system. The project will also use contract support from the North Omaha NBDC.

WICHITA-SEDGWICK COUNTY DEPARTMENT OF COMMUNITY HEALTH: PROGRAM DEVELOPMENT FOR ALLIANCE BETWEEN LARGE AND SMALL BUSINESSES FOR P2 TECHNICAL EXCHANGE **\$ 73,000**

Grant Award

Small businesses often lack the staffing resources or funding to hire their own consultants to engage in pollution reduction, source control, or waste minimization activities. Wichita-Sedgwick County Department of Community health (WSCDCH) proposes to initiate a program that would educate small businesses in the latest techniques for P2 via source reduction. To accomplish this task, WSCDCH proposes to hold seminars on P2 to communicate the technology, discipline, and philosophy of P2 as the preferred approach to environmental management. In addition, WSCDCH intends to create an alliance program consisting of local business leaders from similar industries, public interest groups, and local governmental officials. WSCDCH will use the award money to staff a public educator who will be given the task of determining what P2 techniques are feasible for the community, holding seminars to promote these technique, and creating small business alliances in which additional, more specific P2 methods will be delivered directly to target businesses.

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REGION 6

BILL J. PRIEST INSTITUTE FOR ECONOMIC DEVELOPMENT **\$ 80,000**
TECHNOLOGY ASSISTANCE CENTER: P2 ASSISTANCE TO
SMALL BUSINESS

Grant Award

The Technology Assistance Center plans to target businesses within the City of Dallas. The center serves many minority and low-income communities. The goal of the project is to institutionalize P2 methods to improve the environmental quality of minority and low-income businesses in affected communities in the City of Dallas. The objectives include: 1) educate 200 minority-owned small businesses within the affected communities on P2; 2) provide 100 businesses with technical assistance on the use of P2 methods; and 3) provide one-on-one counseling to these businesses. Businesses located in minority communities will be targeted, including the City of Dallas Enterprise Community. The targeted area is roughly 50 percent African American and 24 percent Hispanic and contains more than 16,000 businesses employing more than 221,000 people. Specific activities include: targeting candidate businesses; matching the needs of businesses with feasible P2 methods; producing education seminars; providing technical assistance and individual counseling; and tracking project performance.

GREATER LAREDO DEVELOPMENT FOUNDATION: EJP2 **\$ 80,000**
COMMUNITY EDUCATION AND SMALL BUSINESS
ASSISTANCE

Grant Award

Laredo is 94 percent Mexican American, predominantly Spanish-speaking, and one of the lowest family income cities in the U.S. It is one of the busiest crossing points in the U.S., with roughly 15 million vehicles crossing to and from Mexico each year. A large part of the traffic is trucking, specifically of potentially hazardous materials. The organization estimates that at least 3,000 trade-handling workers require immediate and basic awareness and preparedness in hazardous material handling and EPA regulations. Another 1,000 need advanced, in-depth compliance training. The proposed program focuses on education and training of trade-handling workers and small business operators. The proposed work plan includes: identification of all local small businesses that handle hazardous materials; distribution of existing EPA information to identified businesses; solicitation of business appointments of environmental manager/liaison/trainer; in-depth training of select environmental managers; training workshop for "special focus" businesses; hazardous materials training for trade-handling workers; coordination of P2 program with private sector representation.

JEMEZ PUEBLO POLLUTION PREVENTION PROJECT: **\$ 80,000**
FIREPLACE INSERTS LOAN PROGRAM

Grant Award

The Jemez Pueblo has documented prevalence of asthma that affects a significant number of adults and children. The rates of asthma for Jemez children is nearly 2.5 times the rate for African American or Anglo children. There are three possible polluting factors that may contribute to this condition: nearby gypsum mining, possible radioactive contamination from nearby Los Alamos National Labs, and wood smoke from the many fireplaces and wood stoves in the pueblo itself. However, local citizens use wood as a heating source because they can afford it; the pueblo owns forested property that can be accessed for free by tribal members. Because of the pueblo's economic disadvantage, with more than 60 percent of the population having incomes below current poverty guidelines, tribal members individually cannot afford to install non-polluting heating equipment in their homes. The proposed program will: 1) provide education on asthma and its relationship to air pollution, 2) provide information on alternative heating sources with an emphasis on fireplace inserts that meet EPA standards, and 3) provide grants or subsidies to those families who wish to install a fireplace insert based on income credit.

**NEW ORLEANS YOUTH ACTION CORPS: EDUCATIONAL
OUTREACH P2 PROGRAM**

\$ 80,000

Grant Award

The EJ issue addressed in the proposed project concerns the effect of urban stormwater runoff on low-income and minority communities. Urban stormwater runoff is the single largest source of pollution in Lake Pontchartrain. The first part of the proposed project will educate low-income and minority residents of Metropolitan New Orleans about urban storm runoff, how it affects their lives, how they can prevent it, and how participating in the P2 process will benefit individuals and communities. The second part of the proposed project will use the New Orleans Youth Action Corps (NOYAC), an AmeriCorps program, to educate residents of the city about what they have to gain by reclaiming Lake Pontchartrain as a popular swimming and recreational site and eliminating its current health risk. There will be three parts to the project: 1) one team from NOYAC will be trained as "Lake Ambassadors"; 2) NOYAC will visit 10 schools located in two low-income and minority areas of metropolitan New Orleans; 3) NOYAC will distribute educational brochures to roughly 28,000 households in the communities where the school presentations and drain stenciling have taken place.

PUEBLO OF POJOAQUE: EJ AND DEVELOPMENT CENTER

\$ 80,000

Grant Award

The Pueblo of Pojoaque has been central to the community of the Eight Northern Pueblos of New Mexico. Since the resettlement of the native people on ancestral lands, Pojoaque has become the center for cultural redevelopment and has been recognized by the Administration for Native Americans as a model of cultural revitalization. As the population of the valley increases, it becomes increasingly important to educate people about the effect of population changes on the environment. In order to achieve this goal, the community will establish the Pueblo of Pojoaque EJ and Development Center. The center will be an educational facility designed specifically to address P2 in the context of growth. The center will serve as a clearinghouse for seminars, workshops, and training in all aspects of P2 for the Indian and non-Indian communities of the area. Some of the courses included in the curriculum are: Infrastructure Planning Workshop, Seminar in Water System, Air Quality Monitoring Station, and Ongoing Studies.

ZION TRAVELERS BAPTIST CHURCH

\$ 30,000

Grant Award

This project addresses environmental issues associated with a small minority community that is adjacent to several major sources of air toxics and particulate emissions. The focus of the project is to evaluate ambient air quality in order to identify specific air toxics and particulates that have an adverse impact on local air quality. This project will empower the communities of Mt. Airy, Garyville, and Lions with the capability to monitor local air quality on both a periodic basis and during periods of accidental releases. Grant funds will be used to purchase equipment and operate a local air monitoring station located within the community. The Louisiana Department of Environmental Quality will provide analytical support and pay for an outside third party contractor (selected by the community) who will provide independent technical evaluations for the community. This project will supplement the existing environmental justice activities currently in place within the community.

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REGION 5

CLEAN WATER FUND: MERCURY PREVENTION THROUGH INDIGENOUS EDUCATION AND ACTION

\$ 85,000

Grant Award

The Indigenous Environmental Network and the Clean Water Fund, working with partners White Earth Land Recovery Project and Clean Water Action Alliance, are requesting grant funding to address EJ issues of mercury pollution that are threatening the health and traditional lifestyle of native populations in MN, WI, and MI through P2 and education. The project proposes four components to address mercury threats to native populations through P2, including: 1) provide educational materials to native and non-native people on the threat of mercury pollution; 2) disseminate information to native and non-native people through workshops on mercury pollution, with more in-depth training provided to leaders within the communities; 3) adopt an Indigenous Policy Platform for mercury prevention, and develop principles for a mercury prevention campaign; and 4) develop a Model Community Action Plan aimed at encouraging community residents and institutions to adopt energy efficiency and conservation practices.

GRAND CAL TASK FORCE: EJP2 EDUCATION, OUTREACH, AND IMPLEMENTATION PROJECT

\$ 66,080

Grant Award

Waste handling and polluting industries are increasingly looking to locate their facilities in African American, Hispanic, and poor communities, where people have fewer economic options and control over development resources. Using the Calumet Region P2 Resource Center at Calumet College, the Grand Cal Task Force will implement an EJP2 Education and Outreach Program to assist EJ communities in East Chicago, Gary, and Hammond, IN. A full-time Education/Outreach Coordinator will work with existing Resource Center staff to develop local EJ community-focused P2 outreach materials, contact groups and key leaders, and promote ways for communities to implement P2 programs. Additional staff will reach out directly to communities through existing community institutions and educate communities from available TRI and GIS data. The Task Force has also identified five P2 program implementation focus areas that will be promoted through the Education and Outreach Program: 1) implementing the NW Indiana Brownfield Redevelopment Project pilot program; 2) getting communities involved in redesigning P2 plans for the cities of East Chicago, Gary, and Hammond, IN; 3) working with interested communities to set up P2 task forces to promote P2; 4) working with local community development corporations, youth training programs, and city governments to identify partnership projects and funding opportunities that involve young people in EJ projects; and 5) encouraging local participation and the application of P2 principals in federal and state initiatives affecting the region.

**ENVIRONMENTAL CAREERS ORGANIZATION: TECHNICAL
ADVISOR PROGRAM FOR TOXICS USE REDUCTION**

\$ 50,000

Grant Award

A major goal of the Technical Advisor Program for Toxic Use Reduction (TAPTUR) is to provide technical assistance to low-income communities of color that are disproportionately affected by toxic exposure. TAPTUR is a replicable model program that provides the technical training and education necessary for communities to understand and develop P2 strategies and places retired engineers and scientists to work with community groups to implement the strategies. The grant will provide technical assistance to six umbrella or resource organizations that serve low-income and/or minority communities. Goals include: 1) outreach to people of color and low-income communities ECO will conduct extensive outreach to communities involved in reducing industrial toxics; 2) project solicitation and selection through the outreach process, ECO will select two communities actively involved in developing collaborative solutions to toxic pollution; 3) technical advisor recruitment, selection and benefits; 4) community education and training ECO will provide ongoing training on up-to-date P2 methodologies for all participating communities; 5) networking TAPTUR provides multiple networking opportunities for communities and trains representatives on latest networking technologies; 6) evaluation and monitoring including the number of low-income and communities of color served, the number of "Good Neighbor Agreements signed, the estimated reduction in toxic emissions, the currently enacted legislation, and the number of advisors and community groups who wish to extend their project; and 7) P2 measures- ECO will assist communities participating in TAPTUR in validating, monitoring, and demonstrating their efforts in reducing toxics emissions.

**MINNEAPOLIS URBAN LEAGUE: PARTNERSHIP FOR
ENVIRONMENTALLY & ECONOMICALLY HEALTHY
COMMUNITIES**

\$ 58,320

Grant Award

Certain areas of Minneapolis include large populations of people of color and low-income families. It is proposed that these areas be targeted for P2 technical assistance through a combination of established technical assistance sources and through use of EJ interns. P2 results, including economic benefits, will be measured throughout the project duration. Minneapolis' large manufacturing base resides predominantly in minority and low-income communities. TRI data indicates that these communities include a significant number of facilities that report toxic chemical releases and transfers. Opportunities exist to employ P2 strategies to these manufacturers and businesses located within the community. Young minority adults will be provided the opportunity to work in teams on P2 projects in local businesses. This intern experience will provide valuable knowledge, work experience, and professional skills to be utilized in future educational and professional/vocational endeavors. By providing environmental project opportunities, a significant environmental justice issue will be addressed.

**NATIVE AMERICAN EDUCATIONAL SERVICES COLLEGE:
MENOMINEE RESERVATION EJP2 EDUCATION PROJECT**

\$ 6,780

Grant Award

The Native American Educational Services (NAES) College will use its grant funding to provide an educational program and household hazardous waste P2 project on the Menominee Reservation in Wisconsin. Approximately 6,000 people live on the Menominee Reservation, 4,000 of whom are Menominee. The majority of the households on the reservation are connected to septic tanks that are not adequate treatment systems to protect against potential dangers associated with the disposal of hazardous household cleaning products. The project will provide information on the basic principles of P2, the identification of household hazardous wastes, and the use of substitute nontoxic cleaners. Participants in the project will gain first-hand experience with the use of nontoxic cleaners, public education and community outreach, obtaining access to TRI data and other information on facilities handling hazardous substances within their communities, and addressing the tribal government on P2 issues. Information will be disseminated through a series of workshops.

**UNIVERSITY OF CINCINNATI MEDICAL CENTER: P2:
PROMOTING EJ IN LOWER PRICE HALL**

\$ 88,900

Grant Award

The Lower Price Hall (LPH) neighborhood in Cincinnati, OH, is a predominantly urban Appalachian community, with more than half of its 1,600 member population living below poverty level. LPH is highly industrialized and is the location of Cincinnati's largest waste treatment facility. The objectives of this proposal are to develop a partnership among LPH, UC, and CHD that will empower the community to take effective action to prevent pollution. Specifically, the partnership will inform and educate residents about pollution, its sources, and its prevention in their community. Short-term and long-term plans will be formulated by LPH residents to prevent pollution in the home, community, and industry. Collaboration will be developed between representatives of industry and the municipal sewer district and residents of LPH to seek mutually acceptable pollution prevention options and agreements. The P2 strategy includes the following elements: community-based P2 solution, education, economic development, expert technical assistance, community-industry cooperation, resource development, and involvement with other organizations. Communication and cooperation strategies include: expand membership and participation in currently active citizens action groups in LPH; engage existing community institutions in P2 education, training, and support of related activities; develop a P2 action group; and publish a monthly newsletter.

**UPPER SIOUX AND LOWER SIOUX COMMUNITIES: WIND
ENERGY FEASIBILITY AND ENERGY EDUCATION PROJECT**

\$ 49,920

Grant Award

Goals of this project are: 1) complete the wind feasibility study, and allow the Lower Sioux community to move toward the use of wind power generated electricity and reduce reliance upon polluting methods of electrical generation; 2) develop an education program that will introduce tribal members to wind power as a viable alternative to current practices; 3) create a model demonstrating the use of wind power on a community scale that sets an example for other communities in the region to follow. The 620 member Lower Sioux Indian Community is located in west central Minnesota and extends over an area of 1,743 acres near Morton, MN. The reservation lies within the Central Lowland physiographic province with 80 percent of the reservation above the Minnesota River Valley on the adjacent bluffs.

**WSOS COMMUNITY ACTION COMMISSION, INC.: EJ:
PROTECTING PEOPLE THROUGH PESTICIDES P2**

\$ 95,000

Grant Award

WSOS Community Action Commission is a four-county private nonprofit agency located in Northwest OH. The proposed project affects the migrant and seasonal farm workers and their families. The target audience for the P2 initiative is growers and owners of migrant labor camps. This project is a demonstration to test the success of linking financial incentives for decision-makers and growers to undertake P2 activities with providing training and environmental information to the affected minority and lower-income populations and migrants that are impacted by these decisions. The goal of the project is to improve the environmental quality of life for migrant and seasonal farm workers and their families by voluntary methods of integrated pest management and alternatives to pesticides use. The objectives include: 1) establish and administer a RLF earmarked for financing equipment and/or practices for IPM; 2) provide information to 162 growers on IPM through the RLF outreach activities; 3) develop a model training program to deliver to 590 migrant and seasonal farm workers on the "Basics of Integrated pest Management," including information on alternatives to pesticide use and lower potential for worker exposure; and 4) provide migrant laborers an opportunity for input into environmental policy making in OH.

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REGION 4

BROWARD COUNTY DEPARTMENT OF NATURAL RESOURCES: \$ 80,000
ENVIRONMENTAL JUSTICE THROUGH POLLUTION
PREVENTION IN BROWARD COUNTY, FL

Grant Award

This project targets Broward County, an area of Florida where more than 25 percent of the population lives below the poverty level and more than 25 percent of the population is non-white. Through a series of workshops, the project will provide education on the environment and pollution prevention to residents, businesses, and children. Residents will receive assistance from pollution prevention professionals to improve the environmental quality of their neighborhoods. Businesses that create pollution caused by improper handling or disposal of hazardous materials and solid waste will be offered pollution prevention site assessments and written recommendations by professionals. The grantee will work cooperatively with the American Forests Cool Communities Program, a nonprofit conservation organization designed to implement strategic tree planting and surface color lighting in selected communities. Portions of the grant money will be allocated toward purchasing trees to plant around homes and for light-colored shingles, paint, and asphalt for parking lots in environmental justice neighborhoods. This will result in lower cooling costs and less smog.

THE CARROLL COUNTY POLLUTION ABATEMENT AND \$ 23,714
CONSERVATION PROJECT

Grant Award

Carroll County, KY, a predominantly low- and moderate-income area, depends on two sources for its water supply. The intent of this project is to ensure permanent, adequate supplies of clean and affordable water for area residents. With input from several key members of the affected community, the Carroll County Water Supply Board will develop a water supply plan and groundwater model of the Carroll County alluvial aquifer that identifies, quantifies, and attempts to predict water supply needs of the community. The project will educate community residents and businesses about the dynamics of the aquifer so they may take steps to protect it. The published report and groundwater model that will result from the project will be a reference for all groundwater users in the Carrollton area. By providing a common base to all users, the study will provide the tools necessary for the rational management of groundwater. The study and model will also assist the county in complying with Kentucky's water supply regulations that require that Carroll County assess quality and quantity via a protection plan.

CITY OF ATLANTA, GA: POLLUTION PREVENTION \$ 50,000
OPPORTUNITIES IN LOW- INCOME AND MINORITY AREAS
WITHIN THE CITY OF ATLANTA

Grant Award

This project focuses on developing a program of public outreach and industrial technical assistance for pollution prevention in low-income and minority communities in Atlanta. The project seeks to develop a partnership between the City of Atlanta, several state environmental organizations, and stakeholders, such as industry and residents of environmental justice communities. Through this partnership, strategies and techniques for the delivery of pollution prevention assistance will be developed. Project planning and implementation will provide an opportunity for manufacturers and residents to exchange perspectives and information on issues of mutual concern related to pollution prevention. Efforts will be focused on seeking the voluntary involvement of several companies to receive in-depth, on-site assistance and pollution prevention training. The lessons learned during this project will serve as a model for addressing pollution prevention issues in similarly situated communities throughout the country.

**DADE COUNTY, FL: POLLUTION PREVENTION AS A TOOL TO
FIGHT ENVIRONMENTAL INJUSTICES IN MINORITY
COMMUNITIES**

\$ 84,536

Grant Award

The Dade County Department of Environmental Resources Management's (DERM's) project will target the City of Opa-Locka, a small, primarily black community, whose residential area is directly impacted by emissions and discharges resulting from nearby industrial activities. DERM will work with local community and industrial associations to provide training and to actively solicit on-site technical audits. Educational workshops will be held at times and in locations that are convenient for the local industrial sector, and the residential community will be encouraged to participate in these efforts. Existing educational materials will be modified and distributed throughout the community. The project's goal is to benefit both the residential and industrial communities by reducing wastes through pollution prevention. The information and results gathered from this project will be used to assist other minority communities throughout Dade County and will be transferable to other cities with minority populations.

**NORTHAMPTON COUNTY, NC: POLLUTION PREVENTION TO
PROTECT HUMAN HEALTH AND WATER RESOURCES IN
NORTHAMPTON COUNTY AND BERTIE COUNTY, NC**

\$ 80,000

Grant Award

This educational program will focus on community involvement and training to protect local groundwater drinking water supplies and surface water resources. The objectives of the program are to help residents of the targeted counties who depend on groundwater as a drinking water source to assess potential sources of contamination at farmsteads or homes and reduce these risks. Practices adopted to protect groundwater drinking water supplies will also decrease the possibility of nonpoint source pollution loadings to nearby surface waters. The program will be implemented through the Extension Centers of the targeted counties. The two primary components of the program are: 1) free well testing for low-income and minority residents in the two-county project area and 2) training of volunteers to use the Farmstead/Home Assessment System (Farm*A*Syst/ Home*A*Syst nationally recognized environmental program designed to increase farmers' awareness of environmental concerns on their farm and of pollution prevention practices that may alleviate risks) materials and conduct assessments in their communities.

POARCH CREEK INDIANS

\$ 90,000

Grant Award

After years of agricultural runoff, the surface waters and watershed of the Poarch Creek Indian reservation, located in Alabama, have become impaired. The goal of this project is to improve the surface water quality of the Poarch Creek Indian Community through the application of pollution prevention measure and/or best management practices (BMPs). The tribe will form a partnership consisting of all Poarch Creek Community landowners, farmers, Indians and non-Indians, and federal and state agencies to: 1) develop an agriculture pollution prevention plan and strategy for the Poarch Community area; 2) conduct a demonstration of agriculture pollution prevention measures or BMPs; 3) include in demonstrations measures or BMPs that are innovative but economically feasible; and 4) involve the whole community in all phases of the project.

SOUTHFACE ENERGY INSTITUTE

\$ 70,000

Grant Award

This project is a joint initiative between two nonprofit organizations in GA: the Community Housing Resource Center and the Southface Energy Institute. The organizations will work with leaders from community- based groups, the private sector, and government to incorporate pollution prevention as part of low-income and minority community revitalization in Atlanta. A major focus of the project will be helping low-income and minority communities improve the energy, water, and resource efficiency of their buildings to provide economic benefits and reduce greenhouse gases and other pollutants. Emphasis also will be placed on reducing pollution caused by the construction and renovation of buildings in the target communities, such as lead, asbestos, radon, and combustion byproducts.

**UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE:
DEVELOPMENT OF A MODEL COMMUNITY-INVOLVED
POLLUTION PREVENTION PROGRAM WITHIN WELLHEAD
PROTECTION AREAS FOR LOW-INCOME COMMUNITIES**

\$ 21,750

Grant Award

This project's objective is to demonstrate through non-regulatory means how low-income communities dependent on groundwater can use pollution prevention to lower the risk of contamination. The primary non-regulatory activity is to create a community-involved pollution prevention program targeting low-income mobile home trailer parks and surrounding small businesses and industries in Gaston County, NC. Secondary goals include: 1) the development of a lasting infrastructure for pollution prevention in 15 "rural-industrial county areas forming the greater Charlotte metropolitan region of the Carolinas, and 2) an immediate reduction of risk to the communities directly served during this three-year pollution prevention project. The project will establish a pollution prevention education program that will disseminate educational packets on drinking water and deliver workshops to residents in the targeted community, as well as technical assistance and training for small businesses in the low-income wellhead protection area.

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REGION 3

ALICE HAMILTON OCCUPATIONAL HEALTH CENTER SMALL BUSINESS AND COMMUNITY P2 INITIATIVE

\$ 81,670

Grant Award

This project focuses on economically disadvantaged communities located in Washington, DC, Baltimore and P.G. County, MD, and the small businesses that serve them. The initiative will include: 1) series of environmental health promotions and training for community members and small business employees; 2) provide small business and the community with technical assistance in dealing with environmental health issues and P2 solutions and; 3) in-depth assistance for small businesses identified by the grantee.

DELAWARE VALLEY CITIZENS' COUNCIL FOR CLEAN AIR: P2 BEGINS WITH US

\$ 46,200

Grant Award

The program is designed to work with Mount Airy and Germantown communities (racially and economically diverse communities near Philadelphia) so that P2 becomes part of the daily routine of households, local businesses, government offices, and community organizations and institutions. Goals of the program include: 1) establishing waste reduction information and technical assistance center; 2) developing a community-based task force to oversee waste reduction strategies; 3) assisting businesses, institutions, and residents with the development and implementation of waste reduction strategies; 4) creating an effective media campaign to promote these communities' efforts; and 5) preparing and releasing the P2 Begins With Us Report to evaluate the program and assist other communities in their waste reduction efforts.

NEW RIVER-HIGHLAND RC&D COUNCIL: ADOPT-A- WATERSHED PROJECT

\$ 96,960

Grant Award

This program is designed to work with Smyth and Washington Counties, VA. The region's unemployment rates are consistently higher than state and national averages. The median family income for the area is \$25,235, which is 66 percent of the state average. The goal of this project is to increase teacher, student, farmer and community understanding of how non-point source (NPS) pollution prevention can prevent adverse impact of NPS agriculture and urban NPS pollution in Washington and Smyth Counties. Goals of the program include: 1) establishing a two-year pilot Adopt-a-Watershed Program; 2) providing training and support to educators on watershed planning and management; 3) increasing the number of teachers who offer natural resource and water quality studies as part of their curriculum; 4) improving the IBI rating of six watersheds; 5) increasing the voluntary installation of AG BMPs in the adopted watershed.

