

**UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
REGION I, NEW ENGLAND
2024 HEALTHY COMMUNITIES GRANT PROGRAM**

Announcement Type:	Request for Applications - Initial
Funding Opportunity Number:	EPA-R1-HC-2024
Assistance Listing Number:	66.110
Action Date:	Applications due on November 1, 2024

Anticipated Announcement and Award Dates

July 8, 2024	Healthy Communities Application Guidance is released.
July 8 – Nov. 1, 2024	Eligible grant recipients develop and complete their applications.
July 17, 2024 Aug. 14, 2024 Sep. 10, 2024 Oct. 2, 2024	Healthy Communities Grant Program hosts information sessions via webinar. Webinars are open to all to discuss the grant program. See Section IV.D for information on registering for a session.
Nov. 1, 2024	Application submissions must be received by 11:59 PM via Grants.gov or by email to R1hcgrants@epa.gov .
Nov. 2024 – Jan. 2025	Application package submissions are reviewed and evaluated.
Jan. 2025	Applicants will be contacted via telephone if their application is being considered for funding. Some applicants may be asked to make minor revisions to their proposed project work plans. Formal letters will be sent to all applicants to notify them of the status of their submissions.
Feb. 2025	EPA New England expects to formally announce 2024 Healthy Communities Grant Program recipients.

This application guidance includes the following information:

Section I	Funding Opportunity Description
Section II	Award Information
Section III	Eligibility Information
Section IV	Application and Submission Information
Section V	Application Review Information
Section VI	Award Administration Information
Section VII	Agency Contact
Attachments	Application Material Templates and Checklist

SECTION I. FUNDING OPPORTUNITY DESCRIPTION

A. Program Description

The Healthy Communities Grant Program was launched in 2003 and supports EPA's mission by integrating many EPA New England (Region 1) programs including Air Quality Outreach; Asthma and Indoor Air; Children's Environmental Health; Air Pollution in Schools and the Clean, Green and Healthy Schools Initiative; Energy Efficiency Program; Environmental Justice Program; Pollution Prevention; Sustainable Materials Management; Toxics and Pesticides; and Water Infrastructure (Stormwater, Wastewater, and Drinking Water). The goal of the program is to combine available resources and best identify competitive projects that will achieve measurable environmental and public health results in communities across New England. Eligible applicants are invited to apply to EPA New England for funding consideration under this competitive grant program. The Healthy Communities Grant Program anticipates awarding approximately 15 cooperative agreements from these project applications in 2024.

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

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

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

- All Americans are protected from significant risks to human health and the environment where they live, learn and work.
- National efforts to reduce environmental risk are based on the best available scientific information.
- Federal laws protecting human health and the environment are enforced fairly and effectively.
- Environmental protection is an integral consideration in U.S. policies concerning natural resources, human health, economic growth, energy, transportation, agriculture, industry and international trade, and these factors are similarly considered in establishing environmental policy.

- All parts of society (e.g., communities, individuals, businesses, state and local governments, Tribal governments) have access to accurate information to effectively participate in managing human health and environmental risks.
- Environmental protection contributes to making our communities and ecosystems diverse, sustainable and economically productive.
- The U.S. plays a leadership role in working with other nations to protect the global environment.

EPA New England takes these broad goals and applies them directly to service the needs of New England residents in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and federally recognized Tribes in New England. Within the broad landscape of these states and Tribes, EPA New England recognizes that not all communities share the same environmental and public health conditions. For example, in urban, rural and environmental justice communities throughout New England, residents are exposed to a multitude of environmental and public health hazards, ranging from lead in paint, soil and drinking water to rats on vacant lots to asthma aggravated by poor indoor and ambient air quality.

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

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

Please read the descriptions below to learn more about each participating program. More information on each participating program's activities, projects and accomplishments is available on the [EPA New England website](#).

- **Air Quality Outreach:** The Air Quality Outreach program aims to increase public awareness of air quality issues so that people can take steps to protect their health and reduce their contribution to air pollution. For example, EPA works with state air agencies to provide real-time air pollution levels, as well as forecasts, to warn residents of poor air quality in their area. EPA also works with states to mitigate wood smoke pollution by promoting measures that individuals can take to reduce emissions from residential wood burning. These measures include encouraging the change-out of old wood burning appliances for newer, more efficient models and tips for better burning practices that result in more efficient use of wood, lower emissions and safer burning.
- **Asthma and Indoor Air:** The Asthma Program supports asthma and healthy environmental interventions that promote the management of asthma and the reduction of asthma triggers and other indoor air pollutants, assists with the training of asthmatics, their families and healthcare professionals on asthma trigger management and the effectiveness of comprehensive asthma management programs. In addition, the Asthma Program promotes healthy homes training opportunities; encourages the support and development of sustainable home intervention programs; promotes sustainable financing for home intervention programs; and promotes awareness of primary prevention for asthma. Collaboration among stakeholders is encouraged if it provides a means to reduce the burden of asthma on a regional level.
- **Children's Environmental Health Program:** The Children's Environmental Health Program has the fundamental goal to ensure that all EPA actions and programs address the unique vulnerabilities of children and to support projects and activities that have a durable impact to protect children's environmental health across many stakeholders, including the intersection of children's health and climate change and environmental justice.
- **Clean, Green and Healthy Schools Initiative:** Under the Energy Independence and Security Act of 2007, Title IV, Subtitle E, Healthy High-Performance Schools, the Clean, Green and Healthy Schools Initiative is integrated across all EPA programs to address children's environmental health at K-12 schools and to improve school environmental health through EPA resources, including the EPA School Siting Guidelines and EPA State School Environmental Health Guidelines, including the Tools for Schools program. Also, Section 60106 of the Inflation Reduction Act (IRA) provides funding for grants to monitor and reduce greenhouse gas (GHG) emissions and other air pollutants at schools in low-income and disadvantaged communities.
- **Energy Efficiency Program:** ENERGY STAR is a joint program of the EPA and the Department of Energy (DOE) that has worked with residents and businesses to reduce air pollution through energy efficiency since 1992. ENERGY STAR and its partners have