**PAINTERS AND ALLIED TRADES LABOR MANAGEMENT
COOPERATION FUND: EJ AND P2 IN PAINTING**

\$ 94,875

Grant Award

The proposed P2 in Paint (P2iP) project will be an expansion of existing lead-based paint abatement program to develop the abilities of painters to apply prevention practices at work sites. Existing education materials will be modified for public housing residents, including the translation of materials into Spanish. Instructors will be trained in English and Spanish. Training seminars will be delivered to painting apprentices, painters, and painting contractors who work on public housing construction projects. A minimum of 20 four-hour seminars will be delivered to 300 public housing residents, painters, and contractors. Participants will be tested upon the completion of training, and test results will be analyzed. A six-month follow-up survey will be administered to students to gauge their ability to apply P2 training at their worksites. A survey of painting contractor and paint vendors will be conducted to establish the level of knowledge and awareness of EJ and P2 among the community. The results will be published. An EJ-P2iP communications network will be established to link the painting industry and the public to a clearinghouse for information on EJ, P2, and health issues related to painting.

**UNIVERSITY OF MARYLAND AT EASTERN SHORE: EJ
PARTNERSHIP BETWEEN UNIVERSITY AND PUBLIC
SCHOOL**

\$ 49,940

Grant Award

UMES is a historically black college, and consists of a diverse student body, the majority of which is African American. The target school is Eastern Senior High School, which is comprised of students from a neighborhood in the District of Columbia classified as economically disadvantaged. An overwhelming majority of the Eastern students are racial minorities. The goal of the grant is two-fold: 1) educate teachers and students at Eastern on P2, focusing on conservation; and 2) develop awareness in EJ and help train students as facilitators to educate other citizens in inner city environments, and to empower those communities targeted as dumping grounds for environmental pollutants. UMES faculty will train Eastern teachers and students on conservation techniques and EJ. A major project will be Eastern's participation in the cleanup of the Anacostia River.

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REGION 2

AMERICAN LUNG ASSOCIATION OF MID-NEW YORK: YOU CAN CONTROL ASTHMA EDUCATIONAL PROGRAM

\$ 15,000

Grant Award

Asthma affects children disproportionately in African-American, inner city, and poor populations. Over the last six years, the number of cases of pediatric asthma has risen above 65 percent in the American Lung Association of Mid-New York's (ALAMNY's) service area. Several studies have concluded that the increase in prevalence and severity of asthma is due, in part, to the heavy environmental tobacco smoke (ETS) exposure resulting from parental smoking. ALAMNY believes that this trend can be reversed by providing one-on-one asthma management education to both children and their families. ALAMNY will use a team approach to deliver "You Can Control Asthma"--a multicultural, low-literacy educational program--to 25 families and will make at least one home visit to assess the home environment. ALAMNY will compile information regarding each child's asthma and ETS exposure for six months before and at six month intervals for two years after the delivery of the program. In addition, a control group of 25 children, who will not receive any training, will be selected. If successful, this program can be delivered to at-risk children on an ongoing basis, with little or no outside financial support. In addition, ALAMNY will encourage and assist other communities to replicate this program.

CITIZENS ENVIRONMENT RESEARCH INSTITUTE: ENVIRONMENTAL JUSTICE THROUGH POLLUTION PREVENTION FOR GARDEN CITY PARK, NY

\$ 100,000

Grant Award

The Garden City Park Industrial Park area is the source of one of the largest groundwater contamination plumes in New York State and in the U.S. The adjacent residential neighborhood is more than 50 percent African American and Hispanic. Although the area has been listed as a NYS Superfund site, the residents remain largely uninformed about pollution prevention. This project will achieve pollution reduction in the Garden City Park area through a seven-point program aimed at the residents and the responsible business community. A partnership of residents, businesses, and government/civic leaders will develop a Community-Wide Pollution Reduction plan to help residents reduce the pollution they control such as water wastage, pesticides, and hazardous chemicals. The businesses will reduce pollution through changes in processes, raw materials, and procedures. Residents and businesses will be taught to conduct environmental audits, and experts will work closely with the community to ensure proper training, skills development, and design and implementation of pollution reduction plans.

CLEAN WATER FUND: POLLUTION PREVENTION BEGINS AT HOME

\$ 11,663

Grant Award

This project will be implemented in partnership with the New Jersey Head Start Association (NJHSA) and the New Jersey Environmental Federation (NJEF). Its purpose is to revise the Clean Water Fund's (CWF's) existing consumer and pollution prevention education exhibit and literature, known as Home SAFE Home and Environmental Shoppers Campaign. CWF will work with NJHSA and NJEF to ensure that the materials address the diverse cultural, racial, and economic backgrounds and diverse language and literacy skills of the Head Start community. Pollution prevention educational and training models produced through this project will be made available for other communities of color and urban settings.

COUNCIL ON THE ENVIRONMENT, INC.: GREENPOINT-WILLIAMSBURG POLLUTION PREVENTION PROJECT (GWPP)

\$ 49,452

Grant Award

This project addresses environmental justice issues in one of the most polluted communities in New York City. Greenpoint/Williamsburg is home to three major ethnic groups: Latino, Polish, and Hasidic Jewish. The neighborhood became the target of illegal dumping, the site of hazardous waste facilities and heavy industry, the scene of excessive exposure to lead, and the home of one of NYC's largest and most problematic wastewater treatment plants. The GWPP calls for hundreds of local high school students participating in the Council on the Environment's award-winning Training Student Organizers Program to learn about the environmental problems afflicting their area, to organize action/service projects to ameliorate some of these problems, and to educate local youth and adult residents about the issues and motivate them.

DUNBAR ASSOCIATION, INC.: DUNBAR ASSOCIATION'S MINORITY BUSINESS POLLUTION PREVENTION PROJECT

\$ 100,000

Grant Award

Dunbar Association's project seeks to address the fact that many minority-owned small businesses in Syracuse, NY, contribute to the pollution in their community. These businesses are frequently located in minority communities. The initiative will: 1) educate the community about pollution prevention; 2) identify the pollution problems at a number of small businesses and provide technical and material support to remedy those problems; and 3) provide financial support to those businesses in the form of loans, which will be used to implement pollution prevention initiatives. The goal of the project is to create a means by which minority small business owners can implement changes (in processes, equipment, etc.) that will have environmental and health benefits without undermining the economic well-being of the businesses. The program will work cooperatively within existing frameworks, such as the Pan-African Business Association (PABA) and other Native American and Latino organizations.

EL PUENTE OF WILLIAMSBURG: THE COMMUNITY RIGHT TO ACT PROJECT: ENVIRONMENTAL EDUCATION AND POLLUTION PREVENTION TRAINING AND NEGOTIATION IN GREENPOINT-WILLIAMSBURG

\$ 98,885

Grant Award

The Greenpoint-Williamsburg community in Brooklyn, NY, is home to several heavy industries. Based on TRI data, the toxic emissions in Greenpoint-Williamsburg are 60 times greater than the U.S. average. The community is predominantly comprised of Hasidic Jews, Latinos, African-Americans, Poles, and Italians. The Community Right to Act Project has three primary objectives: 1) increase community empowerment through education and training; 2) reduce pollution through creating community pollution prevention teams and developing prevention strategies to address problems arising from local industries; and 3) begin a long-term planning process for environmentally sustainable community development. The project will establish an adult environmental education program and a community assessment program to evaluate existing hazards using a Geographic Information System. In addition, the project will develop a series of pollution prevention strategies to address the problems uncovered. El Puente will work cooperatively with several organizations, including the New York Committee for Occupational Safety and Health, the Environmental Defense Fund, and the New York City Department of Environmental Protection.

ISLES, INC.: ISLES' ENERGY CONSERVATION PROGRAM

\$ 25,000

Grant Award

The city of Trenton, NJ, is more than 66 percent low- and moderate- income and nearly 70 percent minority. It is located downwind from a coal-fired electric and gas facility, which has led to extremely poor air quality. Isles feels that to prevent deteriorating air quality, a key area for attention is limiting energy production. This project will teach fifth graders and train teachers at two Trenton elementary schools about the value and technique of energy conservation. The program will demonstrate how to decrease energy use in homes and schools and begin to reduce energy production in their community. In cooperation with Public Service Electric & Gas (PSE&G) and the City of Trenton School District, Isles will show children how to conduct their own energy audits and engage families and school administrators in pollution prevention methods. In addition, with PSE&G, grants and discounts will be provided to convert existing bulbs and fixtures to energy-efficient models in both schools and homes. The project will result in a more efficient use of energy resources and substantial savings for families and the City of Trenton.

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REGION 1

BOWDOIN STREET HEALTH CENTER

\$ 53,450

Grant Award

The Bowdoin Street Health Center is located in a community of color. In these communities, small businesses are owned and operated by people who show the diversity of the neighborhood. Often the businesses produce environmental pollution that effects people living near the business. Also, this pollution can effect the workers.

This project is looking at automotive repair/autobody and laundry/dry-cleaning businesses. The Health Center will hire a Certified Industrial Hygienist. This person will help automotive repair/bodyshops and laundry/dry-cleaning businesses comply with the law. They will also help businesses decrease the use of hazardous waste and toxic substances. Training workers and employers of correct work methods for using hazardous materials will also be the hygienist's job. Finally, the Industrial Hygienist will help creating a Community Environmental Committee. Members of this committee will be chosen from business owners, workers, residents, and the Bowdoin Street Health Center staff.

DEPARTMENT OF HEALTH AND HOSPITALS

\$ 53,450

Grant Award

In the City of Boston, automotive shops have become an environmental problem. Located in low-income neighborhoods, these shops are a source of hazardous waste. Health centers in these neighborhoods have reported people being exposed to automotive shop toxins.

This project wants to develop a 15 to 20 minute training film. This film will be for automotive shop owners, and teach them good environmental pollution prevention practices. The film will stress three things:

1. how pollution prevention can help the community stay clean
2. how pollution prevention can give economic benefits
3. how pollution prevention can protect the worker's health

All persons applying for an auto shop permit will be required to watch this film.

NEWMOA

\$ 53,450

Grant Award

Automotive repair facilities are located in environmental justice zones. They are a large source of pollution. Hazards of pollution from auto repair is are not limited to the workers. The whole community around the shop can be at risk. The Northeast Waste Management Official's Association (NEWMOA) proposes to address these issues. The proposed project will assist small automotive repair shops located in environmental justice zones. The project will help them use pollution prevention as their main tool for complying with environmental laws. The project will also develop an educational program and an outreach program. The educational program will be a multi-media information packet. This packet will be designed to teach auto repair shops how to identify pollution prevention opportunities. Also, this packet will teach shops how to use source reduction as their main tool for complying with environmental law. The outreach program will inform auto repair shops and community organizations about pollution prevention resources. Finally, the project will create links between state/regional pollution prevention programs and community organizations. These links will create a forum for people to share information.

PEER PARTNERSHIPS, INC.

\$ 100,000

Grant Award

The Nothing to Waste initiative knows a connection exists between excess environmental waste and weak economic resources. This initiative links pollution prevention programs with community economic programs to create a model. The model seeks to reduce the waste of business in low-income communities. The model also seeks to increase the resources of low-income communities. All the communities the model represents are in New England. The initiative links Working Capital, Cambridge Environmental Tufts University and models created by the EPA. Work Capital works with business development and credit strategies. Cambridge Environmental are experts in pollution prevention. Tufts University has experience in environmental education and environmental training.

An important approach of Nothing to Waste is use existing resources and programs that work. The program does not create new programs that are unrelated. The program also does not invent untested approaches. The program does include:

1. working pollution prevention training programs into existing programs. The existing programs are from business peer groups operating throughout New England. These groups use business development lessons.
2. getting the knowledge of large corporations into the hands of small businesses. This will be done through mentorships. Also, EPA and state-sponsored WasteCap programs will be used.
3. giving access to capital for small businesses implementing pollution prevention. However, these business must already be using capital covered by a major bank or foundation.
4. promoting the use of limited community resources. The use of waste as a resource will be encouraged. Also, small business owners will be provided a way to access regional and national waste sharing organizations.
5. expanding successful environmental and business networks.

ROXBURY COMMUNITY COLLEGE

\$ 100,000

Grant Award

Roxbury Community College and the Tellus Institute are working together on this project. There are about 40 auto maintenance and repair shops within the Roxbury area of Boston. As a result, pollution from used motor oil, old tires and toxic paints effects workers and residents of the community. Also, the pollution effects air and water quality. Concerns about these businesses are repeatedly raised in meeting with Dudley Street Neighborhood Initiative, Environmental Diversity Forum and other participants in the Roxbury-based Hazards Working Group. In addition, other businesses pose similar environmental risks. Dry cleaning and printing businesses are found in many low-income urban neighborhoods. They pose environmental risks from solvents and other chemicals. Pollution prevention is an important strategy for solving these environmental problems. Also, pollution prevention increases these businesses' economic strength. Roxbury Community College, with help from Tellus Institute, will develop a program with three components:

1. a one-semester class on pollution prevention for Roxbury Community College students
2. three industry workshops to train people about pollution prevention. These workshops will be directed at employers, employees, and owners in auto maintenance and repair, dry cleaning, and printing.
3. an annual conference for high school students from across the city. The conference will introduce students to educational and career opportunities in pollution prevention and environmental management.

This program will be a model for other community colleges and training facilities across the country.

WASTE WATCH CENTER

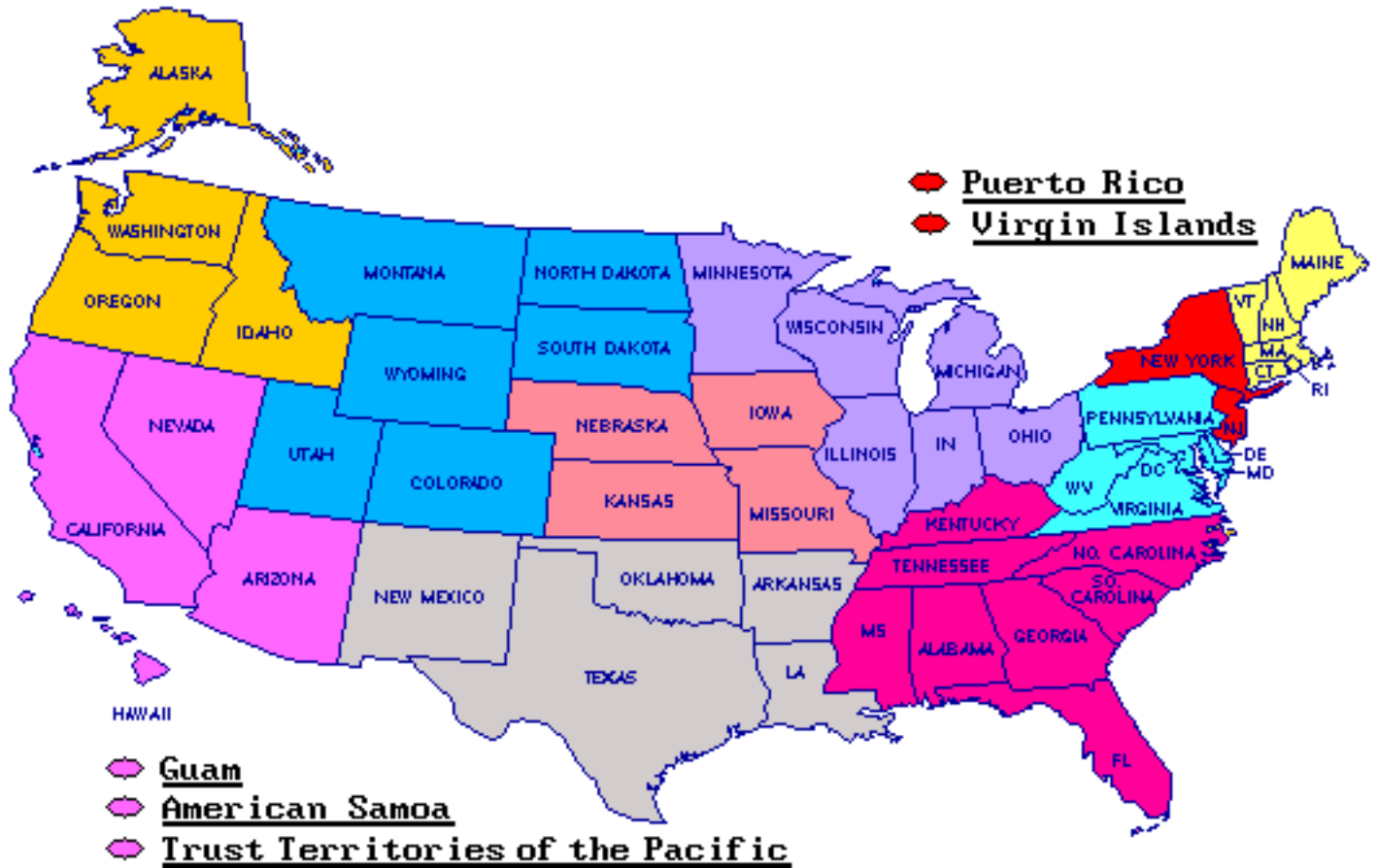
\$ 39,649

Grant Award

This project is a collaboration between the Waste Watch Center and the Cambodian Mutual Assistance Association of Greater Lowell, Inc. The project will provide education, outreach, and technical assistance in pollution prevention to the Cambodian community in Lowell, MA. The objectives of this project are: 1) to prevent automotive and household hazardous wastes from being improperly disposed of in municipal solid waste and wastewater and storm drain systems; and 2) to reduce home poisoning, indoor air pollution, injury, and illness by educating the Cambodian American population on the proper use, storage, and disposal of household hazardous chemicals. The project will result in measurable reductions in use, storage and improper disposal of household hazardous wastes; healthier and safer home and neighborhood environments; reduced quantities of hazardous waste in municipal solid waste; more efficient and cost-effective treatment of wastewater and storm drain runoff; improved water quality in the Merrimack River; and enhanced integration of the Cambodian American population into the civic and social fabric of Greater Lowell.

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REGION 1

CONSERVATION LAW FOUNDATION

\$ 77,791

Grant Award

The Conservation Law Foundation, in cooperation with two grassroots organizations in Boston, proposes to carry out a public education project aimed at helping people of color and low-income people reduce the environmental impacts of transportation in urban neighborhoods. The project will have four components: 1) publication of a guide to transportation and environmental justice issues; 2) development and distribution of training and workshop materials that grassroots groups can use in conjunction with the guide; 3) implementation of educational programs in Roxbury, which will provide a model of how to carry out education and outreach on this subject; and 4) an outreach program in Boston and other cities.

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REGION 2

WE ACT/NATURAL RESOURCES DEFENSE COUNCIL

\$ 200,000

Grant Award

Northern Manhattan communities are disproportionately impacted by excess levels of airborne particulate matter and toxins from multiple sources. This proposal will address air pollution from buses and trucks, air pollution and improper waste disposal by dry cleaning operations, the lack of accurate commercial and industrial sites information, and keeping brownfields clean through pollution prevention. The proposal includes four program initiatives: 1) Uptown Diesel Bus Initiative; 2) Dry Cleaning Initiative; 3) Commercial and Industrial Sites Audit, and 4) Keeping Brownfields Clean Initiative.

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REGION 3

DELAWARE VALLEY CITIZENS' COUNCIL FOR CLEAN AIR

\$ 195,090

Grant Award

In the city of Philadelphia, minority and low-income communities such as Mount Airy and Germantown continue to bear the brunt of the consequences of waste disposal activities. Throughout Philadelphia, poor and minority neighborhoods host a disproportionately large share of transfer stations, truck traffic, and disposal facilities, contributing to a lower quality of life and a threat to public health. This project, the Waste Reduction Network program, will help experienced business operators, community groups, office workers, and others to spread the success of their waste reduction pilot programs to similar audiences within the communities of color in Philadelphia.

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REGION 4

UNIVERSITY OF LOUISVILLE

\$ 208,322

Grant Award

The West End of Jefferson County, Kentucky, is a low-income community whose citizens have long raised concerns about the environment and threats to public health. The focus of this concern lies with some large chemical plants located adjacent to the community. This proposal brings together major stakeholders in the area to develop and implement strategies using pollution prevention principles to address community environmental concerns. The University of Louisville will provide a neutral forum for stakeholders to develop environmental improvement strategies. The University will also bring the needed expertise to the community to incorporate pollution prevention as the preferred strategy of addressing environmental problems.

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REGION 5

CITIZENS FOR A BETTER ENVIRONMENT

\$ 148,987

Grant Award

Citizens for a Better Environment (CBE), a regional nonprofit organization, plans to use the grant funding to provide much-needed technical and financial support to local grassroots organizations as they work to foster pollution prevention in their communities in Chicago, Milwaukee, and Minneapolis. All of the neighborhoods CBE will be focusing on are communities of color with the majority of their residents living in low-income households. The project activities will include: providing technical assistance to at least two local organizations in Southeast Chicago to establish good neighbor dialogues with local businesses; working with four partners to foster model pollution prevention efforts among auto repair and metal fabricating businesses on Milwaukee's near south side; and working with the Hawthorne community of Minneapolis, a low-income neighborhood, to engage in permit monitoring of neighborhood facilities and the establishment of good neighbor dialogues between residents and businesses.

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REGION 6

NATIONAL CENTER FOR APPROPRIATE TECHNOLOGY

\$ 236,442

Grant Award

This project targets Hispanic-American farmers and rural communities in the Texas Panhandle who often suffer from disproportionate exposure to pesticides. The project is designed to increase access to and use of practical technical information on integrated pest management and other sustainable agriculture practices, available in written and spoken Spanish. Learning and practice methods will include: farm demonstrations, workshops, and farmer-to-farmer exchanges about successful production and marketing methods.

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REGION 7

METROPOLITAN ENERGY CENTER

\$ 213,760

Grant Award

The Metropolitan Energy Center has developed and coordinated a neighborhood-based approach to sustainable community planning, developing a comprehensive process that engages community residents in developing and defining a sustainable community plan for their area. This project proposes to work with a community located in the Kansas City Empowerment Zone to develop an environmentally sound, sustainable community planning process that will incorporate three levels of service, including: 1) direct pollution prevention activities; 2) sustainable community planning and environmental mapping of the area; and 3) the development and implementation of a plan in the community that will lead to long-term changes that will result in a sustainable community.

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REGION 8

NORTHEAST DENVER HOUSING CENTER, INC.

\$ 250,000

Grant Award

The Northeast Denver Housing Center is a nonprofit agency that provides affordable housing, family assistance, support services, and neighborhood economic development for minority communities in the city of Denver. The center is proposing a project to add energy efficiency and sustainable design principles to a new low-income housing project in Denver, Colorado. The project will demonstrate economically viable sustainable design principles for low-income housing, provide job skills training to low-income and minority people in an area of pollution prevention, and provide safe, efficient, and affordable housing for low-income minorities and American Indians. The experience gained from this project will then be applied to housing projects that the Center already owns, and has planned for future development.

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REGION 9

KOREAN YOUTH & COMMUNITY CENTER, INC.

\$ 100,000

Grant Award

The Korean Youth & Community Center is partnering with the UCLA Pollution Prevention Education and Research Center and Clean by Nature (Southern California's first 100 percent wet cleaning shop). The center proposes to develop a wet cleaning outreach and education program targeted at Korean-American dry cleaners who make up close to 70 percent of the industry in the greater Los Angeles area, and roughly 60 percent of the industry nationwide. This outreach and education program presents an innovative public-private partnership joining a private entrepreneur, a major university, and a community-based organization in a collaborative effort to advance to state-of-the-art environmental technology in the garment care industry. This technology will not only sustain these dry cleaners' business, but the environments that surround them as well.