helped American families and businesses save more than \$500 billion in energy costs over the lifetime of the program.

- **Environmental Justice Program:** The Environmental Justice Program is focused on the fair treatment and meaningful involvement of all people regardless of race, color, national origin or income, with respect to the development, implementation and enforcement of environmental laws, regulations and policies. This goal will be achieved when everyone enjoys the same degree of protection from environmental and health hazards, and equal access to the decision-making process to have a healthy environment in which to live, learn and work. Region 1's program focuses on providing tools, resources and assistance to overburdened and underserved communities in our six New England States – Maine, Vermont, New Hampshire, Massachusetts, Rhode Island and Connecticut – and federally recognized Tribal Nations.
- **Pollution Prevention:** The Pollution Prevention Program is designed to provide technical assistance to businesses and their facilities to help them develop and adopt source reduction practices. Pollution Prevention includes any practice that reduces the amount of any hazardous substance, pollutant or contaminant from entering any waste stream or otherwise being released into the environment **prior** to recycling, treatment or disposal. Pollution prevention techniques aim to reduce the amount and/or toxicity of pollutants or contaminants entering the environment, to reduce the use of water, energy and other raw materials and to lower business costs. These practices reduce hazardous substances, pollutants and contaminants.
- **Sustainable Materials Management:** Sustainable materials management (SMM) is a systemic approach to using and reusing materials more productively over their entire life cycle to find new opportunities to reduce environmental impacts, conserve resources and reduce cost. A [circular economy](#) reduces material use, redesigns materials to be less resource intensive, and recaptures “waste” as a resource to manufacture new materials and products. In 2024, the New England SMM program has three priority areas: the built environment, sustainable food management and sustainable packaging. The built environment focus is to conserve materials and develop community resiliency to climate change through construction, maintenance and end-of-life management of roads, buildings and infrastructure. The sustainable management of food seeks to reduce wasted food and its associated impacts over the entire life cycle, starting with the use of natural resources, manufacturing, sales and consumption and ending with decisions on recovery or final disposal. Sustainable packing looks to increase the quantity and quality of materials recovered from municipal solid waste and develop critically important collection and processing infrastructure.
- **Toxics and Pesticides:** The Toxics Program regulates and provides oversight over a variety of different toxic chemicals (e.g., lead, asbestos, mercury, PCBs, etc.) regulated under the Toxic Substances Control Act (TSCA). The Pesticides Program regulates and provides oversight over registration and use of pesticides under the Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA).

- **Water Infrastructure Program** (Stormwater, Wastewater, and Drinking Water): The Water Program works with regulated entities including municipalities, wastewater systems and drinking water systems to protect the environment and public health. Through regulations, technical assistance, outreach, funding and training, EPA's Water Program works with federal, state and local partners to sustain the adequacy and integrity of water infrastructure in communities throughout New England. The Water Program has placed an emphasis on working with communities to assess vulnerabilities and adapt stormwater, wastewater and drinking water infrastructure to ensure these critical services will be maintained, even in extreme weather events. An additional focus is working locally in partnerships with water utilities to identify private lead pipes and other contaminant threats and build capacity to apply for and manage state and federal funds for mitigation.

Statutory Authority: The Healthy Communities Grant Program consists of activities authorized under one or more of the following EPA research and development grant authorities listed under Clean Air Act, Section 103(b)(3); Clean Water Act, Section 104(b)(3); Safe Drinking Water Act, Sections 1442(a) and (c); Federal Insecticide Fungicide and Rodenticide Act, Section 20; Solid Waste Disposal Act, Section 8001; Toxic Substances Control Act, Section 10; Marine Protection, Research, & Sanctuaries Act, Section 203; and Indian Environmental General Assistance Program Act. Although some funding for grants to monitor and reduce GHG emissions and other air pollutants at schools in low-income and disadvantaged communities may be provided under Section 60106 of IRA, this funding will be awarded under the authority of Clean Air Act, Section 103(b)(3).

The statutory authorities for this program restrict the use of assistance agreements to (1) conduct research, investigations, experiments, demonstrations, surveys and studies related to the causes, effects (including health and welfare effects), extent, prevention and control of air and/or water pollution; (2) develop, expand or carry out a program (that may combine training, education and employment) for occupations relating to the public health aspects of providing safe drinking water; (3) conduct research, development, monitoring, public education, training, demonstrations and studies on toxic substances; (4) conduct and promote the coordination of research, investigations, experiments, training, demonstrations, surveys, public education programs and studies relating to solid waste (e.g., health and welfare effects of exposure to materials present in solid waste and methods to eliminate such effects); (5) conduct research, development, monitoring, public education, training, demonstrations and studies on pesticides; (6) conduct research, investigations, experiments, training, demonstrations, surveys and studies relating to the minimizing or ending of ocean dumping of hazardous materials and the development of alternatives to ocean dumping; (7) conduct research with respect to the detection, assessment and evaluation of the effects on and risks to human health due to hazardous substances and detection of hazardous substances in the environment; and (8) conduct research, evaluation, testing, development and demonstration of alternative or innovative treatment technologies which may be utilized in hazardous waste response actions. In all, these statutory authorities support research, training, studies, experiments, demonstrations, community organizing, and education projects. This funding cannot be used to support implementation projects.

Demonstrations must involve new or experimental technologies, methods or approaches, and it is encouraged that the results of these projects be disseminated so that others can benefit from the knowledge gained. A project that is accomplished through the performance of routine, traditional

or established practices, or a project that is simply intended to carry out a task rather than transfer information or advance the state of knowledge, however worthwhile the project might be, is not considered a demonstration project.

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

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

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

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

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

- a. Areas near New England Ports that are being Redeveloped to Support Offshore Wind and Related Industries:** For the purposes of this grant program, these areas are defined as any communities near a New England port where there are known, active or planned redevelopment opportunities including, but not limited to, offshore wind or other industrial development. To qualify under this Target Investment Area, applicants must provide a description of the characteristics of the community or communities in or near a New England port, briefly describe port activities and/or services, describe the environment and/or public health challenges facing the area, and provide an explanation of known, active or planned redevelopment activities (e.g., offshore wind or other industrial development).
- b. Environmental Justice Areas of Potential Concern:** For the purposes of this grant program, these areas are defined as communities, neighborhoods, geographic areas or Tribes in New England that potentially have been disproportionately affected by

environmental and/or public health burdens in a defined geographic area. EPA New England is committed to promoting and supporting [environmental justice](#), which is the fair treatment and meaningful involvement of all people regardless of race, color, national origin or income with respect to the development, implementation and enforcement of environmental laws, regulations and policies. Fair treatment means that no group of people, including any racial, ethnic or socioeconomic group, should bear a disproportionate share of the negative environmental consequences resulting from industrial, municipal and commercial operations or policies. Meaningful involvement means people have an opportunity to participate in decisions about activities that may affect their environment and/or health; the public's contribution can influence the regulatory agency's decision; community concerns will be considered in the decision-making process; and decision makers will seek out and facilitate the involvement of those potentially affected. To qualify under this Target Investment Area, applicants must provide a description of the characteristics of the population and challenges facing the community, neighborhood or Tribe benefitting from the proposed activity, an identification of the potential environmental and health burdens experienced, and an explanation of how the proposed project will address the identified burdens to demonstrate that their project will provide fair treatment and meaningful involvement to members of communities, neighborhoods or Tribes in New England that have been disproportionately affected by environmental and health burdens.

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

nervous systems are still growing and developing. Tribal members may be more susceptible to risks because of traditional cultural practices and traditions including, but not limited to, fishing and hunting practices and potential exposure to many sources of environmental pollution on Tribal lands. To qualify under this Target Investment Area, applicants must clearly describe how the proposed project will benefit and help protect sensitive populations and areas where they live, learn, and play and reduce and/or minimize exposure to environment and/or public health risks.

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

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

Outputs & Outcomes: Outputs refer to measurable quantitative or qualitative activities, efforts, deliverables or work products that the applicant proposes to undertake during the project period. The anticipated outputs for Healthy Communities Grant Program cooperative agreements will vary from applicant to applicant but will be identified as "Project Deliverables" in the application narrative and work plan. All applicants will be expected to clearly identify their outputs depending on the Target Program Area(s) selected by the applicant and achieve them during the proposed project period. Grant recipients will be required to submit quarterly status reports about their progress towards achieving outputs once the project is implemented.

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

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

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

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

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

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

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

Project Examples:

- Build a coalition of organizations to create an environmental justice network in a state, across states or throughout New England that can share information, support each other as a community of practice and connect communities with education, outreach and resources to improve local environment and public health conditions.
- Develop tools for citizen science and resident engagement focused on environmental justice. Undertake activities that enable citizen science around air and water quality, lead, PFAS and other contaminants, including in port areas, schools and/or areas with mobile or manufactured housing.
- Develop approaches, education and techniques to help homeowners, students and/or others at risk receive tools that help test environmental issues at home, such as air quality, lead exposure and other hazards and take actions to improve environmental and/or public health conditions.
- Build a coalition and/or engage local residents near a New England port community to support green transition and cleanups at ports. Design and deliver activities, events and training that allow for a wider range of practitioners to learn about and build skills to pursue workforce opportunities in ports related to the offshore wind industry and other development activities.
- Create and implement a local green job training program to support local training and job creation to support businesses and/or associated industries in or near one or more New England ports.
- Conduct an air monitoring and/or sensor projects on local air quality conditions that combine efforts to convey results to locally impacted community members.
- Conduct toxicity studies of depositional contaminants (mercury, cadmium, etc.) in local food sources (fish, shellfish, game, plants, etc.) that convey results to locally impacted community members who consume those food sources.
- Provide education/outreach to specific community groups on consumer products with elevated VOCs or air toxics concerns and provide information on

alternative options, and opportunities for the prevention and/or reduction of use.