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REGION 10

TULALIP TRIBES OF WASHINGTON

\$ 196,614

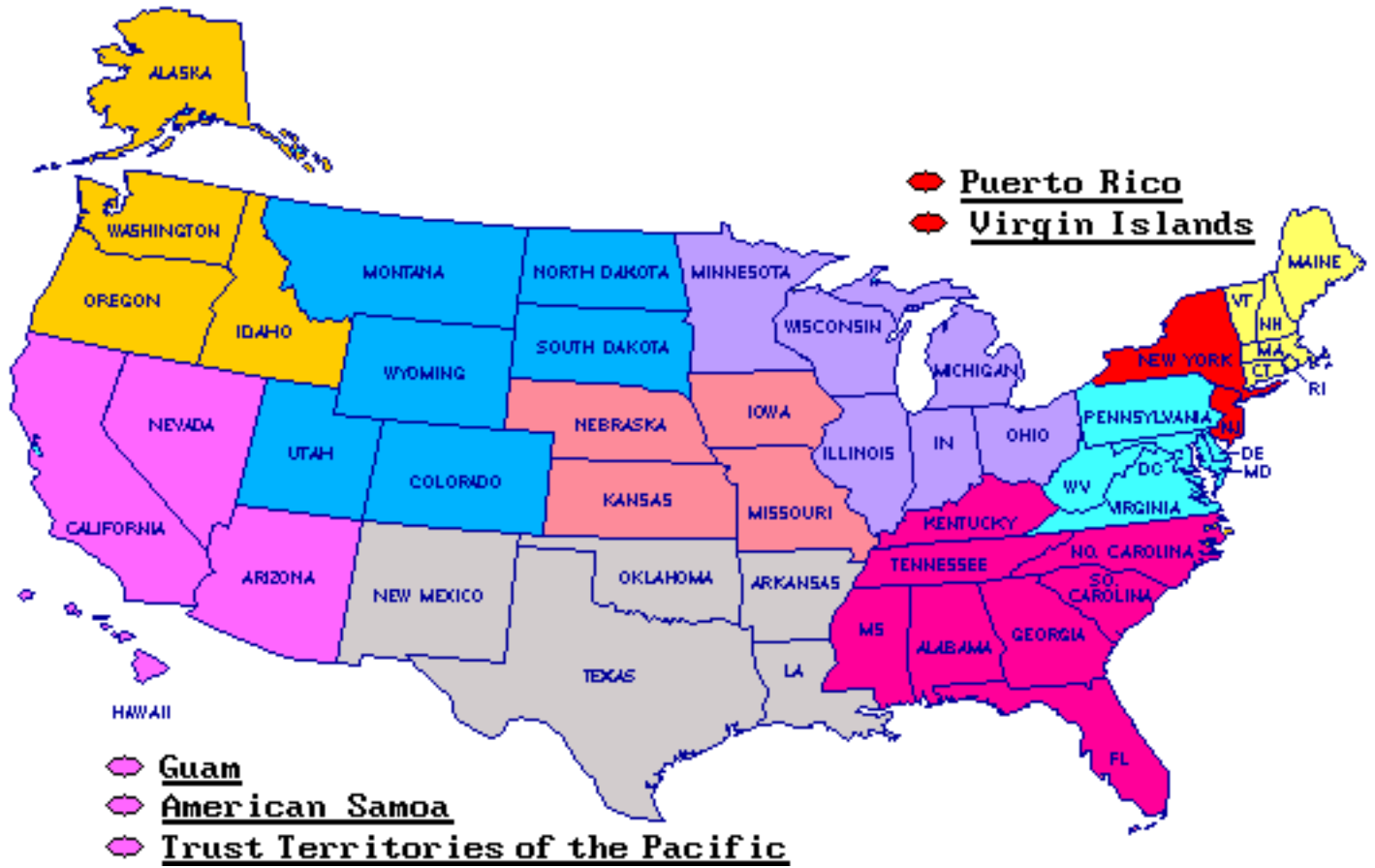
Grant Award

Under current conditions, economic development on and near Indian Reservations is resulting in short-term economic gain at the expense of the reservation environment and culture. This project will help tribes to balance the competing demands of economic development and environmental protection, involve the community in this effort, and encourage sustainable development through a focus on pollution prevention. The proposed project will result in: 1) the development of a model Tribal Environmental Policy Act (TEPA) that tribes can use to review development proposals, 2) a pollution prevention reference chart for tribes to use in conjunction with their TEPA and NEPA activities, and 3) a training curriculum to enhance tribal understanding of and effectiveness in the Federal NEPA process.

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REGION 10

OREGON ENVIRONMENTAL COUNCIL: ALBINA POLLUTION PREVENTION PROJECT

Grant Award

\$ 80,000

The Albina Pollution Prevention Project is a 1-year effort culminating in an environmental justice action plan, a series of specific initiatives, and pilot projects. The project is organized around four major tasks: community mapping to identify community problems; community education and collaborative goal-setting; building capacity and partnerships to address priority issues; and developing and implementing specific pollution prevention projects.

INTERNATIONAL DISTRICT HOUSING AND SOCIAL SERVICES: ASIAN AND PACIFIC ISLANDER MOBILIZATION FOR ENVIRONMENTAL JUSTICE

Grant Award

\$ 80,000

This project proposes to link the Wilderness-Urban Survival Skills Project for Youths and Families with residents living in an urban environment. The curriculum juxtaposes environmental issues in both the wilderness and urban settings, building bridges that will increase youths' capacity to become agents for positive social change. Pollution prevention projects conducted by participants will focus on at least one of the following: reducing household exposure to and use of pollutant chemicals; reducing use of polystyrene containers in packaging and sale of goods; and reducing pollutants in storm drain runoff.

CHICKALOON NATIVE VILLAGE: RENEWABLE ENERGY DEVELOPMENT FOR ALASKAN NATIVE VILLAGES

Grant Award

\$ 80,000

This project will establish an integrated framework to help Alaska native villages assess the development potential of renewable energy resources on village land. Developing renewable energy sources will help villages lessen dependence on fossil fuels. Direct air pollution reduction benefits can be readily calculated for each megawatt of displaced fossil fuel generation capacity, while direct and indirect community economic benefits will also accrue from reduced pollution and local production of renewable energy.

TACOMA URBAN LEAGUE, INC: ENVIRONMENTAL HEALTH AND ECONOMIC SUSTAINABILITY THROUGH POLLUTION PREVENTION

Grant Award

\$ 80,000

The goal of this project is to implement pollution prevention models that will reduce indoor environmental health risks, and help build the economic base of the Salishan area. The project will have four broad areas of focus: reduce sources of indoor air contaminants using air filtration; conserve energy by replacing heating and ventilation systems; improve economic sustainability through workman's apprentice training and environmental education internships; and provide an opportunity for residents to learn, be involved with, and to be empowered to create a better future for themselves.

**COMMUNITY COALITION FOR ENVIRONMENTAL JUSTICE:
COMMUNITY-BASED POLLUTION PREVENTION PROJECT**

Grant Award

\$ 20,000

This project is designed to help the Community Coalition for Environmental Justice (CCEJ) implement a Community-Based Pollution Prevention Project. The purpose of the project is to develop local solutions to environmental injustices in South Park through community participation. The community will focus on research to identify and reduce exposure to industrial pollutants in the community. The project will take a direct approach to pollution prevention by implementing a community-driven pollution prevention program that focuses on known contaminated sites and identifies the most prevalent pollutants in the community. This effort will use existing data from various local agencies and environmental organizations. Once primary pollutants and their sources are identified, the most appropriate pollution prevention methods will be researched to allow for an informed community decision-making process.

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REGION 9

ASSOCIATION FOR COMMUNITY BASED EDUCATION: ENVIRONMENTAL JUSTICE THROUGH SUSTAINABLE AGRICULTURE IN FARMWORKER COMMUNITIES

Grant Award

\$ 100,000

The Association for Community Based Education and the Rural Development Center plan to provide intensive training and technical assistance to minority farmers in the Salinas Valley. This training will help them reduce the use of pesticides and adopt sustainable agricultural practices, including integrated pest management. The project will also involve a public education campaign using organized forums and events, the media, field days and demonstration plots to provide the migrant farm worker community and their employers with opportunities to learn more about, and apply pollution prevention practices.

INSTITUTE FOR RESEARCH AND TECHNICAL ASSISTANCE: MINIMIZING THE HUMAN HEALTH AND ENVIRONMENTAL CONSEQUENCES

Grant Award

\$ 96,516

The Institute's Pollution Prevention Center and the New Partnership Foundation will test and demonstrate water-based brake cleaning alternatives to perchloroethylene in inner city auto repair facilities in Los Angeles. The New Partnership Foundation also will develop a pamphlet in Spanish to communicate results to Latino auto repair workers. The city of Los Angeles will distribute a pamphlet to all permit holders.

LOS ANGELES CONSERVATION CORPS: COMMUNITY-WIDE COLLABORATION PROJECT

Grant Award

\$ 60,000

The Los Angeles Conservation Corps' (LACC) project will support chemical-free gardening in neighborhood gardens in minority communities throughout Los Angeles. LACC collects resources (seeds, plants, soil, fencing, netting, etc.) and distributes resources to individuals and groups of gardeners. LACC also works to convert existing community gardens that use pesticides to chemical-free gardens.

ECOLOGY ACTION, INC.: TECHNICAL ASSISTANCE PROGRAM

Grant Award

\$ 41,484

Ecology Action will hold workshops on alternatives to drycleaning for the 1,000 Korean American owned and operated dry cleaners in northern California. They will also conduct guided Korean language tours of wet cleaning facilities in the Bay Area and develop translated documents and technical resources on wet cleaning, as well as other EPA programs, including Green Lights and WasteWi\$.e.

LOCAL GOVERNMENT COMMISSION: REDUCING JANITORS' USE OF TOXIC CHEMICALS

Grant Award

\$ 42,000

The Local Government Commission seeks to reduce janitors' exposure to cleaning chemicals, particularly focusing on minority janitors. The commission will establish a collaboration between janitors, government, business, and community groups in Richmond, a Northern California city with a high minority population. The project includes a focus not only on the janitors, but also on those who make the decisions as to which cleaning products are used. Approximately 50 cleaning and maintenance activities will be assessed, and outreach materials developed.

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REGION 8

NATIONAL ASSOCIATION OF BLACK ENVIRONMENTALISTS: ENVIRONMENTAL EDUCATION RESTORATION AND STEWARDSHIP PROJECT

Grant Award

\$ 100,000

The Sustainable, Environmentally-Robust Urban Community Project (SERUC) proposes to introduce pollution prevention, as well as water and energy conservation sensitivity and practices, to the residents of Northeast Park Hill in Denver, Colorado. This 7-square mile, high-density community is made up of mostly low-income and minority residents. The National Association of Black Environmentalists' (NABE) will provide this community with information regarding the pollution sources impacting the neighborhood. The project will include activities such as cooperative pollution prevention education, restoration, stewardship opportunities, and job placement for qualified youth ages 12 to 19.

TOWN OF MEEKER/MEEKER POLLUTION PREVENTION: RIO

BLANCO POLLUTION PREVENTION PROGRAM

Grant Award

\$ 25,000

The town of Meeker and the Meeker Pollution Prevention Committee have organized a partnership of community-wide support for pollution prevention program development. This effort will benefit Meeker and set the stage for a countywide program. This proposal is for funding of a full-time pollution prevention specialist in the Town of Meeker to develop and coordinate specific education programs in the community. The pollution prevention specialist would develop regular educational articles on pollution prevention for publication in the local weekly newspaper, coordinate a pollution prevention training session for local businesses with the Meeker Chamber of Commerce, using instructors from the Western Slope Pollution Prevention Program and/or industry specialists, coordinate the establishment of a community-wide used oil collection service, coordinate aluminum can and newspaper recycling, conduct a feasibility study of an intergovernmental agreement to fund long-term pollution prevention programs in the county, and attend the Colorado Pollution Prevention Local Networking quarterly meetings to share learned experiences and pollution prevention resources.

MONTANA STATE UNIVERSITY: TRIBAL COLLEGE ENVIRONMENTAL JUSTICE THROUGH POLLUTION PREVENTION SCHOLARSHIP, INTERNSHIP AND EMPOWERMENT PROGRAM

Grant Award

\$ 100,000

The Montana Pollution Prevention Program is an educational and nonregulatory program of the Montana State University Extension Service (MSUES). As a land-grant university, MSUES provides educational programming throughout Montana including all tribal colleges. Through successful past experiences with Montana tribes, the Montana Pollution Prevention Project will facilitate the creation of the Tribal College Environmental Justice/Pollution Prevention Scholarship, Intern and Empowerment Program. This scholarship and internship program at MSU will provide pollution prevention support courses and experiential learning opportunities for Native American faculty and students from Montana's seven tribal colleges.

**MONTANA TRIBAL BUSINESS INFORMATION NETWORK:
POLLUTION PREVENTION TECHNICAL ASSISTANCE AND
TRAINING PROJECT**

Grant Award

\$ 85,000

The Montana Tribal Business Information Network (TBIN) is comprised of the seven Tribal Business Information Centers (TBICS) located on each of the seven reservations in Montana (Crow, Northern Cheyenne, Fort Peck, Fort Belknap, Rocky Boy, Blackfeet, and Flathead). The TBIM is requesting funding to provide technical assistance and training in implementing pollution prevention technologies and form a Pollution Prevention Tribal Cooperative. The cooperative will serve all seven of the Indian reservations in Montana. The grant will provide technical assistance and training to the TBIC on each of the seven Indian reservations to enable them to identify and use pollution prevention technologies.

**RUNNING STRONG FOR AMERICAN INDIAN YOUTH:
POLLUTION PREVENTION IN AGRICULTURE PROJECT**

Grant Award

\$ 30,000

Running Strong for American Indian Youth sponsors and operates the Slim Buttes Community Agricultural Development Project on the Pine Ridge Indian Reservation in South Dakota. Grant assistance will enable the Slim Buttes project to address agricultural pollution prevention through a demonstration project and training activities promoting organic gardening and sustainable community agriculture. The program will involve workshops, field demonstrations, new composting operations, and the creation and dissemination of written educational materials.

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REGION 7

UNIVERSITY OF NORTHERN IOWA: DEMONSTRATION OF A LOW COST AIR EMISSION REDUCTION TECHNOLOGY FOR URBAN BUSES

Grant Award

\$ 99,163

The goal of this project is to demonstrate the effectiveness of the Hydro Power Pak as an innovative, low-cost means to meet the urban bus retrofit requirements for reduced air emissions, specified in the Clean Air Act. Existing, pre-1993 municipal bus emissions, will be tested for hydrocarbon, carbon monoxide, nitrogen oxide, particulate matter, opacity, and other relevant parameters to establish baseline data. After installation of the Hydro Power Paks, and a break-in period, the retrofitted buses will be retested. Before and after retrofit data will be compared with the Clean Air Act compliance criteria. Certification of the technology will be requested.

LINCOLN-LANCASTER COUNTY HEALTH DEPARTMENT: POLLUTION PREVENTION EDUCATION AND OUTREACH

Grant Award

\$ 80,000

The Lincoln-Lancaster County Health Department (LLCHD) recently completed work on the Minority Community Environmental Health Hazards Risk Survey, and hopes to build on the work of the survey by mapping minority communities' perception of environmental health risks. LLCHD plans to map areas of environmental justice concerns using a geographic information system. While the GIS work is being done, LLCHD will research and identify existing pollution prevention curricula. LLCHD will then target minority community organizations to partner in the education case studies. LLCHD will hold open public meetings to educate the minority community about actual and perceived environmental health risks, critical-thinking and problem-solving skills, and pollution prevention principles. LLCHD will then seek community assistance in identifying and prioritizing the environmental and human health issues about which they are most concerned.

METROPOLITAN ST. LOUIS SEWER DISTRICT: CURBSIDE RECYCLING FOR POLLUTION PREVENTION

Grant Award

\$ 80,554

The goal of this project is to address a minority community's lack of access to environmental education and community involvement, in regards to solid waste management. Residents in the target community currently risk exposure potential health threats from the improper disposal of solid waste and the deficiency of protective measures. This project is designed to minimize the volume of solid waste in landfills, waterways, and sewers in the community. The project's strategy is to promote recycling as an educational tool and a disposal alternative.

**COMMUNITY HEALTH & EDUCATION SERVICES:
EDUCATION AND COMMUNITY OUTREACH PROJECT**

Grant Award

\$ 70,000

The goal of this project is to educate and involve high-risk, low-income and culturally-diverse populations, community leaders, and industries in the development of preventive and alternative measures and practices that reduce pollution and environmental degradation in northeast Wyandotte County. To accomplish these goals, the project plans to form a task force that will partner with local industries and cooperatively develop pollution prevention initiatives; educate families and businesses on the health and environmental effects of household hazardous waste, proper use and disposal of such waste, and less toxic alternatives; and educate 60 high-risk, low-income youths from northeast Wyandotte County on salient environmental topics pertaining to their urban setting, as well as water quality issues within the community.

**MID-AMERICA REGIONAL COUNCIL: KANSAS CITY STAR
NEWSPAPERS IN EDUCATION PROJECT**

Grant Award

\$ 10,000

This project seeks to empower residents of the Kansas City Bistate Enhanced Enterprise Community by providing leadership training on environmental and pollution issues, and providing community-based strategies that speaks to the issue. This project also encourages community participation in the environmental pollution prevention planning process. The project will identify leaders in the community interested in learning more about pollution prevention and environmental issues; survey attitudes regarding pollution prevention needs in the community then provide training in problem-solving strategies and methods, using the identified needs and issues as models; and execute community outreach pollution prevention efforts that target residents of the community.

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REGION 6

CENTRAL ARKANSAS REGIONAL SOLID WASTE MANAGEMENT DISTRICT: ESTABLISHING A PILOT POLLUTION PREVENTION OUTREACH CENTER

Grant Award

\$ 99,998

The Central Arkansas Regional Solid Waste Management District (CARSWMD), composed of four rural counties in central Arkansas, will develop waste reduction programs and encourage pollution prevention and recycling by providing education and technical assistance. CARSWMD will accomplish this by developing a pollution prevention program that integrates source reduction materials for schools, public and private organizations, and volunteer committees in each community. CARSWMD will work in coordination with local businesses to place pollution prevention informational displays in areas near where pollution-causing materials are sold.

CITY OF HOUSTON: SOUTHWEST ENVIRONMENTAL ENFORCEMENT TRAINING CENTER (SwEET Center)

Grant Award

\$ 94,062

The goal of the SwEET Center is to promote environmental justice in targeted low-income and minority areas in Houston, Texas. The center promotes public health, safety, and the environment through enforcement of local, state, and federal environmental laws. The center also educates targeted low-income and minority residents in ways to protect the health and safety of the public residing in environmentally distressed areas. The SwEET Center will provide an organizational mechanism through which the "Rat on a Rat" and Neighborhood Environmental Education Training programs, will continue to operate and further expand enforcement and education of the environmental laws at the local, state, and federal levels. The center will provide technical support through geographic information system mapping.

LOUISIANA ENVIRONMENTAL JUSTICE PROJECT: A COMMUNITY EDUCATION AND EMPOWERMENT PROGRAM

Grant Award

\$ 100,000

In the greater New Orleans area, along the Mississippi River, three shipyards currently are releasing large quantities of toxic chemicals into the surrounding communities. These communities are predominantly low-income and African American. Currently, these ship yards do not utilize adequate pollution reduction technology, and the affected communities are unaware of the toxins that surround them. This project will build awareness and mobilization through a community education and empowerment program modeled after the Equitable and Trinity Shipyard examples. This program will be expanded to include increased community capacity (especially youth involvement) to identify local environmental justice problems and involve the community in the design and implementation of activities, particularly decision-making, to address those concerns. The community will work with business and government leaders to design and implement pollution prevention approaches and pollution reduction technology at all three shipyards that will protect the long-term environmental health of the community.

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REGION 5

RIVERS UNLIMITED MILL CREEK RESTORATION PROJECT: MILL CREEK ENVIRONMENTAL JUSTICE THROUGH POLLUTION PREVENTION INITIATIVE

Grant Award

\$ 99,998

This project is designed to incorporate pollution prevention into a communitywide effort to environmentally and economically regenerate the highly urbanized and industrialized Mill Creek watershed. The partners in the project will: achieve measurable reduction in industrial wastes within environmental justice communities, through pollution prevention technical assistance to industry; bring business and industry to the table as collaborative partners in community-based watershed restoration efforts; provide pollution prevention education to students attending junior and senior high schools in the watershed; and provide pollution prevention training for affected and concerned parties, building a knowledgeable leadership that can incorporate pollution prevention into all future watershed initiatives.

FOND DU LAC RESERVATION BUSINESS COMMITTEE: POLLUTION PREVENTION INITIATIVE

Grant Award

\$ 22,080

The Fond du Lac Reservation Business Committee's solid waste specialist will conduct waste audits on eight businesses on the reservation. The goal of these audits is to remove persistent toxins from the businesses' waste streams and educate their employees on pollution prevention alternatives for reducing solid waste. The solid waste specialist will do source reduction and pollution prevention audits on the eight nonresidential waste generators. Source reduction audits will involve the staff and management of these businesses to help identify areas where toxic substances are being used. It will be the responsibility of the solid waste specialist to assist the staff and management of these businesses in implementing appropriate changes to reduce or eliminate these hazards from the waste streams and follow up on their progress. This project will have a tribal focus and identify problems that may be unique to Indian Country, and will document the resources available to deal with these problems effectively.

YOUNGSTOWN-WARREN REGIONAL CHAMBER OF COMMERCE: MAHONING VALLEY ENVIRONMENTAL JUSTICE PROJECT

Grant Award

\$ 100,000

Mahoning Valley, Ohio, is rich in ethnic and racial diversity, but it also has a strong history of heavy manufacturing. Due to large-scale job losses in the community, the revitalization of the economy and industry in the valley is a priority. The chamber's project will couple education and community initiatives, thereby, facilitating fair treatment of environmental issues for all community residents. The pollution prevention approach for this project is to provide integrated manufacturing assessments, coupled with the use of pollution prevention implementation assistance (through advanced technical assistance) and educational outreach, to at least four companies located within the valley's environmental justice areas. The assessments will be used as a tool to evaluate each company's processes and identify target areas for pollution prevention opportunities and their subsequent implementation.

**SIXTEENTH STREET COMMUNITY HEALTH CENTER:
STRATEGIC POLLUTION PREVENTION INITIATIVE
FOCUSED
ON HISPANIC CHILDREN**

Grant Award

\$ 98,375

The Sixteenth Street Community Health Center (SSCHC), in partnership with the Wisconsin Department of Natural Resources and Milwaukee Public Schools, has begun a 2-year pollution prevention initiative which will gather and interpret ambient air quality data in the SSCHC neighborhood on key pollutants known to contribute to asthma. The project also will assess certain health, lifestyle, and behavioral characteristics of students, residents, and employers and workers in the neighborhood, and communicate with low-income Hispanic residents and students about air pollution's relationship to asthma and respiratory illness. The project will use air monitoring data and state-collected information as the basis to tailor specific, language appropriate, pollution prevention outreach to residents on actions they can take to reduce air pollution and risks of respiratory illnesses. As a final step, the project will assess the pollution prevention strategy's effectiveness to determine behavioral changes and increase attention on the use of automobiles within the project's service area.

**LOWER SIOUX RESERVATION: WIND ENERGY
DEMONSTRATION PROJECT**

Grant Award

\$ 90,000

Coal, oil, and gas-fired power plants are disproportionately located near minority communities, tribal communities and politically less established communities. The development of a local wind-powered electrical energy resource will reduce dependency on pollution-creating energy production methods. By allowing the Lower Sioux community to control its source of electrical energy, this project will help eliminate the negative effects of being a minority community disengaged from the power plant siting process, while at the same time reduce the amount of pollution created. The project consists of three components: a wind energy system demonstration project; the Lower Sioux Wind Energy: Project Generation and Distribution System Design and Specification Report; and educational and community input activities including public meetings and information dissemination.

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REGION 4

ESCAMBIA COUNTY FLORIDA: POLLUTION PREVENTION ASSISTANCE TO THE BUSINESSES AND RESIDENTS OF WARRINGTON

Grant Award

\$ 79,728

The Warrington community has experienced rapid growth. Much of this growth took place prior to the establishment of county zoning regulations. As a result, the impact of industrial and commercial businesses on residents and the environment is evident. The purpose of Escambia County's project is to address the environmental justice issues faced by Warrington, and to reduce the environmental and health impacts on the community by helping the industrial and commercial sectors reduce and prevent the generation of air toxins, hazardous waste, waste water, and solid waste. The program will stress pollution prevention and source reduction, and also will include the promotion of energy efficiency and resource conservation, both at home and at work. The first objective is to introduce pollution prevention to the industrial and commercial businesses of the community. The second objective is to introduce pollution prevention to homeowners and renters. Pollution prevention will be promoted via onsite audits, education materials, seminars, and citizen involvement.

CITIZENS FOR A BETTER SOUTH FLORIDA, INC.: ENHANCE ENVIRONMENTAL AWARENESS AND POLLUTION PREVENTION INITIATIVES THROUGH THE TRANSLATION OF MATERIALS FOR THE HISPANIC COMMUNITY

Grant Award

\$ 90,773

The city of Hialeah, a densely populated Hispanic community, will be the target for an outreach and education project to provide information and education on environmental issues in Spanish. Citizens for a Better South Florida will partner with the local environmental regulatory agency, the Dade County Department of Environmental Resources Management, to utilize their experienced staff and pollution prevention literature. Existing literature will be revised, translated into Spanish, and distributed, workshops will be offered for both the residential and industrial communities, environmental talk shows will be offered in Spanish on local radio stations, a public service announcement will be produced in Spanish and televised on a local television station, and articles will be written in Spanish and published in local periodicals or publications.

MISSISSIPPI BAND OF CHOCTAW INDIANS: ENVIRONMENTAL JUSTICE THROUGH POLLUTION PREVENTION

Grant Award

\$ 91,632

As part of their project, the Chataw will conduct a comprehensive investigation into pollution prevention opportunities and barriers facing the community. The research will, in turn, produce recommendations for use in the development of a community-wide pollution prevention plan. To delineate pollution prevention opportunities and barriers, and provide a foundation for pollution prevention planning supportive of economic and natural resource development, this project will have three components: a sociological assessment of Choctaw community members; a natural resources assessment, focusing on the watershed and tribal interactions with fisheries; and an assessment of waste reduction and energy conservation opportunities and barriers on the reservation. Priority will be placed on defining tribal education and training need and as well as nonregulatory strategies and technologies for effecting community-wide pollution prevention. Tribal members will be involved in data collection and interpretation, recommendation development, and oversight efforts.

**BIRMINGHAM ENVIRONMENTAL CLEARINGHOUSE:
COMMUNITY-BASED ENVIRONMENTAL JUSTICE
PROGRAM**

Grant Award

\$ 100,000

The Birmingham Environmental Clearinghouse is working on behalf of seven Birmingham, Alabama, neighborhoods that border Village Creek, a tributary of the Warrior River in Jefferson County. Industry and poverty have left a legacy of environmental injustice in the area delimited by the Village Creek flood plain. The clearinghouse will address the environmental aspect of this legacy with a holistic pollution prevention program it terms Total Environmental Quality Management (TEQM). TEQM is an empowerment model in which area residents and businesses accept responsibility for, and undertake concrete actions toward, improving the environments they directly impact. The approach combines community-based education, direct action toward immediate and incremental improvements, coordination of the efforts of public agencies, and advocacy within public forums created by several large public works projects.

**GEORGIA ENVIRONMENTAL ORGANIZATION:
SUSTAINABLE ENVIRONMENTAL JUSTICE**

Grant Award

\$ 31,900

By training and involving businesses and residents in the Proctor Creek watershed, this project provides an avenue by which environmental justice communicators can become more empowered and take control of their lives and what happens around them. Concentrating on pollution prevention, the project addresses many potential health problems at their suspected source. By identifying and cataloging the potential sources of pollution in the watershed, residents will take necessary steps in preventing their communities from being polluted by toxic discharges and stormwater run-off. The project will also partner with the City of Atlanta, the Department of Natural Resources, and the Proctor Creek business community.

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REGION 3

ELIZABETH RIVER PROJECT: MOTIVATING BUSINESSES TO ACHIEVE A CLEANER RIVER POLLUTION PREVENTION PROJECT

Grant Award

\$ 82,422

The Elizabeth River Project, is a grass-roots, nonprofit organization working to build broad community involvement in restoring the environmental health of the heavily industrialized Elizabeth River. Toxics in the Elizabeth River pose the highest risk to homeless and low-income residents who consume river fish for subsistence in the urbanized cities of Norfolk, Portsmouth, and Chesapeake. The Business for a Cleaner River and River Stars are two related programs that provide resources, referrals, and recognition to businesses that reduce toxic river outputs by adopting voluntary, cost-effective pollution prevention alternatives. River Stars, the certification and recognition portion of the program, will build community appreciation and improve community relations for businesses as they make pollution prevention gains.

HOWARD UNIVERSITY: A PROGRAM TO PROVIDE TECHNICAL ASSISTANCE TO SMALL BUSINESSES

Grant Award

\$ 100,000

The Howard University project, in Washington, DC, will address the development of pollution prevention and waste reduction programs for 38 to 42 commercial establishments identified by EPA as the primary source generators responsible for “the most degraded sub-watershed in the Anacostia Basin,” and one of the worst urban watersheds in the United States. The goal of the program is to notify targeted business owners and educate them about the benefits of pollution prevention, provide onsite technical assistance in the development of pollution prevention programs, develop specific total cost assessments for pollution prevention projects, conduct business operations and management assessments, and develop applications for financial assistance from an established public-private small business finance program to fund the cost of pollution prevention projects where required.

GARDEN RESOURCES OF WASHINGTON: POLLUTION PREVENTION THROUGH GARDENING AND COMPOSTING: COMMUNITY DEMONSTRATION SITES

Grant Award

\$ 56,245

Garden Resources of Washington, in collaboration with Community Harvest, will develop three demonstration gardening and composting sites in low-income communities of Washington, DC. These sites will serve as a focal point for residents and other stakeholders to gain awareness of and design solutions to environmental and public health problems related to the growth, distribution, and consumption of food. These sites will serve as a model for other low-income communities. The proposed demonstration garden and compost sites will provide direct hands-on ways for neighborhood residents to learn and use pollution prevention skills. By learning to use environmentally safe landscaping and gardening techniques, and by learning to compost, neighborhood residents will be able to grow pesticide and preservative-free food, identify biological and other nonchemical alternatives to pest control, increase the health of soil in the community, reduce the volume of waste generated, and create safer green space for themselves and their children.

**CENTER FOR HAZARDOUS MATERIAL RESEARCH:
CONFIDENTIAL SMALL BUSINESS POLLUTION
PREVENTION TECHNICAL ASSISTANCE IN TARGET
ENVIRONMENTAL JUSTICE COMMUNITIES**

Grant Award

\$ 100,000

In this project the center will develop and implement a confidential small business pollution prevention technical assistance program in cooperation with the World-Class Industrial network, Mon Valley Initiative, and Pittsburgh partnership for Neighborhood development. The program will: develop a targeted outreach program to inform eligible businesses of pollution prevention assistance available through the EPA EJP2 program; present pollution prevention education seminars for businesses on environmental justice target areas; conduct onsite environmental compliance and pollution prevention assessments for eligible business enterprises; conduct a pollution prevention demonstration project for an eligible small business; and create a sustainable local pollution prevention strategic planning business network with target environmental justice communities.

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REGION 2

HARLEM ENVIRONMENTAL IMPACT PROJECT, INC.: HARLEM ENVIRONMENTAL IMPACT PROGRAM

Grant Award

\$ 30,000

The Harlem Environmental Impact Project will establish the Harlem Pollution Prevention Council. This council will then enlist the services of residents, public officials, community planning boards, Harlem businesses, the Uptown Chamber of Commerce, and other Harlem based non-profits to address pollution prevention issues. Their program, which centers on community-based involvement and awareness will: increase access to pollution prevention information by creating the Harlem Environmental Justice web site; provide a full series of environmental justice workshops to train grass-roots community leaders so they may effectively train their peers; produce a series of local public access cable TV broadcasts on the Manhattan Neighborhood Network, in conjunction with the Harlem Media Center, on pollution prevention; publish and distribute self-help informational brochures and newsletters, in English and Spanish, for Harlem residents and the business community on pollution prevention issues.

COUNCIL ON THE ENVIRONMENT, INC.: GREENPOINT/WILLIAMSBURG ENVIRONMENTAL EDUCATION PROJECT

Grant Award

\$ 99,997

The Greenpoint Williamsburg Environmental Education project focuses on intermediate and high school students this heavily-polluted community. The goal of the project is to increase the awareness of environmental issues and develop the capacity of young people to take action to resolve environmental problems. The council will involve students in weekly classes in which they will take real action leading to pollution prevention. Students will be involved in a variety of issues that the council has identified in dialogues with community groups.

HAUDENOSUANEEN ENVIRONMENTAL TASK FORCE: THE HAUDENOSUANEEN OHENTEN KARIHWATEHKWEN: AN INDIGENOUS STRATEGY FOR LONG TERM POLLUTION PREVENTION

Grant Award

\$ 100,000

The Haudenosaunee Environmental Task Force (HETF) was founded to address the environmental concerns of the Iroquois Confederacy; to prevent future pollution problems; and to develop restoration plans to sustain the indigenous people, their culture, and the natural world for future generations. The proposed funding will allow HETF to function more efficiently as a clearinghouse for the exchange and dissemination of environmental information; to complete the design of community education pollution prevention programs that combine traditional environmental knowledge with scientific and technical information; and coordinate a conference that will bring together experts and the community to discuss environmental laws, pollution prevention, and Haudenosaunee culture.

INCORPORATED RABANAL SMALL FARMERS: RABANAL ENVIRONMENTAL JUSTICE THROUGH POLLUTION PREVENTION PUBLIC EDUCATION PROGRAM

Grant Award

\$ 44,100

The goal of the project is to address wide spread use of toxic pesticides in the Rabanal community, a mostly agricultural community in Puerto Rico. The project will utilize a pollution prevention approach based on public educational and training activities. The goal of the project is to institutionalize sustainable agriculture practices, such as integrated pest management and maximum reduction of pesticides use. Sustainable agricultural practices will be developed and implemented through field demonstration activities. Documentation and quantification of the results of this pollution prevention project will be kept and shared with other communities.

NEW JERSEY COMMUNITY DEVELOPMENT CORPORATION: PATERSON POLLUTION PREVENTION PROGRAM

Grant Award

\$ 66,903

The New Jersey Community Development Corporation (NJCDC) is a non-profit community development and social service agency located in Paterson, New Jersey. In collaboration with local partners, the NJCDC has designed the Paterson Pollution Prevention Program. Through NJCDC and its program partners are committed to an outcome-oriented model that will promote environmental justice in Paterson through a broad array of pollution prevention activities. The overarching objective of the program is to plan, design, and carry out community education activities to introduce and familiarize residents and businesses in Paterson with general pollution prevention concepts, and, in particular, to demonstrate how pollution prevention relates to the construction industry.

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REGION 1

ANDROSCOGGIN VALLEY COUNCIL OF GOVERNMENTS: AUTO REPAIR POLLUTION PREVENTION CURRICULUM FOR VOCATIONAL SCHOOLS

Grant Award

\$ 93,161

The Androscoggin Valley Council of Governments is a regional planning and economic development agency that has teamed with three local organizations to promote pollution prevention in economically disadvantaged communities. The three partner organizations are the Oxford County Soil and Water Conservation District, the Oxford Hill Technical School, and the Northeast Waste Management Officials' Association. The program will develop a model for outreach in rural, low-income areas. This model will create access to pollution prevention information for very small businesses and do-it-yourselfers. It will include a pollution prevention curriculum for students in high school auto repair programs as well as adult education programs, and outreach campaigns for do-it-yourselfers and auto repair facilities.

COMMUNITY ACTION AGENCY OF SOMERVILLE: ENVIRONMENTAL JUSTICE THROUGH PEER LEADERSHIP PROGRAM FOR HAITIAN LATINO YOUTH

Grant Award

\$ 46,839

The Community Action Agency of Somerville (CAAS) is a private, nonprofit agency. Incorporated in 1981, CAAS's goal is to represent low-income, culturally diverse, and economically disadvantaged communities in the city of Somerville. The CAAS will teach pollution prevention skills to Haitian and Latino youth, who, in turn will work within low-income, immigrant neighborhoods in Somerville.

NEIGHBORHOODS AGAINST URBAN POLLUTION: ALTERNATIVES FOR COMMUNITIES AND ENVIRONMENT

Grant Award

\$ 100,000

Neighborhood Against Urban Pollution (NAUP) is a coalition of organizations in Boston, MA that have joined forces to address the environmental and public health threats in the minority and low-income neighborhoods of Boston and surrounding communities. The project will promote and implement a pollution prevention campaign that involves; promoting pollution prevention in public housing demonstration projects; promoting pollution prevention and total cost assessment for local small business; conducting the Urban Transportation Pollution Prevention Awareness Project; and conducting the Pollution Prevention Education Module.

**TELLUS INSTITUTE: EMPOWERING INCINERATOR HOST
COMMUNITIES TO ADVANCE POLLUTION PREVENTION
IN
THE MERRIMACK VALLEY**

Grant Award

\$ 100,000

Tellus Institute is an environmental research and consulting organization founded in 1976. The project will reduce the burden of environmental injustice in the Merrimack Valley by involving citizens in the integrating pollution prevention into incinerator emissions management. Some of the actions process of Tellus will implement to meet this objective include establishing an inter-community incinerator workgroup, developing an integrated pollution prevention plan, and developing good neighbor agreements.

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EXAMPLES OF POSSIBLE EJP2 GRANT ACTIVITIES

Below are examples of activities that applicants may want to consider as they develop EJP2 project ideas and grant proposals. The examples are not intended to serve as a comprehensive list of possible grant projects; rather, they illustrate activities that use pollution prevention principles in addressing environmental justice problems that exist in the communities.

[Community Involvement](#)

[Technical Assistance/Demonstration](#)

[Small Business Assistance](#)

[Agriculture](#)

[Combination of Activities](#)



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COMMUNITY INVOLVEMENT:

- Assist minority and low-income communities and tribal governments in becoming actively engaged in community environmental initiatives, such as Brownfield redevelopment projects, and in promoting pollution prevention as an important component of any community environmental initiative.

Increasingly, EPA and local governments are looking to a community-based approach to environmental protection and community revitalization. Two examples of this approach are the Community Based Environmental Protection initiative and the Brownfields redevelopment initiative. An important part of the community-based approach is the active participation by the members of those communities.

Increased citizen involvement in community environmental protection and redevelopment not only provides greater citizen empowerment, but ultimately creates a community better suited to the needs of its members.

A project that combines greater citizen involvement in community environmental protection and redevelopment processes with the education of citizens to enhance their understanding of the benefits of pollution prevention as it applies to communities would greatly advance the Agency's goals of promoting pollution prevention and community-based environmental protection.

 [Return to Examples of EJP2 Grant Activities](#)

TECHNICAL ASSISTANCE/DEMONSTRATION:

- Conduct demonstration projects in support of EPA voluntary programs (such as the Water Alliance for Voluntary Efficiency, the WasteWi\$e Program, or the Green Lights Program) that promote resource efficiency or EPA's industry sector projects, such as the Common Sense Initiative.

A complete listing of all EPA voluntary programs, including summaries of program goals and contact information, can be found in *Partnerships in Preventing Pollution, A Catalogue of the Agency's Partnership Programs* (EPA Publication # 100-B-96-001, Spring 1996). You can obtain a free copy of this publication by calling the Pollution Prevention Information Clearinghouse (PPIC) at (202) 260-1023 or by contacting PPIC via e-mail at: ppic@epamail.epa.gov.

Pollution prevention can involve more efficient use of resources through, for example, energy efficiency, water conservation, or waste reduction in community housing and businesses. Specific approaches include energy efficient lighting, appliances, or buildings, low-flow toilets or other water efficient equipment, and safe substitutes for cleaning products. EPA already promotes several of these initiatives through its voluntary programs. By installing efficient equipment and adopting conservation practices, demand for power and water from utility companies can be reduced, thus saving communities the expense of increased costs of water and electricity.

A community might propose to develop and implement an action plan for restoring an area both environmentally and economically. The action plan could identify and propose to involve potential partners needed to help the community implement pollution prevention opportunities, such as utility companies, urban and rural planning development organizations, economic development groups, and key businesses and industries in the area.

Other project ideas include:

- Conduct demonstration projects in support of EPA voluntary programs (such as the Water Alliance for Voluntary Efficiency, the WasteWi\$e Program, or the Green Lights Program) that promote resource efficiency or EPA's industry sector projects, such as the Common Sense Initiative.
- Provide comprehensive, multimedia prevention technical assistance to the regulated community generators of hazardous waste, air emissions, and wastewater discharges and increase cooperative interaction between the state and the regulated community. The assistance could help involve environmental justice communities in pollution prevention planning required by state environmental laws.

SMALL BUSINESS ASSISTANCE:

- Provide technical assistance and training to small businesses to enable them to identify and use pollution prevention technologies. A project may propose to assist businesses seeking information about source reduction opportunities, including funding for experts to provide onsite technical advice and to assist in the development of source reduction plans. Proposals should target assistance to businesses where lack of information is an impediment to source reduction and provide training for pollution prevention techniques. By providing information, training, and technical assistance, EPA believes that businesses will enhance their competitiveness by reducing environmental costs, improving relations with the community, improving the quality of their products, and spending less money on environmental regulations.
- Develop and implement a demonstration loan program by providing seed capital to non-profit Community Development Financial Institutions (CDFIs), thereby leveraging their capacity to provide financing to small businesses for pollution prevention activities in low-income and/or predominantly minority communities or tribal lands.

EPA is committed to the proposition that a sound environment is a precondition for sustainable economic development and that environmentally conscious, sustainable development is more easily attainable when all groups in society have both a perceived and real stake in the economic system. Thus, the ultimate purpose of this targeted loan provision is to enable businesses that might otherwise be denied credit to install pollution prevention equipment or initiate pollution prevention techniques or practices in order to address environmental problems posed by the normal course of operations.

Entities eligible for funding under this demonstration loan program are national non-profit financial intermediaries that serve non-profit CDFIs as defined in section 103 of the Community Development Banking and Financial Institutions Act of 1994. Applicants must have an established track record in:

1. Raising capital on their own behalf from private sources;
2. Directing capital on a performance basis to non-profit CDFIs in low-income and/or predominantly racial minority areas in both rural and urban settings; and
3. Providing appropriate training to CDFI loan officers, staff, and Board members.

Grant funds awarded to a national CDFI intermediary (hereafter, an "awardee") shall be used primarily to capitalize CDFIs that will implement a demonstration loan program targeting credit-worthy small businesses, as determined by the CDFI, to finance pollution prevention equipment or activities. Although these funds may be commingled with other funds for administrative ease, the national CDFI intermediary and the CDFI recipients must be able to document that the use of funds is entirely consistent with the purpose of this solicitation. Awardee(s) may also use a portion of these funds to train CDFI staff in pollution prevention concepts and practices as they apply to their business finance programs. CDFI recipients may utilize a portion of the funds they receive to provide training and technical assistance to businesses in their markets about pollution prevention concepts and practices in

their industries. Altogether, funds devoted to training on the national and local levels should not exceed one-third of the total award.

Awardees shall have broad discretion as to how they capitalize the loan programs at participating CDFIs. Accountability will be required between the national intermediary and the CDFI recipients. Some degree of matching funds must be required of the participating CDFI, so that the feasibility of the leveraged financing aspects of this demonstration loan program might be tested.

Specific terms of the financing to small businesses (amount, term, interest rate, fees, collateral required, etc.) should be determined directly by the CDFI participant. However, the overall structure of any financing must be such that it can reasonably be construed as a business proposition. Under no circumstances may funds be made available by the participating CDFI to a business on a grant basis without provision for and reasonable expectation of repayment. Other project ideas include:

- Establish a program that will provide multimedia technical assistance to small and medium-sized businesses within environmental justice communities. Technical assistance will consist of both waste reduction audits and regulatory advice. This integrated approach will serve to help those firms currently outside state and Federal regulatory programs to attain regulatory compliance without fear of reprisal.
- Help environmental justice small businesses contract for outside technical assistance that might not otherwise be available to them.
- Offer technical assistance to new businesses in an environmental justice community, focusing on pollution prevention and waste reduction.
- Identify and educate targeted business owners in the environmental justice community about the benefits/applicability of pollution prevention and availability of assistance from the funded program and other organizations.
- Produce "self-help" information and educational materials applicable to specific businesses or industries in environmental justice communities for waste and toxicity reduction measures.
- Provide matching challenge grants for multimedia P2 projects. Information collected from the projects would benefit other companies and businesses through technology transfer efforts.
- Identify small community wastewater treatment plants that are detrimentally impacting their receiving streams due to inadequate treatment of industrial effluent.
- Develop facility-specific total cost assessments with four to five small companies within an environmental justice community to demonstrate financial impacts of P2 initiatives.
- Support public involvement in the development of a facility-wide pollution prevention auditing project in an environmental justice community.
- Develop waste prevention options for local stores within an environmental justice community.
- Conduct onsite opportunity assessments of businesses and facilities located in environmental justice communities. Train local officials, solid waste district officials, and sewage treatment plant operators to conduct these assessments.

 [Return to Examples of EJP2 Grant Activities](#)

AGRICULTURE:

- Conduct research, demonstration projects, or public educational training activities to institutionalize sustainable agricultural practices, including integrated pest management techniques to reduce use of pesticides.

EPA promotes pollution prevention in agriculture through training or education on integrated pest management or other alternatives to pesticide use.

A cooperative training program could be designed to train both migrant farm workers and farm owners on "integrated farm management" techniques, reduced use of pesticides, or substitution of less environmentally damaging pesticides. A proposal could seek to work with farm workers' groups to educate migrant farm workers on pollution prevention issues and how they may apply to their situation. A proposal could also seek to train farm owners on the benefits of integrated pest management as a means for lowering the potential for worker exposure, as well as reducing non-point pollution of water resources.

Pollution prevention includes reducing pesticide impacts on children and youth. Children on farms are exposed to pesticides applied to crops and livestock, either directly or via their diet. Suggested interventions for pollution prevention and environmental justice include targeting food crops consumed in large quantities by children for pesticide reduction programs or expanding the successful practices of working with growers and large commodity groups.

Other project ideas include:

- Target a pollution prevention/environmental justice project toward developing pesticide use reduction plans for sustainable cropping systems for each crop currently dependent on the targeted pesticides. Key stakeholders include farmers, farm workers, processors, researchers, and pest control advisors. These plans might be used to guide site-specific research and implementation projects to hasten the phase out of a targeted chemical by replacing it with an integrated sustainable cropping system, rather than with replacement chemicals. Biologically intensive integrated pest management, cover cropping, crop rotation, reduced synthetic fertilizer and pesticide inputs, and on-farm research are important elements of sustainable cropping systems.

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COMBINATION OF ACTIVITIES:

- Develop a course on pollution prevention technologies and applications that will make information relating to pollution prevention technology and applications available to facilities and others who are addressing the environmental problems of affected communities. The course could include policy regulation updates, problem-solving mechanisms, and materials on available resources and could address the reduction of pollutants across all environmental media. The goal would be to acquire leadership, managerial, and technical skills to successfully implement a cost-effective pollution prevention program in any size organization.
- Conduct a project to demonstrate prevention progress that can be achieved if a whole community focuses major and concerted attention upon implementing pollution prevention as its preferred waste management strategy. Targeted audiences for project activities within the environmental justice community could be business and industry, government and other institutions, and the general public. The waste management strategy could include establishment of a mechanism to develop pollution prevention policies; development of methods to educate local business, industry leaders, and the public on pollution prevention concepts and their daily applications (e. g., providing technical assistance to small businesses to encourage them to implement a pollution prevention program); or establishment of a program for city government as a model.
- Integrate pollution prevention and energy conservation practices and awareness within various sectors through cooperative partnerships with construction, building, and architecture businesses in the community.
- Assess environmental justice community's existing energy and water usage and determine methods to reduce water usage that will result in reduced wastewater discharge. Provide informational brochures and cable TV broadcasts to the community on water conservation methods, energy efficiency, and measures for the conservation and source reduction of solid waste.
- Provide workshops and onsite technical assistance in low-income communities. The workshops could promote source reduction and educate generators regarding state and federal regulatory requirements for managing toxic wastes.

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C. Next Steps (awaiting review and comments from DPC and CEQ)

Much work remains to be done throughout the Federal government to integrate environmental justice considerations into federally conducted and supported programs. Across the Federal agencies, many environmental justice projects begun in the last couple of years are continuing, and new projects are beginning. The IWG expects significant new accomplishments during the next year on the NEPA guidance, Title VI of the Civil Rights Act, and fish consumption and subsistence research. The IWG continues to meet regularly and has identified and committed to several next steps.

- Several Federal agencies have agreed to schedule informal joint meetings with the NEJAC and conduct more joint public meetings in affected communities when possible.
- EPA and the Office of Safety and Health Administration (OSHA) may explore developing a more formal implementation of the Memorandum of Understanding on training and compliance activities with chemical occupational hazards.
- The Department of Education may be joining the IWG to contribute its expertise and resources toward promoting environmental justice education. There are many opportunities to work with other Agencies in existing initiatives. In metropolitan East St. Louis where minority and low-income residents live in the highly industrialized areas, EPA as part of a collaborative project called the GATEWAY INITIATIVE, started a Citizens' Academy to provide education and technical assistance to community groups to help them become fluent in environmental regulations and policies. The Department of Education can contribute expertise and experience on how to maximize adult learning projects, such as this.
- The IWG is interested in expanding environmental justice issues internationally. EPA is working for international recognition in the sustainable development of human settlements in the document being negotiated for the Second U.N. Conference on Human Settlements, June 1996, in Istanbul, Turkey. Building upon environmental justice language agreed to in Beijing, China, at the World Summit on Women and Development (1995), the effort will bring attention to the disproportionate impact of urban pollution on poor and minority populations around the world. EPA advocates that in designing urban settings, planners should not locate vulnerable populations in unhealthy environments.



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D. Conclusion

Though progress has been made, still more work needs to be done. The E.O. is aimed at addressing conditions in communities across the country that continue to impose disproportionate risk to human health and the environment in minority and low-income communities. The Administration remains strongly committed to promoting environmental justice throughout the Federal government. Resource constraints do not diminish the significance of the goal, but only intensify the need to be more effective and more strategic in our development of initiatives to address environmental justice issues.



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Glossary



Following, we provide 2 different glossary lists. The first list contains definitions for 10-15 terms or Organization names that are relevant to the grant application process. The second is an extensive list containing definitions for highly technical environmental/biological-related terms.

Please select from the following glossary lists:



[Grant Application Process-Related Terms](#)



[Environmental/Biological-Related Technical Terms](#)



Grant Application Process-Related Terms



The terms are in alphabetical order. Click on the letter the term begins with that you want to learn about. A list of the words in the glossary that start with that letter will appear in the lower light yellow-colored window. Then, you can click on a word to see its definition. The letter list in the top window will be available all the time. When you are done reading the definition, you can either go back to the previous term list by clicking on your browser's back button or you can click on any of the letters to see a list of terms starting with that letter.