- Conduct studies of PM pollution using PurpleAir sensors at targeted public transportation stations (train, bus, airport, etc.) and analyze passenger exposure while waiting at transit stations, as well as the health effects of such exposure. Conduct outreach on the health impacts of PM pollution attributable to the combustion of fuel in vehicles, the wear of vehicle components (e.g., tires and brakes), the suspension of road dust, cigarette smoke and industrial emissions.
- Convene stakeholders and conduct a community assessment to evaluate and identify challenges/barriers on the electrification of school bus and/or other vehicle fleets for hard-to-reach communities (e.g., communities in rural, Tribal and environmental justice areas).
- Conduct wood smoke sensor community action and/or training in areas with localized high levels of PM/woodsmoke. Conduct targeted education to mitigate exposure through community-scale implementation of EPA BurnWise Program, which outlines best practices for reducing woodsmoke.

Example Outputs:

- Creation and implementation of effective education, outreach, demonstration and/or training tools to reach 1,000 local residents.
- Creation of 10 to 15 risk assessment and public consumption advisories for wild game, fish and/or plants based upon toxicity levels measured and analyzed.
- Reach 500 to 1,000 families, individuals or stakeholders through education, outreach, demonstrations, training, surveys and/or studies related to the causes, effects, extent, reduction, prevention or elimination of pollution in air and/or drinking water sources.
- Host multiple sessions targeting stakeholders to discuss transitioning the local school district to an electric bus fleet, identify specific barriers to implementation as well as suggestions on how to overcome the barriers, and a list of all necessary project partners that must be engaged to complete an electric bus project.
- Convene stakeholders and conduct a community assessment to evaluate and identify challenges/barriers on the electrification of school bus and/or other vehicle fleets for hard-to-reach communities (e.g., communities in rural, Tribal and environmental justice areas).

- b. Clean, Green and Healthy Schools:** Projects that focus on creating clean, green and healthy school environments and addressing environmental issues by developing school environmental quality plans that include standards for school building, design, construction, and renovation; identifying and mitigating ongoing air pollution hazards in low-income and disadvantaged communities; promoting EPA's [State School Environmental Health Guidelines](#), EPA's [Voluntary Guidelines for Selecting Safe School Location](#) and their design, construction and renovation, EPA's [3Ts for Reducing Lead in Drinking Water in Schools](#), and/or implementing replicable programs across New England that serve the environmental health needs of K-12 schools.

Project Examples:

- Develop approaches to reducing air pollution at public schools, daycare facilities and/or senior homes.
- Engage students to increase learning and take actions around air pollution concerns at their schools, as well as other activities that can reduce exposures to air pollutants at schools, such as exploring filtration technology, increasing green space and/or analyses to inform actions that can improve student learning, health and indoor air quality or quality of life outcomes for seniors.
- Develop, improve upon existing and/or promote site-specific environmental health assessments, which can be used by schools to determine their environmental health baselines, identify issues of concern and help schools prioritize which environmental health problems to address and promote utilizing EPA developed guidelines to address environmental issues in siting, designing, construction, renovation and maintenance of schools.
- Provide training to school officials and/or childcare facility operators to raise awareness of the risks of lead poisoning and the importance of monitoring lead levels in school and/or childcare facility drinking water to identify and respond to any existing problems.
- Conduct a “cleaning for health” program promoting procurement of safer cleaning products and disinfectants and developing cleaning policies and procedures for programs that support the basic tenets of healthy environments at schools.
- Develop cleaning policies and procedures for programs that support the basic tenets of healthy environments at schools.
- Reduce exposure to pesticides and pests by promoting the use of Integrated Pest Management (IPM) strategies in these settings, e.g., strengthening the training and technical assistance components and advancing IPM techniques using EPA Tools for Schools action kits and Model Pesticide Safety and IPM Guidance Policy for School Districts.
- Provide technical assistance to support reducing, diverting or minimizing wasted food and other recyclable commodities in the K-12 school sector utilizing EPA’s waste management hierarchy and wasted food scale.
- Conduct training courses for school staff on the latest EPA guidance on indoor air quality, specifically on asthma triggers and transmissible diseases in a school environment.
- Develop and deliver communications, advertisements, events and educational materials designed to increase school facility management staff and health officer awareness and knowledge of indoor air quality (IAQ) and GHG issues, their impacts, practical solutions and local/state/federal resources to help address IAQ and GHG issues.