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D	<u>Date of completion</u>	<u>Decision official</u>	<u>Deviation</u>
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E	<u>Equipment</u>	<u>Environmentally related measurements</u>	<u>Excess property</u>
	<u>Exempt property</u>	<u>Expenditure report</u>	

Accrued expenditures - the charges incurred by the recipient during a given period requiring the provision of funds for (1) goods and other tangible property received; (2) services performed by employees, contractors, subrecipients, and other payees, and (3) other amounts becoming owed under programs for which no current services or performance is required (such as annuities, insurance claims, and other benefit payments). (A-102 & A-110)

Accrued income - the sum of: (1) earnings during a given period from services performed by the recipient and goods and other tangible property delivered to purchasers, and (2) amounts becoming owed to the recipient for which no current services or performance is required by the recipient. (A-102 & A-110)

Acquisition cost of equipment - the net invoice unit price of the equipment, including the cost of modifications, attachments, accessories, or auxiliary Apparatus necessary to make the property usable for the purpose for which it was acquired. Other charges such as the cost of installation, transportation, taxes, duty or protective in-transit insurance, shall be included or excluded from the unit acquisition cost in accordance with the recipient's regular accounting practices. (A-102 & A-110)

Administrative Order - A legal document signed by EPA directing an individual, business, or other entity to take corrective action or refrain from an activity. The order describes the violations and actions to be taken, and can be enforced in court. Such orders may be issued, for example, as a result of an administrative complaint whereby the respondent is ordered to pay a penalty for violations of a statute.

Administrative requirements - those matters common to grants in general, such as financial management, kinds and frequency of reports and retention of records. These are distinguished from programmatic requirements, which concern matters that can be treated only on a program-by-program or grant-by-grant basis, such as kinds of activities that can be supported by grants under a particular program. (A-102)

Advance - a payment made by Treasury check or other appropriate payment mechanism to a recipient upon its request either before outlays are made by the recipient or through the use of predetermined payment schedules. (A-110)

Allocable costs - costs that are allocable to a particular cost objective to the extent benefits received by such objective. (A-87)

Allotment - an amount representing a State's share of funds requested in the President's budget or appropriated by Congress for an environmental program, as EPA determines after considering any factors indicated by 40 CFR Part 35--Subpart A. The allotment is not an entitlement but rather the objective basis for determining the range for a State's planning target. (40 CFR Part 35-Subpart A)

Allowable costs - those project costs that are: eligible, reasonable, necessary, and allocable to the

project; permitted by the appropriate Federal Cost Principles, and approved by EPA in the assistance agreement. (40 CFR Part 30)

Amendment

1. **Formal amendment:** a written modification of an assistance agreement signed by both the award official and the authorized representative of the recipient. (Assistance Administration Manual).
2. **Informal amendment:** proposed project change which does not substantially alter the objective or scope of the project.

Applicant - any entity that files an application or unsolicited proposal for EPA financial assistance under 40 CFR Chapter I-- Environmental Protection Agency, Subchapter A - General. (40 CFR Part 30)

Approval memo - a memo originated by the project officer and concurred in by the immediate supervisor which denotes workplan and Federal funding approval. (Region 9)

Approval official - an EPA official delegated the authority to approve or reject applications for assistance and the technical/programmatic terms and conditions of proposed assistance projects. (Assistance Administration Manual)

Assistance agreement - the legal instrument EPA uses to transfer money, property, services, or anything of value to a recipient to accomplish a public purpose. It is either a grant or a cooperative agreement and will specify: budget and project periods; the Federal share of eligible project costs; a description of the work to be accomplished, and any terms and conditions/special conditions. (40 CFR Part 30)

Automated clearing house (ACH) - electronic wire transfer system to pay recipients through the Federal Reserve system and their local bank (replaced former letter of credit system). (Region 9)

Award - (see also "assistance agreement, "cooperative agreement", "grant", "grant agreement"): financial assistance that provides support or stimulation to accomplish a public purpose. Awards include grants and other agreements in the form of money or property in lieu of money by the Federal Government to an eligible recipient. The term does not include: technical assistance which provides services instead of money, other assistance in the form of loans, loan guarantees, interest subsidies, or insurance; direct payments of any kind to individuals, and contracts which are required to be entered into and administered under procurement laws and regulations. (A-110)

Award official - the EPA official with the authority to execute assistance agreements and to take other actions authorized by 40 CFR Chapter I, Subchapter A and by EPA orders. (40 CFR Part 30) (Assistance Administration Manual)

Awarding Agency - (1) with respect to a grant, the Federal Agency, and (2) with respect to a subgrant, the party that awarded the subgrant. (A-102)

Budget period - (see also "funding period"): the length of time EPA specifies in an assistance agreement during which the recipient may spend or obligate Federal funds. (40 CFR Part 30)

Cash contributions

1. The recipient's cash outlay, including the outlay of money contributed to the recipient or subrecipient by other public agencies and institutions, and private organizations and individuals (i. e., third parties). When authorized by Federal legislation, Federal funds received from other assistance agreements may be considered as recipient or subrecipient cash contributions. (A-102).
2. Actual non-Federal dollars that a recipient expended for goods and services and real or personal property used to satisfy cost sharing requirements. (See "in-kind contributions".) (Assistance Administration Manual)

Closeout

1. The process by which a Federal awarding agency determines that all applicable administrative actions and all required work of the award have been completed by the recipient and Federal awarding agency. (A-110)

The final EPA actions to assure satisfactory completion of project work and administrative requirements: the submission of acceptable required final reports; financial settlement; the resolution of any outstanding issues under an assistance agreement, and the notification of the recipient. (Assistance Administration Manual)

Closeout memo - the project officer's memo which documents their review of the recipient's financial status report against their performance; states that performance has been completed, and identifies the disposition of any remaining Federal funds. (Region 9)

Cognizant Agency - the Federal agency which, on behalf of all Federal agencies, is responsible for reviewing, negotiating, and approving cost allocation plans or indirect cost proposals developed under A-87. (A-87)

Commitment

1. The official reservation of funds and authorization to incur obligations. (Assistance Administration Manual)
2. A formal action to reserve funds for a specific purpose in the future (e.g., a grant/cooperative agreement). For financial assistance, the commitment is reflected by a commitment notice. (Region 9)

Continuation- an extension of an assistance agreement for an additional funding/budget period for a project the agency initially agreed to fund for a definite number of years. (Assistance Administration

Manual)

Continuation award (see also "renewal"): - an assistance agreement after the initial award, for a project which has more than one budget period in its approved project period, or annual awards, after the first award, to State, interstate, or local agencies for continuing environmental programs. (40 CFR Part 30)

Continuing environmental program - a state/interstate/local environmental agency pollution control program which will not be completed within a definable time period. (See 40 CFR Part 35-Subpart A.)

Continuing resolution - legislation enacted by Congress to provide budget authority for Federal Agencies and/or specific activities to continue in operation until the regular appropriations are enacted. Continuing resolutions are enacted when action on appropriations is not completed by the beginning of a fiscal year. ("Principles of Federal Appropriations Law")

Contract - (except as used in the definitions for grant and subgrant and except where qualified by Federal) a procurement contract under a grant or subgrant, and a procurement subcontract under a contract. (A-102)

Contractor - any party to whom a recipient awards a subagreement. (40 CFR Part 30)

Cooperative agreement (see also "assistance agreement", "award"): an assistance agreement in which substantial EPA involvement is anticipated during the performance of the project (does not include fellowships). (40 CFR Part 30)

Cost - cost as determined on a cash, accrual, or other basis acceptable to the Federal awarding or cognizant Agency. It does not include transfers to a general or similar fund. (A-87)

Cost allocation plan (CAP) Any of the following:

A. "central service cost allocation plan" - the documentation identifying, accumulating, and allocating or billing the allowable costs of services provided by a governmental unit on a centralized basis to its departments/agencies as described in attachment C of OMB Circular A-87.

B. "public assistance cost allocation plan" - the documentation identifying, accumulating, and distributing the allowable costs of services provided by a public assistance agency/department in support of all Federal financial assistance programs administered or supervised by that agency/department as described in attachment D of OMB Circular A-87.

C. "indirect cost rate proposal" - the documentation prepared by a governmental unit or subdivision thereof to substantiate its request for the establishment of an indirect cost rate as described in attachment E of OMB Circular A-87. (A-87)

Cost objective - a function, organizational subdivision, contract, grant, or other activity for which cost data are needed and for which provision is made to accumulate those costs. (A-87)

Cost sharing - (see also "matching funds"): the portion of allowable project costs that a recipient contributes toward completing its project (i.e., non-Federal share, matching share). (40 CFR Part 30)

Cost-type contract - a contract or subcontract under a grant in which the contractor or subcontractor is paid on the basis of the costs it incurs, with or without a fee. (A-102)

Date of completion - the date on which all work under an award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends. (A-110)

Decision official (see "approval official")

Deviation - written approval from the Director, Grants Administration Division for exception(s) from financial assistance regulations not based on statutory or executive order requirements. (GPPB)

Disallowed costs - those charges to an award that the Federal awarding agency determines to be unallowable, in accordance with the applicable Federal Cost Principles or other terms and conditions contained in the award. (A110)

Equipment - tangible, nonexpendable, personal property including exempt property charged directly to the award having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit. However, consistent with recipient policy, lower limits may be established. A recipient may use its own definition of equipment provided that such definition would at least include all equipment defined above. (A-102 & A-110)

Environmentally related measurements - any data collection activity or investigation involving the assessment of chemical, physical, or biological factors in the environment which affect human health or the quality of life. (40 CFR Part 30)

Excess property - property under the control of any Federal awarding agency that, as determined by the head thereof, is no longer required for its needs or the discharge of its responsibilities. (A-110)

Exempt property - tangible personal property acquired in whole or in part with Federal funds, where the Federal awarding agency has statutory authority to vest title in the recipient without further obligation to the Federal government. An example of exempt property authority is contained in the Federal Grant and Cooperative Agreement Act (31 U.S.C. 6306) for property acquired under an award to conduct basic or applied research by a non-profit institution of higher education or non-profit organization whose principal purpose is conducting scientific research. (A-110)

Expenditure report - (1) for nonconstruction grants, The SF-269 "Financial Status Report": (or other equivalent Report); (2) for construction grants, the SF-271 "Outlay Report and Request for Reimbursement" (or other equivalent report). (A-102)

Federal awarding agency - the Federal agency that provides an award to the recipient. (A-110)

Federal funds authorized - the total amount of Federal funds obligated by the Federal government for use by the recipient. This amount may include any authorized carryover of unobligated funds from prior funding periods when permitted by agency regulations or agency implementing instructions. (A-110)

Federal share of real property, equipment, or supplies - That percentage of the property's acquisition costs and any improvement expenditures paid with Federal funds. (A-110)

Federally recognized Indian tribal government - the governing body or a governmental agency of any Indian tribe, band, nations, or other organized group or community (including any native village as defined in section 3 of the Alaska Native Claims Settlement Act, 85 stat 688) certified by the Secretary of the Interior as eligible for the special programs and services provided by him through the Bureau of Indian Affairs. (A-87 & A-102)

Financial status report (FSR) - a standard, governmentwide report recipients must submit to the Federal funding agency that identifies the status of funds for a specific grant or cooperative agreement.

(40 CFR Part 31)

Funding period (see also "budget period"): the period of time when Federal funding is available for obligation by the recipient. (A-110)

F	<u>Federal awarding agency</u>	<u>Federal funds authorized</u>	<u>Federal share of real property, equipment, or supplies</u>
	<u>Federally recognized Indian tribal government</u>	<u>Financial status report (FSR)</u>	<u>Funding period</u>
G	<u>Government</u>	<u>Grant</u>	<u>Grant agreement</u>
	<u>Grant specialist</u>	<u>Grantee</u>	
I	<u>Indirect costs</u>	<u>Indirect cost rate</u>	<u>Indirect cost rate agreement</u>
	<u>Indirect cost rate proposal</u>	<u>In-kind contribution</u>	<u>Integrated financial management system (IFMS)</u>
	<u>Interagency/intergovernmental agreement / international agreement (IAG)</u>	<u>Intangible property and debt instruments</u>	
L	<u>Local government</u>		
M	<u>Maintenance of effort</u>	<u>Matching funds</u>	
N	<u>Negotiation</u>	<u>Nonexpendable personal property</u>	

Government - a state or local government or a Federally recognized Indian tribal government. (A-102)

Grant (see also "assistance agreement", "award", "cooperative agreement", "grant agreement"): an award of financial assistance, including cooperative agreements, in the form of money, or property in lieu of money, by the Federal government to an eligible grantee. The term does not include technical assistance which provides services instead of money, or other assistance in the form of revenue sharing, loans, loan guarantees, interest subsidies, insurance, or direct appropriations. Also, the term does not include assistance, such as a fellowship or other lump sum award, which the grantee is not required to account for (A-102)

Grant agreement (see also "assistance agreement"): an assistance agreement that does not substantially involve EPA in the project and where the recipient has the authority and capability to complete all elements of the program (does not include fellowships). (40 CFR Part 30)

Grant specialist - the EPA official designated in the assistance agreement as EPA's administrative contact with the recipient. The grant specialist provides administrative guidance to recipients and project officers; reviews and approves the administrative portion of the application; prepares the assistance agreement; evaluates effectiveness/compliance with administrative conditions, and closes out assistance agreements.

Grantee (see also "recipient"): the government to which a grant is awarded and which is accountable for the use of the funds provided. The grantee is the entire legal entity even if only a particular component of the entity is designated in the grant award document. (OMB Circular A-102)

Indirect cost - costs (a) incurred for a common or joint purpose benefitting more than one cost objective and (b) not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. (A-87:proposed revision 8/19/93)

Indirect cost rate - a device for determining in a reasonable manner the proportion of indirect costs each program should bear. It is the ratio (expressed as a percentage) of the indirect costs to a direct cost base. (A-87:proposed revision 8/19/93)

Indirect cost rate agreement - an agreement between the recipient and the cognizant Federal agency which identifies the basis for the indirect cost rate, usually submitted annually. (Region 9)

Indirect cost rate proposal - the documentation prepared by a governmental unit or subdivision thereof to substantiate its request for the establishment of an indirect cost rate as described in attachment E of OMB Circular A-87. (OMB Circular A-87)

In-kind contribution - 1. The value of a non cash contribution to meet a recipient's cost sharing requirements. An in-kind contribution may consist of charges for real property and equipment or the

value of goods and services directly benefitting the EPA funded project. (40 CFR Part 30) NOTE: the assistance amount may also include an EPA in-kind contribution. (See "cost sharing" and "cash contributions.") (Assistance Administration Manual)

Integrated financial management system (IFMS) - EPA's official automated accounting system.

Interagency/intergovernmental agreement / international agreement (IAG)

(1) a written agreement between Federal agencies under which goods and services are provided in exchange for funds, or where services are provided without payment.

(2) a written agreement between a Federal agency and a State or local government under which the State or local government reimburses the Federal agency for the costs of providing a specific technical service, e.g., statistical studies and compilations, technical tests and evaluations, training, surveys, reports, documents, and data.

(3) a written agreement between a Federal agency and a foreign government under which work will be conducted for, or services provided to, a foreign government or international organization. (Headquarters - GIAB)

Intangible property and debt instruments - means but is not limited to trademarks, copyright, patents and patent applications and such property as loans, notes and other debt instruments, lease agreements, stock and other instruments of property ownership, whether considered tangible or intangible. (OMB Circular A-110)

Local government - a county, municipality, city, town, township, local public authority (including any public and Indian housing agency under the United States Housing Act of 1937) school district, special district, intrastate district, council of governments (whether or not incorporated as a nonprofit corporation under state law), any other regional or interstate government entity, or any agency or instrumentality of a local government. (OMB Circulars A-87 & A-102)

Maintenance of effort - a requirement contained in certain legislation or regulations that a recipient must maintain/contribute a specified level of financial effort in a specified area in order to receive Federal assistance funds, which ensures that those Federal funds are used to supplement, but not supplant, expenditures of the recipient's funds. (Assistance Administration Manual)

Matching funds (see also "cost sharing"): the portion of allowable project costs a recipient contributes to a Federally funded project (sometimes determined by Statute). The match may include in-kind as well as cash contributions. (Region 9)

Negotiation - the process of give and take by assistance Project officers and applicants to agree on workplans And funds available to carry out the workplan activities. (Region 9)

Nonexpendable personal property - personal property with a useful life of at least two years and an acquisition cost of \$500 or more (40 CFR Part 30 & Assistance Administration Manual)

O	<u>Obligations</u>	<u>Official file</u>	<u>OMB</u>
	<u>Outlays or expenditures</u>	<u>Output</u>	
P	<u>Percentage of completion method</u>	<u>Personal property</u>	<u>Planning target</u>
	<u>Price analysis</u>	<u>Principal investigator</u>	<u>Prior approval</u>
	<u>Profit</u>	<u>Program element</u>	<u>Program income</u>
	<u>Project costs</u>	<u>Project manager</u>	<u>Project narrative</u>
	<u>Project officer</u>	<u>Project period</u>	<u>Property</u>
Q	<u>Quality assurance narrative statement</u>	<u>Quality assurance program plan</u>	<u>Quality assurance project plan</u>
R	<u>Real property</u>	<u>Recipient</u>	<u>Recurrent expenditures</u>
	<u>Renewal</u>	<u>Research and development</u>	
S	<u>Services</u>	<u>Share</u>	<u>Small award</u>
	<u>State</u>	<u>Subagreement</u>	<u>Subaward</u>
	<u>Subgrant</u>	<u>Subgrantee</u>	<u>Subrecipient</u>
	<u>Supplies</u>	<u>Suspension</u>	

Obligations - the amounts of orders placed, contracts and grants/subgrants awarded, goods and services received and similar transactions during a given period that will require payment by the grantee/recipient during the same or a future period. (OMB Circulars A-102 & A-110)

Official file 1. The administrative file for each assistance agreement (or each application or unsolicited proposal) that is established and maintained by the appropriate grants management office and/or State office when provided for under a delegation agreement. (The official technical file and the official financial management file both complement the official administrative file.) (Assistance Administration Manual)

OMB - the U.S. Office of Management and Budget. (OMB Circular A-102)

Outlays or expenditures - charges made to the project or program. They may be reported on a cash or accrual basis. For reports prepared on a cash basis, outlays are the sum of actual cash disbursements for direct charges for goods and services, the amount of indirect expense incurred [charged], the value of [third-party] in-kind contributions applied, and the amount of cash advances and payments made to contractors and subgrantees [Subrecipients]. For reports prepared on an accrued expenditure [accrual] basis, outlays are the sum of actual cash disbursements [for goods and services], the amount of indirect expense incurred, the value of [third-party] in-kind contributions applied, and the new [net] increase (or decrease) in the amounts owed by the grantee for goods and other property received, for services performed by employees, contractors, subgrantees/subrecipients, subcontractors, and other payees, and other amounts becoming owed under programs for which no current services or performance are required, such as annuities, insurance claims, and other benefit payments. (A combination of OMB Circulars A-102 & A-110; 40 CFR Part 35)

Output - an activity or product which the applicant agrees to complete during the budget period.

Percentage of completion method - a system under which payments are made for construction work according to the percentage of completion of the work, rather than to the grantee's/recipient's cost incurred. (OMB Circular A-102)

Personal property

1. Property of any kind except real property. It may be tangible, having physical existence, or intangible, having no physical existence, such as copyrights, patents, or securities. (OMB Circular A-110)

2. Property other than real property. It may be tangible (having physical existence), such as equipment and supplies, or intangible (having no physical existence), such as patents, inventions, and copyrights. (40 CFR Part 30 & Assistance Administration Manual)

Planning target - the amount of financial assistance which the Regional Administrator suggests than an applicant for continuing environmental program support (State, interstate or local agency) consider in developing its application and work program. (Assistance Administration Manual)

Price analysis - the process of evaluating a prospective price without regard to the contractor's separate cost elements and proposed profit. Price analysis determines the reasonableness of the proposed subagreement price based on adequate price competition, previous experience with similar work, established catalog or market price, law, or regulation. (Assistance Administration Manual)

Principal investigator (See "Project manager")

Prior approval - documentation/written approval by an authorized official evidencing consent prior to incurring specific cost. (Combination of OMB Circulars A102 & A-110)

Profit - the net proceeds obtained by deducting all allowable costs (direct and indirect) from the price. (Because this definition of profit is based on applicable Federal Cost Principles, it may vary from many firms' definition of profit, and may correspond to those firms' definition of "fee".) (40 CFR Part 33)

Program element - one of the major groupings of outputs of a continuing environmental program (e.g., administration, enforcement, monitoring). (Assistance Administration Manual)

Program income

1. Gross income earned by the recipient that is directly generated by a supported activity or earned as a result of the award (see exclusions in paragraphs __.24(e) and (h) of OMB Circular A-110). Program income includes, but is not limited to, income from fees for services performed, the use or rental of real or personal property acquired under Federally-funded projects, the sale of commodities or items fabricated under an award, license fees and royalties on patents and copyrights, and interest on loans made with award funds. Interest earned on advances of Federal funds is not program income. Except as otherwise provided in Federal awarding agency regulations or the terms and conditions of the award, program income does not include the receipt of principal on loans, rebates, credits, discounts, etc., or interest earned on any of them. (OMB Circular A-110)

2. Gross income the recipient earns during its project period from charges for the project. This may include income from service fees, sale of commodities, trade-in allowances, or usage or rental fees. Fees from royalties are program income only if the assistance agreement so states. Revenue generated under the governing powers of a State or local government which could have been generated without an award is not considered program income. Such revenues include fines or penalties levied under judicial or penal power and used as a means to enforce laws. (Revenue from wastewater treatment construction grant projects under Title II of the Clean Water Act, as amended, is not program income. It must be used for operation and maintenance costs of the

recipient's wastewater facilities.) (Assistance Administration Manual)

Project costs - all allowable costs, as set forth in the Applicable Federal Cost Principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period. (OMB Circular A-110)

Project manager - (see also principal investigator.): The researcher, business officer or other person authorized and designated by the recipient to serve as its principal contact with EPA.