Example Outputs:

- Number of schools in urban, rural or suburban communities that receive school environmental health information (e.g., lead, asthma, exposure to toxic substances, etc.), participate in capacity-building exercises, and/or take action to become cleaner, greener and healthier.

- Number of school decision-makers who receive school environmental health information and/or participate in capacity-building exercises.
 - Number of schools or school districts that take action to become cleaner, greener and healthier.
 - Number of activities that improve indoor environments and reduce risk factors for asthma onset and/or exacerbations, including remediating water damage, improving HVAC systems and using materials and equipment that do not contain harmful chemicals.
 - Number of activities that encourage training of educators, administrators and all staff about asthmagens to which they may be exposed in their workplaces (e.g., mold, sanitizers, cleaners, pest control products).
 - Number of school staff trained on identifying asthma triggers and awareness of ventilation and filtration strategies in a school environment.
- c. **Energy Efficiency:** Projects that promote energy efficiency and/or conservation by providing education, outreach and technical assistance on energy systems, weatherization and/or energy management best practices and policies.

Project Examples:

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

Example Outputs:

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

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

Project Examples:

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

Example Outputs:

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

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

Project Examples:

- Create approaches, tools and techniques to protect residents’ health and reduce flood risks, especially educational activities and other work to help residents who experience pollution in their homes during and after floods in disadvantaged communities with combined sewer systems.
- Conduct activities to protect and/or improve water quality in areas with mobile and/or manufactured housing.
- Conduct monitoring to understand potential risks and address water quality issues in rural areas and take actions to restore, protect or improve well-based water sources in rural areas, including in areas with mobile and/or manufactured housing.
- Develop approaches to help residents learn about water quality issues they may face and offer technical assistance to help residents and owners access resources to address concerns.
- Develop and conduct workshops to educate communities on the health risks of wood smoke exposure and provide outreach materials promoting woodstove changeout programs and best burning practices.
- Develop and implement a sampling plan in partnership with the EPA regional laboratory using PM portable sensors to measure PM levels in one or more communities, focusing on areas potentially impacted by wintertime wood smoke.
- Design and conduct an education and outreach campaign to address polluted stormwater runoff and poor water quality. Use and promotion of green infrastructure opportunities to achieve pollution prevention is encouraged.

- Develop and conduct a multilingual education campaign for urban residents on exposure to toxins in urban rivers or other natural resources and ways to prevent or eliminate those exposures.
- Target reduction of combustion by-products, such as environmental tobacco smoke, wood smoke and smoke from burning of trash and brush through education and awareness campaigns.
- Assess business preparedness and/or provide outreach to businesses, particularly small businesses, that use hazardous substances to raise awareness about preventing release of hazardous substances and hazardous waste.

Example Outputs:

- Number of families, individuals, municipalities or stakeholders reached through education, outreach, demonstrations, training, surveys and/or studies related to the causes, effects, extent, reduction, prevention or elimination of pollution in soil, water and/or air.
 - Creation of effective education, outreach, demonstration and/or training tools to reach target population.
 - Number of wood smoke education kits distributed to communities.
 - Design and conduct a study to assess PM concentrations in communities impacted by wood smoke and distribute report to relevant stakeholders.
 - Pounds of pesticides no longer used in target geographic area.
 - Reduction in pollutants such as pesticides, animal feeding, operations runoff and/or oils/grease.
 - Measurable reductions in hazards (pounds), water use (gallons), energy consumption (kWh) and/or air pollutant emissions (metric tons of carbon equivalent).
 - Number of communities working to reduce toxic or hazardous materials used and/or reduce solid or hazardous waste generated, particularly in flood-prone communities.
- f. Pollution Prevention:** Projects that provide technical assistance to businesses and their facilities to help them develop and adopt source reduction practices. Source reduction means reducing or eliminating pollutants from entering any waste stream or otherwise being released into the environment prior to recycling, treatment or disposal. In addition to reducing pollutants entering the environment, source reduction also includes reducing the use of water, energy and other raw materials. Specific pollution prevention practices include Process Modifications, Product Modifications, Material Use Substitution and Modification, Inventory Control, Environmentally Preferable Purchasing, Spill and Leak Prevention, and Preventative Maintenance. Projects qualifying under this Target Program Area must report on one or more of the following outcomes: pounds of hazardous and non-hazardous materials reduced through pollution prevention/source reduction; pounds of plastic reduced through pollution prevention/source reduction; MTCO₂e (metric tons of CO₂ equivalent) reduced through pollution prevention/source reduction; gallons of water saved through pollution prevention/source reduction; and/or dollars saved through pollution prevention/source reduction.

Project Examples:

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

Example Outputs:

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

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

Project Examples:

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

Example Outputs:

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

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

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

C. Minority Serving Institutions

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

For purposes of this solicitation, the following are considered MSIs:

1. Historically Black Colleges and Universities (HBCUs), as defined by the Higher Education Act (20 U.S.C. § 1061(2)). A list of these schools can be found at [Historically Black Colleges and Universities](#).
2. Tribal Colleges and Universities (TCUs), as defined by the Higher Education Act (20 U.S.C. §1059c(b)(3) and (d)(1)). A list of these schools can be found at [Tribal Colleges and Universities](#).
3. Hispanic-Serving Institutions (HSIs), as defined by the Higher Education Act (20 U.S.C. § 1101a(a)(5)). A list of these schools can be found at [Hispanic-Serving Institutions](#).

4. Asian American and Native American Pacific Islander-Serving Institutions; (AANAPISIs), as defined by the Higher Education Act (20 U.S.C. § 1059g(b)(2)). A list of these schools can be found at [Asian American and Native American Pacific Islander-Serving Institutions](#); and
5. 5. Predominately Black Institutions (PBIs), as defined by the Higher Education Act of 2008, 20 U.S.C. § 1059e(b)(6). A list of these schools can be found at [Predominately Black Institutions](#).

D. Additional Provisions for Applicants Incorporated into the Solicitation

Additional provisions that apply to Sections III, IV, V and VI of this solicitation and awards made under this solicitation can be found at [EPA Solicitation Clauses](#). These provisions apply to this solicitation and applicants must review them when preparing applications for submission. If you are unable to access these provisions electronically at the website above, please contact the EPA point of contact listed in Section VII of this solicitation to obtain a copy of the provisions.

SECTION II. AWARD INFORMATION

A. Funding Availability

This grant program is intended to provide seed funding to inspire and leverage broader investment to create healthy and resilient communities in Target Investment Areas within Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont and Tribal lands. EPA anticipates approximately \$500,000 in federal funding to be available for cooperative agreements under this announcement to fund approximately 15 awards, depending on funding availability and other applicable considerations. It is anticipated that approximately 5 to 10 awards will be made for FY 24 and approximately 5 to 10 awards will be made for FY 25.

Applications may be submitted for amounts up to \$40,000 in federal funding. It is anticipated that project periods for agreements awarded under this announcement will have one- or two-year project periods that will start no earlier than April 1, 2025. Although the project can last up to two years, the total amount requested for federal resources cannot exceed the \$40,000 limit.

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

- Close monitoring of the successful applicant’s performance to verify the results proposed by the applicant;
- Collaboration during performance of the scope of work;
- Conducting reviews of proposed procurements, in accordance with the procurement regulations found at 2 C.F.R. §§ 200.317 through 200.327;
- Approving qualifications of key personnel (EPA will not select employees or contractors employed by the award recipient); and

- Reviewing and commenting on reports prepared under the cooperative agreement (the final decision on the content of reports rests with the recipient).

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

Awards may be fully or incrementally funded, as appropriate, based on funding availability, satisfactory performance and other applicable considerations. In appropriate circumstances, EPA reserves the right to partially fund applications by funding discrete portions or phases of proposed projects. If EPA decides to partially fund an application, it will do so in a manner that does not prejudice any applicants or affect the basis upon which the application, or portion(s) thereof, was/were evaluated and selected for award, and therefore maintains the integrity of the competition and selection process. EPA reserves the right to increase or decrease (including to zero) the total number of awards and dollar amounts it awards. Such changes may be necessary as a response to the quality of applications received by EPA, the amount of funds awarded to the selected applicants, or budget availability.

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

SECTION III. ELIGIBILITY INFORMATION

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

A. Eligible Applicants

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

B. Match/Cost Share

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

C. Nonprofit Status

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

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

D. Threshold Eligibility Criteria

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

1. Must be an eligible applicant as outlined in Section III.A of this solicitation.
2. Projects must:
 - a. Be located in and/or directly benefit one or more of the **Target Investment Areas** within Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont and/or Tribal lands in New England, and
 - b. Identify how the proposed project will achieve measurable environmental and public health results in one or more of the **Target Program Areas**. Please see Section I.B Target Investment Areas & Target Program Areas for additional information.
3. Applications must substantially comply with the application submission instructions and application content requirements set forth in Section IV of this solicitation or else they will be rejected. However, where a page limit is expressed in Section IV with respect to the application, or parts thereof, pages in excess of the page limitation will not be reviewed. Applicants are advised that readability is of paramount importance and should take precedence in application format, including selecting a legible font type and size for use in the application.
4. Applications must be submitted through [Grants.gov](https://www.grants.gov) or via email to R1hcgrants@epa.gov, as stated in Section IV of this announcement, on or before the application submission deadline. Applicants are responsible for following the submission instructions in Section IV of this announcement to ensure that their application is submitted correctly and on time. Please note that applicants experiencing technical issues with submitting through Grants.gov can elect to submit their application directly to R1hcgrants@epa.gov and should follow the instructions provided in Section IV to email application materials to EPA prior to

the deadline. Applications submitted after the deadline will be considered late and deemed ineligible without further consideration.

5. Applications that request more than \$40,000 in federal funding will not be reviewed.
6. Funds for all awarded projects must support research, investigations, experiments, trainings, demonstrations, surveys and/or studies related to restoring or revitalizing the environment; provide education, outreach and training; or organize/conduct community planning activities in the Target Program Areas defined in Section I.B EPA Strategic Plan Linkage and Anticipated Outcomes/Outputs.
7. If any application is submitted that includes any ineligible tasks or activities, that portion of the application will be ineligible for funding and may, depending on the extent to which it affects the application, render the entire application ineligible for funding.
8. Projects that do not fit within the statutory authorities listed in Section I will be considered ineligible and will not be reviewed. Please see Section I.A Program Description for further information.