Project narrative (see "workplan/workprogram")

Project officer - the EPA official designated in the assistance agreement as EPA's program contact with the recipient. Project officers are responsible for monitoring the project. (40 CFR Part 30 & Assistance Administration Manual)

Project period

1. the period established in the award document during which Federal sponsorship begins and ends. (OMB Circular A-110)

2. The length of time EPA specifies in the assistance agreement for completion of all project work. It may be composed of more than one budget period. (40 CFR Part 30 & Assistance Administration Manual)

Property - unless otherwise stated, real property, rquipment, intangible property and debt instruments. (40 CFR Part 35; A-110)

Quality assurance narrative statement - a description included in an application which explains how precision, accuracy, representativeness, completeness, and comparability will be assessed, and which is sufficiently detailed to allow an unambiguous determination of the quality assurance practices to be followed throughout a research project. (40 CFR Part 30 & Assistance Administration Manual)

Quality assurance program plan - a formal document which describes an orderly assembly of management policies, objectives, principles, organizational responsibilities, and procedures by which an agency or laboratory specifies how it intends to: (a) produce data of documented quality, and (b) provide for the preparation of quality assurance project plans and standard operating procedures. (40 CFR Part 30 & Assistance Administration Manual)

Quality assurance project plan - an organization's written procedures which delineate how it produces quality data for a specific project or measurement method. (40 CFR Part 30 & Assistance Administration Manual)

Real property - land, including land improvements, structures and appurtenances thereto, excluding movable machinery and equipment. (OMB Circulars A-102 & A-110; 40 CFR Part 30; Assistance Administration Manual)

Recipient

1. An organization receiving financial assistance directly from Federal awarding agencies to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals, and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations and health centers. The term may include commercial organizations, foreign or international organizations (such as agencies of the United Nations) which are recipients, subrecipients, or contractors or subcontractors of recipients or subrecipients at the discretion of the Federal awarding agency. The term does not include government-owned contractor-operated facilities or research centers providing continued support for mission-oriented, large-scale programs that are government-owned or controlled, or are designated as Federally-funded research and development centers. (OMB Circular A-110)

2. Any entity which has been awarded and accepted an EPA assistance agreement. (40 CFR Part 30; Assistance Administration Manual)

Recurrent expenditures - those expenses associated with the activities of a continuing environmental program. All expenditures, except those for equipment purchases with a unit acquisition cost of \$5,000 or more, are considered recurrent unless justified by the applicant as unique and approved as such by the award official in the assistance award. (Assistance Administration Manual; 40 CFR Part 35)

Renewal (see also "continuation award"): an extension for an additional funding/budget period for a project having no projected completion date, but for which Federal support must be renewed each year (Assistance Administration Manual)

Research and development - all research activities both basic and applied, and all development activities that are supported at universities, colleges, and other non-profit institutions. "Research" is defined as a systematic study directed toward fuller scientific knowledge or understanding of the subject studied. "Development" is the systematic use of knowledge and understanding gained from research directed toward the production of useful materials, devices, systems, or methods, including design and development of prototypes and processes. The term research also includes activities involving the training of individuals in research techniques where such activities use the same facilities as other research and development activities and where such activities are not included in the instruction function. (OMB Circular A-110)

Services - a contractor's labor, time, or efforts which do not involve the delivery of a specific end item,

other than documents (e.g., reports, design drawings, specifications). This term does not include employment agreements or collective bargaining agreements. (Assistance Administration Manual)

Share - when referring to the awarding agency's portion of real property, equipment or supplies, share means the same percentage as the awarding agency's portion of the acquiring party's total costs under the grant to which the acquisition costs under the grant to which the acquisition cost of the property was charged. Only costs are to be counted -- not the value of third-party in-kind contributions. (OMB Circular A-102; 40 CFR Part 31)

Small award - a grant or cooperative agreement not exceeding the small purchase threshold fixed at 41 U.S.C. 403(ii) (currently \$25,000). (OMB Circular A-110)

State - any of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, any territory or possession of the United States, or any agency or instrumentality of a State exclusive of local governments. (OMB Circular A-87)

Subagreement - a written agreement between an EPA recipient and another party (other than another public agency) and any lower tier agreement for services, supplies, or construction necessary to complete the project. Subagreements include contracts and subcontracts for personal and professional services, agreements with consultants, and purchase orders. (40 CFR Part 30, Assistance Administration Manual)

Subaward - an award of financial assistance in the form of money, or property in lieu of money, made under an award by a recipient to an eligible subrecipient or be a subrecipient to a lower tier subrecipient. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award" in paragraph ___ (e) of OMB Circular A-110. (OMB Circular A-110)

Subgrant - an award of financial assistance in the form of money, or property in lieu of money, made under a grant by a grantee to an eligible subgrantee. The term includes financial assistance when provided by contractual legal agreement, but does not include procurement purchases, nor does it include any form of assistance which is excluded from the definition of grant in 40 CFR Part 31. (OMB Circular A-102; 40 CFR Part 31)

Subgrantee - the government or other legal entity to which a subgrant is awarded and which is accountable to the grantee for the use of the funds provided. (OMB Circular A-102; 40 CFR Part 31)

Subrecipient - the legal entity to which a subaward is made and which is accountable to the recipient for the use of the funds provided. The term may include foreign or international organizations (such as agencies of the United Nations) at the discretion of the Federal awarding agency. (OMB Circular-110)

Supplies

1. All tangible personal property other than equipment as defined in 40 CFR Part 31. (OMB Circular A-102)
2. All tangible personal property excluding equipment, intangible property, and debt instruments, and inventions of a contractor conceived or first actually reduced to practice in the performance of work under a funding agreement ("subject inventions"), as defined in 37 CFR 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms under Government Grants, Contracts, and Cooperative Agreements." (OMB Circular A-110)

Suspension

1. an action by a Federal awarding agency that temporarily withdraws Federal sponsorship under an award, pending corrective action by the grantee/recipient or pending a decision to terminate the award by the Federal awarding agency. Suspension of an award is a separate act from suspension under Federal agency regulations implementing E.O.s 12549 and 12689, "Debarment and Suspension." (OMB Circular A-110)
2. Depending on the context, either
 - (1) temporary withdrawal of the authority to obligate grant funds pending corrective action by the grantee or subgrantee or a decision to terminate the grant, or
 - (2) an action taken by a suspending official in accordance with agency regulations implementing E.O. 12549 to immediately exclude a person from participating in grant transactions for a period, pending completion of an investigation and such legal or debarment proceedings as may ensue. (OMB Circular A-102; 40 CFR Part 31)

T Termination Terms of a grant or subgrant Third party in-kind contributions

U Unexpended Federal funds Unliquidated obligations Unobligated balance
Unobligated Federal funds Unrecovered indirect cost Unsolicited proposal

V Violating facility Voluntary exclusion

W Working capital advance Workplan/workprogram

Termination

1. Permanent withdrawal of the authority to obligate previously awarded grant funds before that authority would otherwise expire. It also means the voluntary relinquishment of that authority by the grantee or subgrantee. Termination does not include:

- (1) withdrawal of funds awarded on the basis of the grantee's underestimate of the unobligated balance in a prior period;
- (2) withdrawal of the unobligated balance as of the expiration of a grant;
- (3) refusal to extend a grant or award additional funds, to make a competing or noncompeting continuation, renewal, extension, or supplemental award; or
- (4) voiding of a grant upon determination that the award was obtained fraudulently, or was otherwise illegal or invalid from inception. (OMB Circular A-102; 40 CFR Part 31)

2. The cancellation of Federal sponsorship, in whole or in part, under an agreement at any time prior to the date of completion. (OMB Circular A-110)

3. The cancellation of an assistance agreement, in whole or in part, before the scheduled project completion date. The recipient is entitled to be paid the EPA share of allowable costs incurred up to the date of termination and of allowable costs related to non-cancellable commitments made prior to termination. (Assistance Administration Manual)

Terms of a grant or subgrant - all requirements of the grant or subgrant, whether in statute, regulations, or the award document. (OMB Circular A-102; 40 CFR Part 31)

Third party in-kind contributions

1. The value of non-cash contributions provided by non-Federal third parties. Third party in-kind contributions may be in the form of real property, equipment, supplies and other expendable property, and the value of goods and services directly benefitting and specifically identifiable to the project or program. (OMB Circular A-110)

2. Property or services which benefit a Federally assisted project or program and which are contributed by non-Federal third parties without charge to the grantee, or a cost-type contractor under the grant agreement. (OMB Circular A-102; 40 CFR Part 31)

Unexpended Federal funds (See also "Unobligated balance"): Federal funds obligated but not yet disbursed. Represents the difference between the amount of EPA Funds awarded to the recipient of an assistance agreement and the amount EPA has paid that recipient. (Assistance Administration Manual)

Unliquidated obligations

1. For reports prepared on a cash basis-- the amount of obligations incurred by the grantee that have not been paid. For reports prepared on an accrued expenditure basis, they represent the amount of obligations incurred by the grantee for which an outlay has not been recorded. (OMB Circular A-102; 40 CFR Part 31)
2. The portion of the funds authorized by the Federal awarding agency that has not been obligated by the recipient and is determined by deducting the cumulative obligations from the cumulative funds authorized. (OMB Circular A-110)
3. An obligation for which payment has not been made; contingent liabilities for contracts and orders outstanding. (Assistance Administration Manual)

Unobligated balance - the portion of the funds authorized by the Federal awarding agency that has not been obligated by the grantee/recipient and is determined by deducting the cumulative obligations from the cumulative funds authorized. (OMB Circulars A-102 & A110; 40 CFR Part 31)

Unobligated Federal funds - Federal funds that the recipient has not spent; the difference between the amount of EPA funds awarded to the recipient of an assistance agreement and the EPA share of the project obligations that the recipient has incurred under that agreement. (Assistance Administration Manual)

Unrecovered indirect cost - the difference between the amount awarded and the amount which could have been awarded under the recipient's approved negotiated indirect cost rate. (OMB Circular A-110)

Unsolicited proposal - an informal written offer to perform EPA funded work for which EPA did not publish a solicitation. (40 CFR Part 30; Assistance Administration Manual)

Violating facility - any facility that is owned, leased, or supervised by an applicant, recipient, contractor, or subcontractor that EPA lists under 40 CFR Part 15 as not in compliance with Federal, State, or local requirements under the Clean Air Act or Clean Water Act. A facility includes any building, plant, installation, structure, mine, vessel, or other floating craft. (40 CFR Part 30; Assistance Administration Manual)

Voluntary exclusion - a term of settlement in lieu of a finding for debarment under which a person or entity agrees to voluntarily abstain from participation in EPA assisted projects. (Assistance Administration Manual)

Working capital advance - a procedure whereby funds are advanced to the recipient to cover its estimated disbursement needs for a given initial period. (OMB Circular A-110)

Workplan/workprogram - (see also "project narrative": the document which identifies how and when the applicant will use program funds to produce specific outputs. (40 CFR Part 35; Assistance Administration Manual)



Environmental/Biological-Related Technical Terms



The terms are in alphabetical order. Click on the letter the term begins with that you want to learn about. A list of the words in the glossary that start with that letter will appear in the lower light yellow-colored window. Then, you can click on a word to see its definition. The letter list in the top window will be available all the time. When you are done reading the definition, you can either go back to the previous term list by clicking on your browser's back button or you can click on any of the letters to see a list of terms starting with that letter.

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A	Acid	Acid Rain	Active Ingredient
	Activated Sludge Process	Acute Effect	Acute Toxicity
	Aeration	Aerobic	Agricultural Waste
	Air Quality Standards	Alar	Alkalinity
	Ambient	Anaerobic	Aquifer
	Asbestos	Assimilative Capacity	
B	Bactericide	Benthic Organism	Best Available Control Technology (BACT)
	Best Available Technology Economically Achievable (BATEA)	Best Management Practices (BMP)	Bioaccumulation/ Biomagnification
	Bioassay	Biochemicals	Biochemical Oxygen Demand (BOD)
	Biodegradable	Biodiversity	Biological Pesticides
	Bioremediation	Biota	Boom
	Bubble (Bubble Policy)	By-Product	
C	Cap	Capacity Assurance Plan	Carcinogenic or Carcinogen
	Chemical Abstract Service (CAS)	Chemical Oxygen Demand (COD)	Chronic Effect
	Clear Cut	Cloning	Climate Change

<u>Closure</u>	<u>Code of Federal Regulations (CFR)</u>	<u>Commercial Waste</u>
<u>Commercial Waste Management Facility</u>	<u>Compost</u>	<u>Concentration</u>
<u>Conditionally Exempt Generators</u>	<u>Cone of Depression</u>	<u>Construction and Demolition Waste</u>
<u>Corrosive</u>	<u>Consent Decree</u>	<u>Conservation</u>
<u>Continuous Discharge</u>	<u>Controlled Reaction</u>	<u>County Emergency Operations Plan</u>
<u>Covered Facility</u>	<u>Cradle-to-Grave or Manifest System</u>	<u>Criteria</u>
<u>Dechlorination</u>	<u>Deep Well Injection</u>	<u>Delist</u>
<u>Destruction and Removal Efficiency (DRE)</u>	<u>Discharge</u>	<u>Discharge Area</u>
<u>Dispersion Model</u>	<u>Disposal</u>	<u>Disposal Facility</u>
<u>Dissolved Oxygen (DO)</u>	<u>Dose</u>	<u>Dose Response</u>
<u>Dump</u>		

D

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B

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C

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Acid - A corrosive solution with a pH less than 7. Vinegar is a common weak acid; battery acid is much stronger.

Acid Rain - You first need to understand Acid Deposition: a complex chemical and atmospheric phenomenon that occurs when emissions of sulfur and nitrogen compounds and other substances are transformed by chemical processes in the atmosphere, often far from the original sources, and then deposited on earth in either wet or dry form. The wet forms (precipitation) are popularly called "acid rain" and all as rain, snow, or fog. The dry forms are acidic gases or particulates.

Active Ingredient - In any pesticide product, the component that kills, or otherwise controls, target pests. Pesticides are regulated primarily on the basis an active ingredients.

Activated Sludge Process – A sewage treatment process by which bacteria that feed on organic wastes are continuously circulated and put in contact with organic waste in the presence of oxygen of increase the rate of decomposition.

Acute Effect - An adverse effect on any living organism in which severe symptoms develop rapidly and often subside after the exposure stops.

Acute Toxicity – Adverse effects that result from a single dose or single exposure of a chemical; any poisonous effect produced within a short period of time, usually less than 96 hours. This term normally is used to describe effects in experimental animals.

Administrative Order on Consent - A legal agreement signed by EPA and an individual, business, or other entity through which the violator agrees to pay for correction of violations, take the required corrective or cleanup actions, or refrain from an activity. The order describes the actions to be taken, may be subject to a comment period, applies to civil actions, and can be enforced in court.

Administrative Order - A legal document signed by EPA directing an individual, business, or other entity to take corrective action or refrain from an activity. The order describes the violations and actions to be taken, and can be enforced in court. Such orders may be issued, for example, as a result of an administrative complaint whereby the respondent is ordered to pay a penalty for violations of a statue.

Administrative Record – All documents which EPA considered or relied on in selecting the remedy at a Superfund site, culminating in the record of decision for remedial action, or an action memorandum for removal actions.

Aeration - The act of mixing a liquid with air (oxygen).

Aerobic - A biological process that occurs in the presence of oxygen.

Agricultural Waste – Poultry and livestock manure, and residual materials in liquid or solid form generated from the production and marketing of poultry, livestock, furbearing animals, and their products. Also includes grain, vegetable, and fruit harvest residue.

Air Quality Standards – The level of selected pollutants set by law that may not be exceeded in outside air. Used to determine the amount of pollutants that may be emitted by industry.

Alar - Trade name for daminozide, a pesticide that makes apples redder, firmer, and less likely to drop off trees before growers are ready to pick them. Alar also is used to a lesser extent on peanuts, and cherries, concord grapes, and other fruits.

Alkalinity - Having the properties of a base with a pH of more than 7. A common alkaline is baking soda.

Ambient - Any unconfined portion of the atmosphere; open air; outside surrounding air.

Anaerobic - A biological process which occurs in the absence of oxygen.

Aquifer - A water-bearing layer of rock (including gravel and sand) that will yield water in usable quantity to a well or spring.

Asbestos - A mineral fiber that can pollute air or water and cause cancer or asbestosis when inhaled. EPA has banned or severely restricted the use of asbestos in manufacturing and construction.

Assimilative Capacity - The ability of a natural body of water to receive wastewaters or toxic materials without harmful effects and without damage to aquatic life.

Bactericide - A pesticide used to control or destroy bacteria, typically in the home, schools, or on hospital equipment.

Benthic Organism - Any of a diverse group of aquatic plants and animals that lives on the bottom of marine and fresh bodies of water. The presence or absence of certain benthic organisms can be used as an indicator of water quality.

Best Available Control Technology (BACT) - The application of the most advanced methods, systems, and techniques for eliminating or minimizing discharges and emissions on a case-by-case basis as determined by EPA

Best Available Control Technology (BACT) - The application of the most advanced methods, systems, and techniques for eliminating or minimizing discharges and emissions on a case-by-case basis as determined by EPA. BACT represents an emission limit based on the maximum degree of reduction of

each pollutant as described in regulations under the Clean Air Act (CAA). The determination of BACT takes into account energy, environmental, economic effects, and other costs.

Best Available Technology Economically Achievable (BATEA) – Originally described under Section 30 k(b)(2)(U) of the Clean Water Act, this level of control is generally described as the best technology currently in use and includes controls on toxic pollutants.

Best Management Practices (BMP) – Procedures or controls other than effluent limitations to prevent or reduce pollution of surface water (includes runoff control, spill prevention, and operating procedures).

Bioaccumulation/Biomagnification – A process where chemicals are retained in fatty body tissue and increase in concentration over time. Biomagnification is the increase of tissue accumulation in species higher in the natural food chain as contaminated food species are eaten.

Bioassay – A method of testing a mineral's effects on living organisms.

Biochemicals – Chemicals that are either naturally occurring or identical in naturally occurring substances. Examples include hormones, pheromones, and enzymes. Biochemicals function as pesticides through non-toxic, non-lethal modes of action, such as disrupting the mating pattern of insects, regulating growth, or acting as repellants. Biochemicals tend to be environmentally compatible and are thus important to integrated Pest Management programs.

Biochemical Oxygen Demand (BOD) – A measure of the oxygen required to break down, organic materials in water. Higher organic loads require larger amounts oxygen and may reduce the amount of oxygen available for fish and aquatic life below acceptable levels.

Biodegradable – The ability of a substance to be broken down physically and/or chemically by microorganisms. For example, many chemicals, food scraps, cotton, wool, and paper are biodegradable; plastics and polyester generally are not.

Biodiversity - The number and variety of different organisms in the ecological complexes in which they naturally occur. Organisms are organized at many levels, ranging from complete ecosystems to the biochemical structures that are the molecular basis of heredity. Thus, the term encompasses different ecosystems, species, and genes that must be present for a healthy environment. A large number of species must characterize the food chain, representing multiple predator-prey relationships species must characterize the food chain, representing multiple predator-prey relationships.

Biological pesticides – Certain microorganisms, including bacteria, fungi, viruses, and protozoa that are effective in controlling target pests. These agents usually do not have toxic effects on animals and people and do not leave toxic or persistent chemical residues in the environment.

Bioremediation – The use of living organisms (e.g., bacteria) to clean up oil spills or remove other

pollutants from soil, water, and wastewater.

Biota – All living organisms in a given area.

Boom – (1) A floating device used to contain oil on a body of water. (2) A piece of equipment used to apply pesticides from a tractor or truck.

Bubble (Bubble Policy) – Existing sources of air pollution with several facilities may control more than is required at one emission point where control costs are lower, in return for comparable relaxation at a second point where costs are higher or more difficult to achieve.

By-product – Materials, other than the intended product, generated as a result of an industrial process.

Cap – A fairly impermeable seal, usually composed of clay-type soil or a combination of clay soil and synthetic liner, which is placed over a landfill during closure. The cap serves to minimize leachate volume during biodegradation of the waste by keeping precipitation from percolating through the landfill. The cap also keeps odors down and animal scavengers from gathering.

Capacity Assurance Plan – A plan which assures that a state has the ability to treat and dispose of hazardous wastes generated within its borders over the next 20 years. Section 104 of SARA required the first plan to be submitted to EPA in October 1989. But even though capacity has been certified, the state is not required to treat or dispose of hazardous wastes at home; many are exporting to other states that have commercial facilities, permitted landfills, and incinerators. See Law section.

Carcinogenic or Carcinogen – Capable of causing cancer. A suspected carcinogen is a substance that may cause cancer in humans or animals but for which the evidence is not conclusive.

CERCLIS (Pronounced SERK-liss) – The federal Comprehensive Environmental Response, Compensation, and Liability Information System. This database includes all sites which have been nominated for investigation by the Superfund program and the actions that have been taken at these sites. If the site investigation reveals contamination, the site is ranked and may be included on the National Priorities List for Superfund cleanup. Inclusion in the CERCLIS database does not necessarily mean that a property is a hazardous waste site. An emergency action may have been conducted there or a simple investigation which concluded that no further action was required.

Chemical Abstract Service (CAS) – Since the 1890s, CAS has been assigning identification numbers to chemicals that companies register with them. Every year, CAS updates and writes new chemical abstracts on well over a million different chemicals, including their composition, structure, characteristics, and all the different names of that chemical. CAS On-Line is a computer network available to individual and business account holders to receive information about specific chemicals of concern. Each abstract is accompanied by the CAS number.

Chemical Oxygen Demand (COD) – A measure of the oxygen-consuming capacity of inorganic and organic matter present in water or wastewater; the amount of oxygen consumed from a chemical oxidant in a specific test.

Chlorination – Adding chlorine to water or wastewater, generally for the purpose of disinfection, but frequently for accomplishing other biological or chemical results. Chlorine also is used almost universally in manufacturing processes, particularly for the plastics industry.

Chlorofluorocarbons (CFCs) – A family of chemicals commonly used in air conditioners and refrigerators as coolants and also as solvents and aerosol propellants. CFCs drift into the upper atmosphere where their chlorine components destroy ozone. CFCs are thought to be a major cause of the ozone hole over Antarctica.

Chronic Effect – An adverse effect on any living organism in which symptoms develop slowly over a long period of time or recur frequently.

Clear Cut – Essentially all trees have been removed from a stand in one operation. Depending on management objectives, a clearcut may or may not have reserve trees left to attain goals other than regeneration.

Cloning – In biotechnology, obtaining a group of genetically identical cells from a single cell; making identical copies of a gene.

Climate Change – This term is commonly used interchangeably with "global warming" and "the greenhouse effect," but is a more descriptive term. Climate change refers to the buildup of man-made gases in the atmosphere that trap the sun's heat, causing changes in weather patterns on a global scale. The effects include changes in rainfall patterns, sea level rise, potential droughts, habitat loss, and heat stress. The greenhouse gases of most concern are carbon dioxide, methane, and nitrous oxides. If these gases in our atmosphere double, the earth could warm up by 1.5 to W.5 degrees by the year 2050, with changes in global precipitation having the greatest consequences.

Closure – The procedure an operator must go through when a landfill reaches the legal capacity for solid waste. No more waste can be accepted and a cap usually is placed over the site. The cap is then planted with grasses and other ground covers. Post-closure care includes monitoring ground water, landfill gases, and leachate collection systems, sometimes for as long as 30 years.

Code of Federal Regulations (CFR) – A periodic publication of the regulations established by U.S. law.

Commercial Waste – All solid waste from businesses. This category includes, but is not limited to, solid waste originating in stores, markets, office buildings, restaurants, shopping centers, and theaters.

Commercial Waste Management Facility – A treatment, storage, disposal, or transfer facility that accepts wastes from a variety of sources for profit. A commercial facility manages a broader spectrum of wastes than a private facility, which normally manages a limited volume or type of waste.

Community Relations – Two-way communications with the public to foster understanding of EPA programs and actions and to increase citizen input into EPA decisions. Specific community relations activities such as holding public meetings and comment periods and opening information repositories are required at Superfund sites.

Compost – Decomposed organic material that is produced when bacteria in soil break down garbage and biodegradable trash, making organic fertilizer. Making compost requires turning and mixing and exposing the materials to air. Gardeners and farmers use compost for soil enrichment.

Concentration – The relative amount of a substance mixed with another substance. An example is five parts per million of carbon monoxide in air or 1 milligram/liter of iron in water.

Conditionally Exempt Generators – Small quantity facilities that produce fewer than 220 pounds of hazardous waste per month. Exempt from most regulations, conditionally exempt generators are required to determine whether their waste is hazardous and to notify local waste management agencies. These generators may treat or dispose of the waste on site or ensure that the waste is sent to a permitted disposal or recycling facility.

Cone of Depression – A lowering in the water table that develops around a pumped well.

Construction and Demolition Waste – Waste building materials, dredging materials, tree stumps, and rubble resulting from construction, remodeling, repair, and demolition operations on houses, commercial buildings and other structures, and pavements. May contain lead, asbestos, or other hazardous materials.

Corrosive – A substance that eats or wears away materials gradually by chemical action.

Consent Decree – A legal document submitted by the Department of Justice on behalf of the EPA for approval by a federal judge to settle a case. A consent decree can be used to formalize an agreement reached between EPA and potentially responsible parties (PRPs) for cleanup at a Superfund site. Consent decrees also are signed by regulated facilities to cease or correct certain actions or processes that are polluting the environment and include payment of penalties. The Clean Water Act, Clean Air Act, Toxic Substances Control Act, and others all use consent decrees.

Conservation – Preserving and renewing natural resources to assure their highest economic or social benefit over the longest period of time. Clean rivers and lakes, wilderness areas, a diverse wildlife population, healthy soil, and clean air are natural resources worth conserving for future generations.

Continuous Discharge – A permitted release of pollutants into the environment that occurs without interruption, except for infrequent shutdowns for maintenance, process changes, etc.

Controlled Reaction – A chemical reaction at temperature and pressure conditions that are maintained within safe limits to produce a desired product.

County Emergency Operations Plan – A plan required by Federal Emergency Management Agency regulations that describes actions the county will take to respond to emergency situations such as natural disasters, major fires, transportation incidents, or chemical releases.

Covered Facility – A facility having one or more of the 366+ extremely hazardous substances in amounts higher than the quantity designated by EPCRA. These facilities must file reports with the SERC and LEPC.

Cradle-to-Grave or Manifest System – A procedure in which hazardous wastes are identified as they are produced and are followed through further treatment, transportation, and disposal by a series of permanent, linkable, descriptive documents.

Criteria – Descriptive factors taken into account by EPA in setting standards for pollutants. For example, water quality criteria describe the concentration of pollutants that most fish can be exposed to for an hour without showing acute effects.

Dechlorination – Removal of chlorine and chemical replacement with hydrogen or hydroxide ions to detoxify a substance.

Deep Well Injection – A process by which waste fluids are injected deep below the surface of the earth.

Delist – Use of the petition process (1) to have a chemical's toxic designation rescinded; (2) to remove a site from the National Priority List; or (3) to exclude a particular waste from regulation even though it is a listed hazardous waste.

Destruction and Removal Efficiency (DRE) – A percentage that represents the number of molecules of a compound removed or destroyed in an incinerator. A DRE of 99.99% means that 9,999 molecules are destroyed for every 10,000 that enter.

Discharge – The release of any waste into the environment from a point source. Usually refers to the release of a liquid waste into a body of water through an outlet such as a pipe, but also refers to air emissions.

Discharge Area – An area of land where there is a net annual transfer of water from the ground water to surface water, such as to streams, springs, lakes, and wetlands.