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

SECTION IV. APPLICATION AND SUBMISSION INFORMATION

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

A. Content and Form of Application Submission

The application package must include the following elements:

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

1. Grant Application Forms (All Required)

Application forms can be found on the [EPA Grantee Forms](#) webpage. The following EPA forms are required for all applications:

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

2. Project Narrative

If submitting through Grants.gov, this should be submitted using the Project Narrative Attachment Form. If submitting via email, provide the Project Narrative as an attachment to the email. An application narrative outline is provided in Attachment A of this solicitation. The narrative for the application is limited to five single-spaced pages; **excess pages will not be reviewed**. The narrative section of the application package must follow the outline format, answer the questions listed, and address all of the application evaluation factors identified in Section V. A copy of your project summary, work plan, detailed budget and information describing environmental results and past performance must also be submitted for each application; these are not considered part of the five-page limitation for the application narrative.

3. Work Plan

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

4. Budget Detail

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

5. Proof of Nonprofit Status

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

6. Resumes

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

7. Commitment Letters

If submitting through Grants.gov, commitment letters from project partners should be submitted using the Project Narrative Attachment Form. If submitting via email, provide commitment letters as an attachment to the email. If the project includes collaboration with partner entities, letters of commitment from all partners collaborating on the project must be included. Letters must be submitted on letterhead (if applicable), be signed by the project partner, and include the partner's telephone number and address. Commitment letters should be addressed to the applicant and be submitted as part of the application package. Letters sent directly from the project partner to EPA New England will not be accepted. Commitment letters must describe the role of the partner in the proposed project, including any potential funds or resources to support project activities. Applications for projects that have listed partners but do not include commitment letters from every listed project partner will not earn full points under Criterion Four, outlined in Section V, during the evaluation process. Please do not send letters of general support from other entities not directly involved in the project; they will not be considered during the evaluation and review process.

8. Environmental Results, Programmatic Capability and Past Performance Information

If submitting through Grants.gov, environmental results and past performance information should be submitted using the Project Narrative Form. If submitting via email, provide the information as an attachment to the email. These items will be evaluated under Criterion Three, outlined in Section V.

- (i) Submit a list of federally and/or non-federally funded assistance agreements (assistance agreements include federal grants and cooperative agreements but not contracts) that your organization performed within the last three years (no more than five agreements, and preferably EPA agreements), including grant number, a brief description of the grant award, and a description of whether and how you were able to successfully complete and manage those agreements;
- (ii) Describe your history of meeting the reporting requirements under those agreements, including whether you adequately and timely reported on your progress towards achieving the expected outputs and outcomes of those agreements (and if not, explain why not) and whether you submitted acceptable final technical reports under the agreements; and
- (iii) Describe your organizational experience and plan for timely and successful achievement of the objectives of the proposed project, as well as your staff expertise/qualifications, staff knowledge, and resources, or the ability to obtain them, to successfully achieve the goals of the proposed project. Include a description of the organizational and administrative systems (e.g., accounting programs) that you have in place that will be used to appropriately manage, expend and account for federal funds.

In evaluating this criterion, EPA will consider the information provided by the applicant and may also consider relevant information from other sources, including information from EPA files and from current or prior grantors (e.g., to verify and/or supplement the information

provided by the applicant). If you do not have any relevant or available past performance or past reporting information, please indicate this in the application and you will receive a neutral score for these factors (half of the total points available for the criterion). If you do not provide any response for these items, you may receive a score of zero for these criteria.

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

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

Applicants for this competition are excepted from the requirement to submit applications through Grants.gov. Although submission via Grants.gov is preferred, applicants may alternately submit application materials via email to R1hcgrants@epa.gov. Applicants that choose to submit through [Grants.gov](https://www.grants.gov) under this funding opportunity must follow the Grants.gov instructions in this announcement.

b. Submission Instructions:

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

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

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

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

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

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

2. Grants.gov Registration Instructions

Once your SAM.gov account is active, you must register in Grants.gov. Grants.gov will electronically receive your organization information, such as e-Business (EBiz) point of contact email address and UEI. Organizations applying to this funding opportunity must

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

Please note that this process can take a month or more for new registrants. Applicants must ensure that all registration requirements are met in order to apply for this opportunity through Grants.gov and should ensure that all such requirements have been met well in advance of the application submission deadline.

Contact [Grants.gov](#) for assistance at 1-800-518-4726 or support@grants.gov to resolve technical issues with Grants.gov. Applicants who are outside the U.S. at the time of submittal and are not able to access the toll-free number may reach a Grants.gov representative by calling 606-545-5035. The Grants.gov Support Center is available 24 hours a day, 7 days a week, excluding federal holidays.

3. Application Submission Process

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

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

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

4. Application Submission Deadline

Your organization's AOR must submit your complete application package electronically to EPA through [Grants.gov](#) no later than **November 1, 2024**, at 11:59 p.m. ET. Please allow for enough time to successfully submit your application and allow for unexpected errors that may require you to resubmit.