Dispersion Model – A mathematical prediction of how pollutants from a discharge or emission source will be distributed in the surrounding environment under given conditions of wind, temperature, humidity, and other environmental factors.

Disposal – The discharge, deposit, injection, dumping, spilling, leaking, or placing of any solid waste or hazardous waste into the environment (land, surface water, ground water, and air).

Disposal Facility – A landfill, incinerator, or other facility which receives waste for disposal. The facility may have one or many disposal methods available for use. Does not include wastewater treatment.

Dissolved Oxygen (DO) – Oxygen that is freely available in water to sustain the lives of fish and other aquatic organisms.

Dose – In terms of monitoring exposure levels, the amount of a toxic substance taken into the body over a given period of time.

Dose Response – How an organism's response to a toxic substance changes as its overall exposure to the substance changes. For example, a small dose of carbon monoxide may cause drowsiness; a large dose can be fatal.

Dump – A land site where wastes are discarded in a disorderly or haphazard fashion without regard to protecting the environment. Uncontrolled dumping is an indiscriminate and illegal form of waste disposal. Problems associated with dumps include multiplication of disease-carrying organisms and pests, fires, air and water pollution, unsightliness, loss of habitat, and personal injury.

E	<u>Ecology</u>	<u>Ecosystem</u>	<u>Effluent</u>
	<u>Effluent Guidelines</u>	<u>Effluent Limitations</u>	<u>Emergency and Hazardous Chemical Inventory</u>
	<u>Emergency Broadcasting System (EBS)</u>	<u>Emergency Preparedness Coordinator</u>	<u>Emission</u>
	<u>Emission Standards</u>	<u>Endangered Species</u>	<u>Energy Recovery</u>
	<u>Environmental Assessment (EA)</u>	<u>Environmental Audit</u>	<u>Environmental Equity</u>
	<u>Environmental Impact Statement (EIS)</u>	<u>Environmental Information</u>	
	<u>Environmental Response Team (ERT)</u>	<u>Epidemiologist</u>	<u>Erosion</u>
	<u>Estuary</u>	<u>Explosive Limits (chemical)</u>	<u>Exposure</u>
	<u>Extremely Hazardous Substances (EHS)</u>		
	F	<u>Fecal Coliform Bacteria</u>	<u>Feedstock</u>
<u>First Draw</u>		<u>Flammable</u>	<u>Flare</u>
<u>Flash Point</u>		<u>Floodplain</u>	<u>Flue Gas Desulfurization</u>
<u>Fugitive Emissions</u>		<u>Fungicide</u>	
G	<u>Garbage</u>	<u>General Reporting Facility</u>	<u>Generator</u>
	<u>Genetic Engineering</u>	<u>Global Warming</u>	<u>Grab Sample</u>
	<u>Greenhouse Effect</u>	<u>Ground Water</u>	
H	<u>Hazardous Communication Standard</u>	<u>Hazardous Chemical</u>	<u>Hazardous Waste</u>
	<u>Hazardous Waste Landfill</u>	<u>Health Assessment</u>	<u>Heavy Metal</u>
	<u>Herbicide</u>	<u>Household or Domestic Waste</u>	<u>Hydraulic Gradient</u>
	<u>Hydrocarbons</u>		

Ecology – The study of the relationships between all living organisms and the environment, especially the totality or pattern of interactions; a view that includes all plant and animal species and their unique contributions to a particular habitat.

Ecosystem – The interacting synergism of all living organisms in a particular environment; every plant, insect, aquatic animal, bird, or land species that forms a complex web of interdependency. An action taken at any level in the food chain, use of a pesticide for example, has a potential domino effect on every other occupant of that system.

Effluent – Wastewater discharged from a point source, such as a pipe.

Effluent Guidelines – Technical documents developed by EPA which set discharge limits for particular types of industries and specific pollutants.

Effluent Limitations – Limits on the amounts of pollutants which may be discharged by a facility; these limits are calculated so that water quality standards will not be violated even at low stream flows.

Emergency and Hazardous Chemical Inventory - An annual report by facilities having one or more extremely hazardous substances or hazardous chemicals above certain weight limits, as specified in Section 311 and 312 of EPCRA.

Emergency Broadcasting System - Used to inform the public about an emergency and the protective actions to take. The EBS is a service of local radio and television stations, activated as needed and approved by a local emergency management agency.

Emergency Preparedness Coordinator – The local government official designated to be notified immediately of chemical emergencies (e.g., spills, chemical releases, explosions, or fires) under EPCRA.

Emission – The release or discharge of a substance into the environment. Generally refers to the release of gases or particulates into the air.

Emission Standards – Government standards that establish limits on discharges of pollutants into the environment (usually in reference to air).

Endangered Species – Animals, plants, birds, fish, or other living organisms threatened with extinction by man-made or natural changes in the environment.

Energy Recovery – To capture energy from waste through any of a variety of processes (e.g., burning). Many new technology incinerators are waste-to-energy recovery units.

Environmental Assessment (EA) – A preliminary, written, environmental analysis required by NEPA (see the Federal Law section) to determine whether a federal activity such as building airports or highways would significantly affect the environment; may require preparation of more detailed Environmental Impact Statement.

Environmental Audit – An independent assessment (not conducted by EPA) of a facilities compliance policies, practices, and controls. Many pollution prevention initiatives require an audit to determine where wastes may be reduced or eliminated or energy conserved. Many supplemental environmental projects that offset a penalty use audits to identify ways to reduce the harmful effects of a violation.

Environmental Equity – Equal protection from environmental hazards for individuals, groups, or communities regardless of race, ethnicity, or economic status.

Environmental Impact Statement (EIS) – A document prepared by or for EPA which identifies and analyzes, in detail, environmental impacts of a proposed action. As a tool for decision-making, the EIS describes positive and negative effects and lists alternatives for an undertaking, such as development of a wilderness area. (Required by NEPA – see Federal Law Section).

Environmental Information - Information is an important component of the environmental education process. Environmental information provides facts or opinions about environmental issues or problems, but does not enhance critical thinking, problem solving, or effective decision making. Although information is an essential element of any educational effort, environmental information is not, by itself, environmental education. Proposals that simply provide environmental information do not compete well.

Environmental Justice – The fair treatment of people of all races, cultures, incomes, and educational levels with respect to the development and enforcement of environmental laws, regulations, and policies. Fair treatment implies that no population should be forced to shoulder a disproportionate share of exposure to the negative effects of pollution due to lack of political or economic strength.

Environmental Response Team (ERT) – EPA's group of highly trained scientists and engineers based in Edison, NJ and Cincinnati, OH who back up the federal On-Scene Coordinator. The ERT's capabilities include multi-media sampling and analysis, hazard assessment, hazardous substance and oil spill cleanup techniques, and technical support.

Epidemiologist – A medical scientist who studies the various factors involved in the incidence, distribution, and control of disease in a population.

Erosion – The wearing away of soil by wind or water, intensified by land-clearing practices related to farming, residential or industrial development, road building, or logging.

Estuary – A complex ecosystem between a river and near-shore ocean waters where fresh and salt water mix. These brackish areas include bays; mouths of rivers, salt marshes, wetlands, and lagoons and are

influenced by tides and currents. Estuaries provide valuable habitat for marine animals, birds, and other wildlife.

Explosive Limits (chemical) – The amounts of vapor in air that form explosive mixtures. These limits are expressed as lower and upper values and give the range of vapor concentrations in air that will explode if an ignition source is present.

Exposure – Radiation or pollutants that come into contact with the body and present a potential health threat. The most common routes of exposure are through the skin, mouth, or by inhalation.

Extremely Hazardous Substances (EHS) – Any of 366 (+ or -) chemicals or hazardous substances identified by EPA on the basis of hazard or toxicity and listed under EPCRA. The list is periodically revised.

Fecal Coliform Bacteria – Found in the intestinal tracts of mammals, this bacteria in water or sludge is an indicator of pollution and possible contamination by pathogens.

Feedstock – Raw material supplied to a machine or processing plant from which other products can be made. For example, polyvinyl chloride and polyethylene are raw chemicals used to produce plastic tiles, mats, fenders, cushions, and traffic cones.

Financial Assurance – A means (such as insurance, guarantee, surety bond, letter of credit, or qualification as a self-insurer) by the operator of a facility such as a landfill to assure financial capability for cleaning up possible environmental releases and closure of that facility.

First Draw – The water that comes out when a faucet in the kitchen or bathroom is first opened, which is likely to have the highest level of lead contamination from old plumbing solder and pipes.

Flammable – Describes any material that can be ignited easily and that will burn rapidly.

Flare – A device that burns gaseous materials to prevent them from being released into the environment. Flares may operate continuously or intermittently and are usually found on top of a stack. Flares also burn off methane gas in a landfill,

Flash Point – The lowest temperature at which evaporation of a substance produces enough vapor to form an ignitable mixture with air.

Floodplain – Mostly level land along rivers and streams that may be submerged by floodwater, A 100-year floodplain is an area which can be expected to flood once in every 100 years.

Flue Gas Desulfurization - The removal of sulfur oxides from exhaust gases of a boiler or industrial process; usually a wet scrubbing operation which concentrates hazardous materials in a slurry, requiring

proper disposal.

Fugitive Emissions – Air pollutants released to the air other than those from stacks or vents; typically small releases from leaks in plant equipment such as valves, pump seals, flanges, sampling connections, etc.

Fungicide – A pesticide used to control or destroy fungi on food or grain crops.

Garbage – Food waste (animal and vegetable) resulting from the handling, storage, packaging, sale, preparation, cooking, and serving of foods.

General Reporting Facility – A facility having one or more hazardous chemicals above the 10,000-pound Threshold Planning Quantity. These facilities must file Material Safety Data Sheets and emergency inventory information with the SERC, LEPC, and local fire departments.

Generator – A facility or mobile source that emits pollutants into the air; any person who produces a hazardous waste that is listed by EPA and therefore subject to regulation.

Genetic Engineering – A process of inserting new genetic information into existing cells in order to modify an organism for the purpose of changing particular characteristics.

Global Warming – See definition for Climate Change.

Grab Sample – A single sample of soil or of water taken without regard to time or flow.

Greenhouse Effect – See definition for Climate Change.

Ground Water – Water found below the surface of the land, usually in porous rock formations. Ground water is the source of water found in wells and springs and is used frequently for drinking.

Hazard Communication Standard – An OSHA regulation that requires chemical manufacturers, suppliers, and importers to assess the hazards of the chemicals they make, supply, or import, and to inform employers, customers, and workers of these hazards through a Material Safety Data Sheet.

Hazardous Chemical – EPA's designation for any hazardous material that requires a Material Safety Data Sheet. Such substances are capable of producing adverse physical effects (fire, explosion, etc.) or adverse health effects (cancer, dermatitis, etc.)

Hazardous Waste – A subset. of solid wastes that pose substantial or potential threats to public health or the environment and meet any of the following criteria:

- is specifically listed as a hazardous waste by EPA;
- exhibits one or more of the characteristics of hazardous wastes (ignitability, corrosive - ness, reactivity, and/or toxicity);
- is generated by the treatment of hazardous waste; or is contained in a hazardous waste.

Hazardous Waste Landfill – A specially permitted, excavated or engineered area in which hazardous waste is deposited and covered. Proper protection of the environment from the materials to be deposited

in such a landfill requires careful site selection, the cataloging of types of wastes, good design (including a liner and a leachate collection and treatment system), proper operation, and thorough final closure.

Health Assessment – An evaluation of available data on existing or potential risks posed by a Superfund site. Every site on the National Priorities List has a health assessment prepared by the Agency for Toxic Substances and Disease Registry (see Government Agency section).

Heavy Metal – A common hazardous waste; can damage organisms at low concentrations and tends to accumulate in the food chain.

Herbicide – A pesticide designed to control or kill plants, weeds, or grasses. Almost 70% of all pesticide used by farmers and ranchers are herbicides. These chemicals have wide-ranging effects on non-target species (other than those the pesticide is meant to control).

Household or Domestic Waste – Solid waste, composed of garbage and rubbish, which normally originates from residential, private households, or apartment buildings. Domestic waste may contain a significant amount of toxic or hazardous waste from improperly discarded pesticides, paints, batteries, and cleaners.

Hydraulic Gradient – The direction of ground water flow due to changes in the depth of the water table.

Hydrocarbons – Chemicals that consist entirely of hydrogen and carbon. Hydrocarbons contribute to air pollution problems like smog.

I	<u>Identification Code or EPA I.D. Number</u>	<u>Impoundment</u>	<u>Incident Command System (ICS)</u>
	<u>Incineration</u>	<u>Incinerator</u>	<u>Incompatible Waste</u>
	<u>Indirect Discharge</u>	<u>Indoor Air</u>	<u>Industrial Waste</u>
	<u>Inert Ingredients</u>	<u>Infectious Waste</u>	<u>Innovative Technology</u>
	<u>Insecticide</u>	<u>Integrated Pest Management (IPM)</u>	<u>Interstate Commerce</u>
	<u>Inversion</u>	<u>Irradiated Food</u>	<u>Irritant</u>
	K	<u>Karst</u>	
L	<u>Lagoon</u>	<u>Land Disposal Restrictions (Land Ban)</u>	<u>Landfill</u>
	<u>Large Quantity Generator</u>	<u>Leachate</u>	<u>Lethal Concentration 50 (LC 50)</u>
	<u>Lethal Dose 50 (LD 50)</u>	<u>Limited Degradation</u>	<u>Liner</u>
	<u>Litter</u>	<u>Local Emergency Planning Committee (LEPC)</u>	
M	<u>Manifest System</u>	<u>Material Safety Data Sheet (MSDS)</u>	<u>Maximum Achievable Control Technology (MACT)</u>
	<u>Maximum Contaminant Level (MCL)</u>	<u>Maximum Contaminant Level Goal (MCLG)</u>	<u>Medical Waste</u>
	<u>Microorganisms</u>	<u>Milligrams/liter (mg/l)</u>	<u>Minimization</u>
	<u>Mitigation</u>	<u>Monitoring Well</u>	<u>Morbidity</u>
	<u>Mortality</u>	<u>Mutagenicity</u>	
N	<u>National Ambient Air Quality Standards (NAAQS)</u>	<u>National Emissions Standards for Hazardous Air Pollutants (NESHAP)</u>	<u>National Pollutant Discharge Elimination System (NPDES)</u>
	<u>National Priorities List (NPL)</u>	<u>National Response Center (NRC)</u>	<u>National Response Team (NRT)</u>

National Strike Force (NSF)

Neutralization

Non-Attainment

Non-Contact Cooling Water

Non-Degradation

Nonpoint Source

No Observed Adverse Effect
Level (NOAEL)

Identification Code or EPA I.D. Number – The unique code assigned to each generator, transporter, and treatment, storage, or disposal facility by EPA to facilitate identification and tracking of hazardous waste. Superfund sites also have assigned I.D. numbers.

Impoundment – A body of water or sludge confined by a dam, dike, floodgate, or other barrier.

Incident Command System (ICS) – An organizational scheme wherein one person, normally the Fire Chief, takes charge of an integrated, comprehensive emergency response. This commander is backed by an Emergency Operations Center which provides support, resources, communications, and advice.

Incineration – The destruction of solid, liquid, or gaseous wastes by controlled burning at high temperatures. Hazardous organic compounds are converted to ash, carbon dioxide, and water. Burning destroys organics, reduces the volume of waste, and vaporizes water and other liquids the wastes may contain. The residue ash produced may contain some hazardous material, such as non-combustible heavy metals, concentrated from the original waste.

Incinerator – A furnace for the routine burning of waste materials using controlled flame combustion.

Incompatible Waste – A waste unsuitable for mixing with another waste or material because of reactivity hazards.

Indirect Discharge – The introduction of pollutants from a non-domestic source into a publicly owned wastewater treatment system. Indirect dischargers can be commercial or industrial facilities who must pre-treat their wastes before discharge into local sewers.

Indoor Air – Breathing air inside a habitable structure, often highly polluted because of lack of exchange with fresh oxygen from outdoors. Solvents, smoke, paints, furniture glues, carpet padding, and other synthetic chemicals trapped inside contribute to an often unhealthy environment.

Industrial Waste – Unwanted materials produced in or eliminated from an industrial operation and categorized under a variety of headings, such as liquid wastes, sludge, solid wastes, and hazardous wastes.

Inert ingredients – Substances that are not "active," such as water, petroleum distillates, talc, cornmeal, or soaps. When discussing pesticides, inert ingredients do not attack a particular pest, but some are chemically or biologically active, causing health and environmental problems.

Infectious Waste – See definition for Medical Waste.

Innovative Technology – New or inventive methods to treat hazardous wastes, conserve energy, or prevent pollution.

Insecticide – A pesticide compound specifically used to kill or prevent the growth of insects.

Integrated Pest Management (IPM) – A combination of biological, cultural, and genetic pest control methods with use of pesticides as the last resort. IPM considers a targeted species' life cycle and intervenes in reproduction, growth, or development to reduce the population. Land use practices are examined for possible change; other animals, birds, or reptiles in the ecosystem are used as natural predators.

Interstate Commerce – A clause of the United States Constitution which reserves to the federal government the right to regulate the conduct of business across state lines. Under this clause, the U.S. Supreme Court has ruled that states may not restrict the disposal of wastes originating out-of-state more than that of waste originating in-state.

Inversion – An atmospheric condition caused by increasing temperature with elevation, resulting in a layer of warm air preventing the rise of cooler air trapped beneath. This condition prevents the rise of pollutants that might otherwise be dispersed. Trapping pollutants near the ground increases ozone to harmful levels.

Irradiated Food – Food that has been briefly exposed to radioactivity (usually gamma rays) to kill insects, bacteria, and mold. Irradiated food can be stored without refrigeration or chemical preservatives and has a long "shelf life."

Irritant – A substance that can cause irritation of the skin, eyes, or respiratory system. An irritant can cause an acute effect from a single high-level exposure, or chronic effects from repeated, low-level exposures. Some examples of irritants are chlorine, nitric acid, and various pesticides.

Karst – A geologic formation of irregular limestone deposits with sinks, underground streams, and caverns.

Lagoon – A shallow, artificial treatment pond where sunlight, bacterial action, and oxygen work to purify wastewater; a stabilization pond. An aerated lagoon is a treatment pond that uses oxygen to speed up the natural process of biological decomposition of organic wastes. A lagoon is regulated as a point source under the Clean Water Act if there is a direct surface water discharge. Some lagoons that discharge into ground water also are regulated if they have a direct hydrogeologic connection to surface water. In other areas, lagoons were historically used to dump various liquid, solid, and hazardous wastes from manufacturing or industrial processes. These wastes typically flooded and polluted surrounding environs or seeped underground. Such lagoons are now regulated under RCRA but some must be cleaned up under Superfund.

Land Disposal Restrictions (Land Ban) – Mandated by the 1984 amendments to RCRA; prohibits the disposal of hazardous wastes into or on the land.

Landfill – A method for final disposal of solid waste on land. The refuse is spread and compacted and a cover of soil applied so that effects on the environment (including public health and safety) are minimized. Under current regulations, landfills are required to have liners and leachate treatment systems to prevent contamination of ground water and surface waters. An industrial landfill disposes of non-hazardous industrial wastes. A municipal landfill disposes of domestic waste including garbage, paper, etc. This waste may include toxins that are used in the home, such as insect sprays and providers, engine oil, paints, solvents, and weed killers.

Large Quantity Generator – Person or facility which generates more than 2,200 pounds of hazardous waste per month. In 1989, only 1% of more than 20,000 generators fell into this category. Those generators produced nearly 97% of the nation's hazardous waste. These generators are subject to all requirements of RCRA.

Leachate – Liquid (mainly water) that percolates through a landfill and has picked up dissolved, suspended, and/or microbial contaminants from the waste. Leachate can be compared to coffee: water that has percolated down through the ground coffee.

Lethal Concentration 50 (LC 50) – A concentration of a pollutant or effluent at which 50% of the test organisms die; a common measure of acute toxicity.

Lethal Dose 50 (LD 50) – The dose of a toxicant that will kill 50% of test organisms within a designated period of time. The lower the LD 50, the more toxic the compound.

Limited Degradation – A policy that allows for some lowering of natural environmental quality to a given level beneath an established health standard.

Liner – Structure of natural clay or manufactured material (plastic) which serves as a barrier to restrict leachate from reaching or mixing with ground water in landfills, lagoons, etc.

Litter – The highly visible portion of solid waste (usually packaging material) which is generated by the consumer and carelessly discarded outside of the regular garbage disposal system, as on the highways or in streets.

Local Emergency Planning Committee (LEPC) – The body appointed by the State Emergency Response Commission (SERC), as required, by EPCRA, which develops comprehensive emergency plans for Local Emergency Planning Districts, collects MSDS forms and chemical release reports, and provides this information to the public. Each county and some large city governments participate in an LEPC.

Manifest System – Tracking of hazardous waste from "cradle to grave" (generation through disposal), with accompanying documents known as "manifests."

Material Safety Data Sheet (MSDS) – Printed material concerning a hazardous chemical, or Extremely Hazardous Substance, including its physical properties, hazards to personnel, fire and explosion potential, safe handling recommendations, health effects, fire fighting techniques, reactivity, and proper disposal. Originally established for employee safety by OSHA.

Maximum Achievable Control Technology (MACT) – Generally, the best available control technology, taking into account cost and technical feasibility.

Maximum Contaminant Level (MCL) – The maximum level of certain contaminants permitted in drinking water supplied by a public water system as set by EPA under the federal Safe Drinking Water Act.

Maximum Contaminant Level Goal (MCLG) – The maximum level of a contaminant that is associated with no adverse health effects from drinking water containing that contaminant over a lifetime. For chemicals believed to cause cancer, the MCLGs are set at zero. MCLGs are not enforceable, but are ideal, health-based goals which are set in the National Primary Drinking Water Standards developed by EPA. MCLs are set as close to MCLGs as possible, considering costs and technology.

Medical Waste – All wastes from hospitals, clinics, or other health care facilities ("Red Bag Waste") that contain or have come into contact with diseased tissues or infectious microorganisms. Also referred to as infectious waste which is hazardous waste with infectious characteristics, including: contaminated animal waste, human blood and blood products, pathological waste, and discarded sharps (needles, scalpels, or broken medical instruments).

Microorganisms – Bacteria, yeasts, simple fungi, algae, protozoans, and a number of other organisms that are microscopic in size. Most are beneficial but some produce disease. Others are involved in composting and sewage treatment.

Milligrams/liter (mg/l) – A measure of concentration used in the measurement of fluids. Mg/l is the most common way to present a concentration in water and is roughly equivalent to parts per million.

Minimization – Measures or techniques that reduce the amount of wastes generated during industrial production processes; this term also is applied to recycling and other efforts to reduce the volume of waste going to landfills. This term is interchangeable with waste reduction and waste minimization.

Mitigation – Measures taken to reduce adverse effects on the environment.

Monitoring Well – A well used to take water quality samples or to measure ground water levels.

Morbidity – Rate of incidence of disease.

Mortality – Death rate.

Mutagenicity – The property of a chemical that causes the genetic characteristics of an organism to change in such a way that future generations are permanently affected.

National Ambient Air Quality Standards (NAAQS) – Maximum air pollutant standards that EPA set under the Clean Air Act for attainment by each state. The standards were to be achieved by 1975, along with state implementation plans to control industrial sources in each state.

National Emissions Standards for Hazardous Air Pollutants (NESHAP) – Emission standards set by EPA for an air pollutant not covered by NAAQS that may cause an increase in deaths or serious, irreversible, or incapacitating illness. Primary standards are designed to protect human health, secondary standards to protect public welfare.

National Pollutant Discharge Elimination System (NPDES) – The primary permitting program under the Clean Water Act which regulates all discharges to surface water.

National Priorities List (NPL) – A list of sites, many nominated by the states, for hazardous waste cleanup under Superfund.

National Response Center (NRC) – The primary communications center operated by the U.S. Coast Guard to receive reports of major chemical and oil spills and other hazardous substances into the environment. The NRC immediately relays reports to a predesignated federal On-Scene Coordinator.

National Response Team (NRT) – Representatives from 15 federal agencies with interests and expertise in various aspects of emergency response to pollution incidents. EPA serves as chair and the U. S. Coast Guard serves as vice-chair. The NRT is primarily a national planning, policy, and coordinating body and does not respond directly to incidents. The NRT provides policy guidance prior to an incident and assistance as requested by a federal On-Scene Coordinator via a Regional Response Team during an incident. NRT assistance usually takes the form of technical advice, access to additional resources or equipment, or coordination with other RRTs.

National Strike Force (NSF) – Operated by the U.S. Coast Guard, the NSF is composed of three strategically located teams (Atlantic, Pacific, and Gulf coasts) who back up the federal On-Scene Coordinator. These teams are extensively trained and equipped to respond to major oil spills and chemical releases. These capabilities are especially suited to incidents in a marine environment but also include site assessment, safety, action plan development, and documentation for both inland and coastal zone incidents. The NSF Coordination Center is at Elizabeth City, NC.

Neutralization – The chemical process in which the acidic or basic characteristics of a fluid are changed to those of water (pH = 7).

Non-Attainment – Refers to areas of the United States that have not met air standards for human health by deadlines set in the Clean Air Act.

Non-Contact Cooling Water – Water used for cooling which does not come into direct contact with any raw material, product, by-product, or waste.

Non-Degradation – A policy that forbids any lowering of naturally occurring environmental quality regardless of established health standards.

Nonpoint Source – Any source of pollution not associated with a distinct discharge point. Includes sources such as rainwater, runoff from agricultural lands, industrial sites, parking lots, and timber operations, as well as escaping gases from pipes and fittings.

No Observed Adverse Effect Level or No Observed Effect Level (NOAEL) or (NOEL) - A level of exposure which does not cause observable harm.

O	<u>Odor Threshold</u>	<u>On-Scene Coordinator (OSC)</u>	<u>On Site</u>
	<u>Organically Grown</u>	<u>Organism</u>	<u>Oxidant</u>
	<u>Ozone</u>		
P	<u>Particulates</u>	<u>Partnerships</u>	<u>Parts per billion (ppb)</u>
	<u>Parts per million (ppm)</u>	<u>Parts per trillion (ppt)</u>	<u>Pathogen</u>
	<u>Performance Bond</u>	<u>Permeability</u>	<u>Permissible Exposure Limit (PEL)</u>
	<u>Permit</u>	<u>Pesticide</u>	<u>pH</u>
	<u>Plume</u>	<u>Point Source</u>	<u>Pollution</u>
	<u>Pollution Prevention</u>	<u>Polychlorinated Biphenyls (PCB's)</u>	<u>Potable Water</u>
	<u>Potentially Responsible Party (PRP)</u>	<u>Pretreatment</u>	<u>Primary Treatment</u>
	<u>Process Wastewater</u>	<u>Public Comment Period</u>	<u>Public Water System</u>
	<u>Publically Owned Treatment Works (POTW)</u>		
	<u>Quality Assurance/Quality Control</u>	<u>Quench Tank</u>	
R	<u>Radioactive Waste</u>	<u>Radon</u>	<u>Raw Water</u>
	<u>Reactivity</u>	<u>Receiving Waters</u>	<u>Recharge Area</u>
	<u>Recycling</u>	<u>Record of Decision (ROD)</u>	<u>Red Bag Waste</u>
	<u>Reference Dose (RfD)</u>	<u>Refine</u>	<u>Regional Response Team (RRT)</u>
	<u>Registration</u>	<u>Release</u>	<u>Remedial Action</u>
	<u>Reportable Quantity (RQ)</u>	<u>Residual Risk</u>	<u>Resource Recovery</u>
	<u>Responsiveness Summary</u>	<u>Risk</u>	<u>Risk Assessment</u>
	<u>Risk Communication</u>	<u>Risk Factor</u>	<u>Rodenticide</u>
	<u>Sanitary Water</u>	<u>Scientific Support Coordinators (SSC)</u>	<u>Scrubbing</u>

[Secondary Treatment](#)

[Sewer](#)

[Slurry](#)

[Solid Waste](#)

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Odor Threshold – The lowest concentration of a substance in air that can be smelled. Odor thresholds are highly variable because of the differing ability of individuals to detect odors.

On-Scene Coordinator (OSC) – The federal official responsible for the coordination of a hazardous materials response action, as specified in individual Regional Contingency Plans. OSCs are predesignated by EPA for inland areas and by the U.S. Coast Guard for coastal areas. The OSC coordinates all federal containment, removal, and disposal efforts and resources during a pollution incident. The OSC is the point of contact for the coordination of federal efforts with those of the local response community. The OSC has access to extensive federal resources, including the National Strike Force, the Environmental Response Team, and Scientific Support Coordinators. The OSC can be a source of valuable support and information to the community.

On Site – On the same, or adjacent, property.

Organically Grown – Food, feed crops, and livestock grown within an intentionally diversified, self-sustaining agro-ecosystem. In practice, farmers build up nutrients in the soil using compost, agricultural wastes, and cover crops instead of synthetically derived fertilizers to increase productivity, rotate crops, weed mechanically, and reduce dramatically their dependence on the entire family of pesticides. Farmers must be certified to characterize crops as organically grown and can only use approved natural and synthetic biochemicals, agents, and materials for three consecutive years prior to harvest. Livestock must be fed a diet that includes grains and forages that have been organically grown and cannot receive hormones, sub-therapeutic antibiotics, or other growth promoters.

Organism – Any living being, whether plant, mammal, bird, insect, reptile, fish, crustacean, aquatic or estuarine animal, or bacterium.

Oxidant – A substance containing oxygen that reacts chemically with other materials to produce new substances. Oxidants are the primary ingredients in smog.

Ozone – Three molecule oxygen compound (O₃) found in two layers of the earth's atmosphere. One layer of beneficial ozone occurs at seven to 18 miles above the surface and shields the earth from ultraviolet light. Several holes in this protective layer have been documented by scientists. Ozone also concentrates at the surface as a result of reactions between by-products of fossil fuel combustion and sunlight, having harmful health effects.

Particulates – Liquid or solid particles such as dust, smoke, mist, or smog found in air emissions.

Partnerships - Refers to EPA's promotion of effective use of partnerships between organizations or within an organization. The term partnership is the forming of a collaborative working relationship between two or more organizations such as governmental agencies, non-profit organizations, educational institutions, and/or the private sector. It may also refer to intro-organizational unions such as the science

and art departments within an university collaborating on a project.

Parts per billion (ppb) – One ppb is comparable to one kernel of corn in a filled, 5-foot silo, 16 feet in diameter.

Parts per million (ppm) – One ppm is comparable to one drop of gasoline in a tankful of gas (full-size car).

Parts per trillion (ppt) – One ppt is comparable to one drop in a swimming pool covering the area of a football field 43 ft. deep.

Pathogen – A bacterial organism typically found in the intestinal tracts of mammals, capable of producing disease.

Performance Bond – Cash or securities, deposited before a landfill operating permit is issued, which are held to ensure that all requirements for operating a landfill are performed. The money is returned to the owner after proper closure of the landfill is complete. If contamination or other problems appear at any time during operation, or upon closure, and are not addressed, the owner must forfeit all or part of the performance bond which is then used to cover costs of cleanup.

Permeability – The ease with which water, or other fluid, passes through a substance.

Permissible Exposure Limit (PEL) – Work-place exposure limits for contaminants established by OSHA.

Permit – A legal document issued by state and/or federal authorities containing a detailed description of the proposed activity and operating procedures as well as appropriate requirements and regulations. The permitting process includes provisions for public comment.

Pesticide – Substances intended to repel, kill, or control any species designated a "pest" including weeds, insects, rodents, fungi, bacteria, or other organisms. The family of pesticides includes herbicides, insecticides, rodenticides, fungicides, and bactericides.

pH – The measure of acidity or alkalinity of a chemical solution, from 0 – 14. Anything neutral, for example, has a pH of 7. Acids have a pH less than 7, bases (alkaline) greater than 7.

Plume – A concentration of contaminants in air, soil, or water usually extending from a distinct source.

Point Source – A stationary location or fixed facility such as an industry or municipality that discharges pollutants into air or surface water through pipes, ditches, lagoons, wells, or stacks; a single identifiable source such as a ship or a mine.

Pollution – Any substances in water, soil, or air that degrade the natural quality of the environment, offend the senses of sight, taste, or smell, or cause a health hazard. The usefulness of the natural resource is usually impaired by the presence of pollutants and contaminants.

Pollution Prevention – Actively identifying equipment, processes, and activities which generate excessive wastes or use toxic chemicals and then making substitutions, alterations, or product improvements. Conserving energy and minimizing wastes are pollution prevention concepts used in manufacturing, sustainable agriculture, recycling, and clean air/clean water technologies.

Polychlorinated Biphenyls (PCBs) – A group of toxic, persistent chemicals used in electrical transformers and capacitors for insulating purposes, and in gas pipeline systems as a lubricant. The sale and new use of PCBs were banned by law in 1979.

Potable Water – Raw or treated water that is considered safe to drink.

Potentially Responsible Party (PRP) – Any individual or company that is potentially responsible for or has contributed to a spill or other contamination at a Superfund site. Whenever possible, EPA requires PRPs to clean up sites they have contaminated.

Pretreatment - Methods used by industry and other non-household sources of wastewater to remove, reduce, or alter the pollutants in wastewater before discharge to a POTW.

Primary Treatment - First stage of wastewater treatment in which solids are removed by screening and settling.

Process Wastewater - Any water which comes into contact with any raw material, product, by-product, or waste.

Public Comment Period - The time allowed for the members of an affected community to express views and concerns regarding an action proposed to be taken by EPA, such as a rulemaking, permit, or Superfund remedy selection.

Public Water System - Any water system that regularly supplies piped water to the public for consumption, serving at least an average of 25 individuals per day for at least 60 days per year, or has at least 15 service connections.

Publicly Owned Treatment Works (POTW) - A municipal or public service district sewage treatment system

Quality Assurance/Quality Control - A system of procedures, checks, audits, and corrective actions to ensure that all technical, operational, monitoring, and reporting activities are of the highest achievable

quality.

Quench Tank - A water-filled tank used to cool incinerator residue or hot materials from industrial processes.

Radioactive Waste - Any waste that emits energy as rays, waves, or streams of energetic particles. Radioactive materials are often mixed with hazardous waste, usually from nuclear reactors, research institutions, or hospitals.

Radon - A colorless, naturally occurring gas formed by radioactive decay of radium atoms. Radon accumulating in basements and other areas of buildings without proper ventilation has been identified as a leading cause of lung cancer.

Raw Water - Intake water prior to any treatment or use.

Reactivity - Refers to those hazardous wastes that are normally unstable and readily undergo violent chemical change but do not explode.

Receiving Waters - A river, lake, ocean, stream, or other body of water into which wastewater or treated effluent is discharged.

Recharge Area - An area of land where there is a net annual transfer of water from the surface to ground water; where rainwater soaks through the earth to reach an aquifer.

Recycling - Reusing materials and objects in original or changed forms rather than discarding them as wastes.

Record of Decision (ROD) - A public document that explains which cleanup alternative was selected for a Superfund site.

Red Bag Waste - see definition for Medical Waste.

Reference Dose (RfD) - The particular concentration of a chemical that is known to cause health problems. A standard that also may be referred to as the acceptable daily intake.

Refine - To remove impurities.

Regional Response Team (RRT) - There are 13 RRTs, one for each of 10 federal regions, plus one for Alaska, one for the Caribbean, and one for the Pacific Basin. Each RRT maintains a Regional Contingency Plan and has state and federal government representation. EPA and the U.S. Coast Guard co-chair the RRTs. Like the NRT, RRTs are planning, policy, and coordinating bodies and do not respond directly to pollution incidents but do provide assistance when requested by the federal On-Scene Coordinator. RRTs also provide assistance to SERCs and LEPCs in local preparedness, planning, and training for emergency response.

Registration - Formal listing with EPA of a new pesticide before sale or distribution. EPA is responsible for pre-market licensing of pesticides on the basis of data demonstrating no unreasonable adverse health or environmental effects when applied according to approved label directions.

Release - Any spilling, leaking, pumping, pouring, emitting, emptying, discharging, injecting, escaping, leaching, dumping, or disposing into the environment of a hazardous or toxic chemical, or extremely hazardous substance.

Remedial Action - The actual construction or clean-up phase of a Superfund site cleanup.

Reportable Quantity (RQ) - Amount of a hazardous or extremely hazardous substance that, if released into the environment, must be reported to the NRC, the SERC, and the LEPC under Section 304 of EPCRA.

Residual Risk - The risk associated with pollutants after the application of maximum achievable control technology or MACT.

Resource Recovery - The extraction of useful materials or energy from solid waste. Such materials can include paper, glass, and metals that can be reprocessed for re-use. Resource recovery also is employed in pollution prevention.

Responsiveness Summary - A summary of oral and written comments received by EPA during a public comment period on key documents or actions proposed to be taken, and EPA's response to those comments.

Risk - A measure of the chance that damage to life, health, property, or the environment will occur.

Risk Assessment - A process to determine the increased risk from exposure to environmental pollutants together with an estimate of the severity of impact. Risk assessments use specific chemical information plus risk factors.

Risk Communication - The process of exchanging information about levels or significance of health or environmental risk.

Risk Factor - A characteristic (e.g., race, sex, age, obesity) or variable (e.g., smoking, exposure) associated with increased chance of toxic effects. Some standard risk factors used in general risk assessment calculations include average breathing rates, average weight, and average human life span.

Rodenticide - A pesticide or other agent used to kill rats and other rodents or to prevent them from damaging food, crops, or forage.

Sanitary Water - Water discharged from restrooms, showers, food preparation facilities, or other

nonindustrial operations; also known as "gray water."

Scientific Support Coordinators (SSC) - Scientific and technical advisors in coastal and marine areas from the National Oceanic and Atmospheric Administration (NOAA) who serve as members of the federal On-Scene Coordinator's staff. Their capabilities include contingency planning, surface/subsurface trajectory forecasting and hindcasting, resource risk analysis, and liaison to other scientists.

Scrubbing - A common method of reducing stack air emissions; removal of impurities by spraying a liquid that concentrates the impurities into waste.

Secondary Treatment - The second step taken by a Publicly Owned Treatment Works in which bacteria consume the organic parts of the waste. This treatment usually removes about 90% of all solids and oxygen-demanding substances.

Sediment - Topsoil, sand, and minerals washed from the land into water, usually after rain or snow melt. Sediments collecting in rivers, reservoirs, and harbors can destroy fish and wildlife habitat and cloud the water so that sunlight cannot reach aquatic plants. Loss of topsoil from farming, mining, or building activities can be prevented through a variety of erosion-control techniques.

Septic tank - An underground tank to collect wastes from homes that are not connected to a municipal sewer system. Waste goes from the home to the tank and is decomposed by bacteria. Solids and dead bacteria settle to the bottom as sludge while the liquid portion flows into the ground through drains. While properly placed and maintained septic systems can effectively treat domestic wastewater, others are a major source of ground water and surface water pollution.

Sewer - A channel or conduit that carries wastewater and stormwater to a treatment plant or receiving waters. "Sanitary" sewers carry household, industrial, and commercial waste. "Storm" sewers carry runoff from rain or snow.

Siting - Choosing a location for a facility.

Sludge - The residue (solids and some water) produced as a result of raw or wastewater treatment.

Slurry - A pumpable mixture of solids and fluid.

Small Quantity Generator (SQG) - Persons or facilities that produce 220 - 2,200 pounds per month of hazardous waste. SQGs are required to keep more records than conditionally exempt generators. SQGs may include automotive shops, dry cleaners, photographic developers, and a host of other small enterprises. SQGs comprise by far the vast majority of hazardous waste generators.

Smog - Dust, smoke, or chemical fumes that pollute the air and make hazy, unhealthy conditions (literally, the word is a blend of smoke and fog). Automobile, truck, bus, and other vehicle exhausts and

particulates are usually trapped close to the ground, obscuring visibility and contributing to a number of respiratory problems.

Solid Waste - As defined under RCRA, any solid, semi-solid, liquid, or contained gaseous materials discarded from industrial, commercial, mining, or agricultural operations, and from community activities. Solid waste includes garbage, construction debris, commercial refuse, sludge from water supply or waste treatment plants, or air pollution control facilities, and other discarded materials.

Solid Waste Management Facility - Any disposal or resource recovery system; any system, program, or facility for resource conservation; any facility for the treatment of solid wastes.

Source Reduction - The design, manufacture, purchase, or use of materials (such as products and packaging) to reduce the amount or toxicity of garbage generated. Source reduction can help reduce waste disposal and handling charges because the costs of recycling, municipal composting, landfilling, and combustion are avoided. Source reduction conserves resources and reduces pollution.

Source Separation - Organizing materials by type (such as paper, metal, plastic, and glass) so that these items can be recycled instead of thrown away. For example, many of us separate these items from the rest of our household and office wastes. Industries also organize materials in this fashion.

Standard Industrial Classification Code (SIC Code) - A method of grouping industries with similar products or services and assigning codes to these groups.

State Emergency Response Commission (SERC) - The agency appointed by the Governor to oversee the administration of EPCRA at the state level. This commission designates and appoints members to LEPCs and reviews emergency response plans for cities and counties.

Surface Impoundment - Treatment, storage, or disposal of liquid hazardous wastes in ponds.

Surface Water - All water naturally open to the atmosphere (rivers, lakes, reservoirs, ponds, streams, seas, estuaries) and all springs, wells, or other collectors directly influenced by surface water.

Surfactant - A detergent compound that promotes lathering,

Suspended Solids - Solids that either float on the surface or are suspended in water, wastewater, or other liquids.

Sustainable Agriculture - Environmentally friendly methods of farming that allow the production of crops or livestock without damage to the farm as an ecosystem, including effects on soil, water supplies, biodiversity, or other surrounding natural resources. The concept of sustainable agriculture is an "intergenerational" one in which we pass on a conserved or improved natural resource base instead of one which has been depleted or polluted. Terms often associated with farms or ranches that are self-

sustaining include "low-input," organic, "ecological," "bio-dynamic," and "permaculture."

Synergism - The cooperative action of two or more organisms producing a greater total result than the sum of their independent effects.

T

<u>Tertiary Treatment</u>	<u>Ten-to-the-Minus-Sixth (10⁻⁶)</u>	<u>Teratogen</u>
<u>Tonnage</u>	<u>Threshold Limit Value (TLV)</u>	<u>Tolerance</u>
<u>Toxic Cloud</u>	<u>Total Dissolved Solids (TDS)</u>	<u>Toxic Chemical</u>
<u>Toxicity Characteristic Leaching Procedure (TCLP)</u>	<u>Toxic Release Inventory (TRI)</u>	<u>Toxic Substance</u>
<u>Treatment, Storage and Disposal Facility (TSD)</u>	<u>Toxicity Testing</u>	<u>Trade Secret</u>

U

<u>Ultraviolet Rays</u>	<u>Underground Injection Control (UIC)</u>	<u>Underground Storage Tank (UST)</u>
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V

<u>Vapor</u>	<u>Vapor Dispersion</u>	<u>Vapor Recovery System</u>
<u>Vent</u>	<u>Volatile</u>	<u>Volatile Organic Compounds (VOC)</u>

W

<u>Wasteload Allocation (WLA)</u>	<u>Wastewater Treatment Plant</u>	<u>Water Quality Standards (WQS)</u>
<u>Water Table</u>	<u>Wellhead Protection Area</u>	<u>Wetlands</u>
<u>Wildlife Refuge</u>	<u>Wood Treatment Facility</u>	

X

[Xenobiotic](#)

Z

[Z-list](#) [Zone of Saturation](#)

Technical Assistance Grant (TAG) - EPA grants up to \$50,000 for citizen's groups to obtain assistance in interpreting information related to cleanups at Superfund sites. Grants are used by such groups to hire technical advisors to help them understand the site-related information for the duration of the activities.

Ten-to-the-Minus-Sixth (10-6) - Used in risk assessments to refer to the probability of risk. Literally means a chance of one in a million. Similarly, ten-to-the-minus-fifth means a probability of one in 100,000, and so on.

Teratogen - A substance capable of causing birth defects.

Tertiary Treatment - An enhancement of normal sewage treatment operations to provide water of potable quality using further chemical and physical treatment; the highest drinking water standard achieved in the U.S.

Threshold Limit Value (TLV) - The concentration of an airborne substance that a healthy person can be exposed to for a 40-hour work week without adverse effect; a workplace exposure standard.

Tolerance - Permissible residue level for pesticides in raw agricultural produce and processed foods. Whenever a pesticide is registered for use on a food or feed crop, a tolerance must be established. EPA establishes the tolerance levels, which are enforced by the Food and Drug Administration and the Department of Agriculture.

Tonnage - The amount of waste that a landfill accepts, usually expressed as tons per month. The rate at which a landfill accepts waste is limited by the landfill's permit.

Total dissolved solids (TDS) - The quantity of dissolved material in a given volume of water.

Toxic Chemical - Substances that can cause severe illness, poisoning, birth defects, disease, or death when ingested, inhaled, or absorbed by living organisms.

Toxic Cloud - An airborne mass of gases, vapors, fumes, or aerosols of toxic materials.

Toxic Release Inventory (TRI) - A database of annual toxic releases from certain manufacturers compiled from EPCRA Section 313 reports. Manufacturers must report annually to EPA and the states the amounts of almost 350 toxic chemicals and 22 chemical categories that they release directly to air, water, or land, inject underground, or transfer to off-site facilities. EPA compiles these reports and makes the information available to the public under the "Community Right-to-Know" portion of the law.

Toxic Substance - A chemical or mixture that can cause illness, death, disease, or birth defects. The quantities and exposures necessary to cause these effects can vary widely. Many toxic substances are pollutants and contaminants in the environment.

Toxicity Characteristic Leaching Procedure (TCLP) - A test designed to determine whether a waste is hazardous or requires treatment to become less hazardous; also can be used to monitor treatment techniques for effectiveness.

Toxicity Testing - Biological testing (usually with an invertebrate, fish, or small mammal) to determine the adverse effects, if any, of a chemical, compound, or effluent.

Trade Secret - Any confidential formula, pattern, process, device, information, or set of data that is used in a business to give the owner a competitive advantage. Such information may be excluded from public review.

Treatment, Storage, and Disposal Facility (TSD) - Refers to any facility which treats, stores, or disposes of hazardous wastes.

Ultraviolet Rays - Radiation from the sun in the invisible portion of the spectrum. Some UV rays (UV-A) enhance plant life and are useful in certain medical and dental procedures. Other UV rays (UV-B) can cause skin cancer or other tissue damage. The ozone layer in the atmosphere partly shields us from ultraviolet rays reaching the earth's surface.

Underground Injection Control (UIC) - A program under the Safe Drinking Water Act that regulates the use of wells to pump fluids underground.

Underground Storage Tank (UST) - A tank and any underground piping connected to the tank that has 10% or more of its volume (including pipe volume) beneath the surface of the ground. USTs are designed to hold gasoline, other petroleum products, and hazardous materials.

Vapor - The gas given off by substances that are solids or liquids at ordinary atmospheric pressure and temperatures.

Vapor Dispersion - The movement of vapor clouds or plumes in the air due to wind, gravity, spreading, and mixing.

Vapor Recovery System - A system by which the volatile gases from gasoline are captured instead of being released into the atmosphere. Recovery systems may be required for gasoline stations in some cities and other non-attainment areas.

Vent - The connection and piping through which gases enter and exit a piece of equipment.

Volatile - Any substance which evaporates quickly.

Volatile Organic Compounds (VOC) - Any organic compound which evaporates readily to the atmosphere. VOCs contribute significantly to photochemical smog production and certain health problems.

Wasteload Allocation (WLA) - The portion of a stream's total assimilative capacity assigned to an individual discharger.

Wastewater Treatment Plant - A facility containing a series of tanks, screens, filters, and other processes by which pollutants are removed from water. Most treatments include chlorination to attain safe drinking water standards.

Water Quality Standard (WQS) - The combination of a designated use and the maximum concentration of a pollutant which will protect that use for any given body of water. For example, in a trout stream, the concentration of iron should not exceed 1 mg/l.

Water Table - The boundary between the saturated and unsaturated zones. Generally, the level to which water will rise in a well (except artesian wells).

Wellhead Protection Area - A protected surface and subsurface zone surrounding a well or well field that supplies a public water system and through which contaminants could likely reach well water.

Wetlands - Areas that are soaked or flooded by surface or ground water frequently enough or for sufficient duration to support plants, birds, animals, and aquatic life. Wetlands generally include swamps, marshes, bogs, estuaries, and other inland and coastal areas, and are federally protected. Wetlands frequently serve as recharge/discharge areas and are known as "nature's kidneys" since they help purify water. Wetlands also have been referred to as natural sponges that absorb flood waters, functioning like natural tubs to collect overflow. Wetlands are important wildlife habitats, breeding grounds, and nurseries because of their biodiversity. Many endangered species as well as countless estuarine and marine fish and shellfish, mammals, waterfowl, and other migratory birds use wetland habitat for growth, reproduction, food, and shelter. Wetlands are among the most fertile, natural ecosystems in the world since they produce great volumes of food (plant material).

Wildlife Refuge - An area designated for the protection of wild animals, within which hunting and fishing are either prohibited or strictly controlled.

Wood Treatment Facility - An industrial facility which treats lumber and other wood products for outdoor use. The process involves use of chromated copper arsenate and other toxic chemicals which are regulated as hazardous materials.

Xenobiotic - A term for non-natural or man-made substances found in the environment. (i.e., synthetics, plastics).

Z-list - OSHA's Toxic and Hazardous Substances Tables (Z-1, Z-2, and Z-3) of air contaminants; any material found on these tables is considered hazardous.

Zone of Saturation - The layer beneath the surface of the land in which all openings are filled with water.