Applications submitted through Grants.gov will be time and date stamped electronically.

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

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

D. Information Sessions

The Healthy Communities Grant Program will sponsor four webinars via Microsoft Teams to provide an overview of application materials and address applicant questions before the submission deadline. Information sessions will be held at the following times:

July 16, 2024	1:00 p.m. to 3:00 p.m. ET
August 14, 2024	10:00 a.m. to 12:00 p.m. ET
September 10, 2024	10:00 a.m. to 12:00 p.m. ET
October 2, 2024	1:00 p.m. to 3:00 p.m. ET

Information session attendance is optional, but registration is required for participation. Please access the webinar registration link on the [EPA Healthy Communities webpage](#) to register for one of the four sessions.

SECTION V. APPLICATION REVIEW INFORMATION

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

A. Evaluation Criteria

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

CRITERION ONE: Healthy Communities (20 points)

Under this criterion, EPA will evaluate:

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

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

Investment Area identified (4 points)

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

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

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

CRITERION TWO: Measurable Results (32 points)

Under this criterion, EPA will evaluate:

a) How well the applicant demonstrates the measurable short-term results that will be achieved, including:

- How well the key project deliverables (outputs) are clearly identified (5 points)
- How well the applicant describes whether the key project deliverables are sufficient to achieve the project goals (outcomes) (5 points)
- How well the workplan provides a clear and reasonable project schedule (5 points)
- How well the applicant describes how this project improves the environment and/or public health in the short term; for planning and visioning projects, how clearly the applicant outlines project steps to ensure that the plan/vision is implemented (6 points)
- How well the applicant describes how this project improves the environment and/or public health after the grant period, in the long term (2 points)

b) How well the applicant provides quantifiable targets for each Target Program Area identified (4 points)

c) How well the applicant demonstrates how the project team will ensure that data and information is useable, accessible to the public or is shared with appropriate stakeholders (e.g., local government, residents, etc.), including:

- How well the applicant describes the plan to keep track of data and information (2 points)
- How well the applicant describes the plan to ensure to the public, stakeholders and/or affected community will have access and can benefit from the data, information and project results (3 points)

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

Under this criterion, EPA will evaluate:

- a) How well the applicant demonstrates its ability to successfully perform the project, including:**
- How well the applicant describes the issues addressed by their mission and other efforts (3 points)
 - How well the applicant describes how the proposed project fits into the organization's mission and other efforts (3 points)
- b) How well the applicant demonstrates its programmatic capability to successfully perform and manage the proposed project, including:**
- How well the applicant demonstrates the organizational experience and ability to ensure timely and successful achievement of the project's objectives (2 points)
 - How well the applicant demonstrates staff expertise/qualifications, staff knowledge and resources or the ability to obtain them to successfully achieve project goals (2 points)
- c) How well the applicant documents and/or reports on progress towards achieving expected results of assistance agreements, including:**
- How well the applicant demonstrates past performance in successfully completing assistance agreements identified in the narrative application in Section IV.A of this announcement (2 points)
 - How well the applicant demonstrates a history of meeting reporting requirements and submitting acceptable final technical reports under these agreements, and the extent to which the applicant adequately and timely reported on their progress towards achieving the expected outputs and outcomes under those agreements. If such progress was not being made, whether the applicant documented and adequately reported why not and how the issue was resolved (2 points)
- d) How well the applicant describes the approach, procedures, and controls for ensuring that awarded grant funds will be expended in a timely and efficient manner, including:**
- How well the applicant provides budget information that clearly shows how funds will be used (2 points)
 - How well the applicant provides reasonable and allowable project expenses given the proposed activities (2 points)
 - How well the applicant describes the organizational and administrative systems (e.g., accounting programs) they have in place that will be used to appropriately manage, expend and account for federal funds in a timely and efficient manner (2 points)

When evaluating applicants under subcriterion (c), EPA will consider the information provided by the applicant in its application and attachments and may also consider relevant information from other sources including agency files and prior/current grantors (e.g., to verify and/or supplement the information supplied by the applicant). If you do not have any relevant or available past performance or past reporting information, please indicate this in the application and you will

receive a neutral score for these subfactors (half of the total points available for the subcriteria). If you do not provide any response for these items, you may receive a score of zero for these criteria.

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

Under this criterion, EPA will evaluate:

- a) **How well the applicant demonstrates how they and/or the project partner represent those in the community and/or geographic area who have an interest in or will be affected by the project, including:**
 - How well the applicant describes why the organization is working in this area (3 points)
 - The extent to which the applicant and/or project partners represent and/or have experience working in this area (3 points)

- b) **How well the applicant demonstrates what methods will be used for stakeholder involvement to assure that all affected by the project are provided an opportunity to participate, including:**
 - The extent to which the project team involve the necessary stakeholders and, if applicable, the extent to which the project components and/or outreach materials be multilingual and culturally competent (4 points)
 - How well the applicant describes why the project's approach will be particularly effective with this area (3 points)

- c) **How well the applicant describes what the project partners will be responsible for as part of the project and identifies what commitments the applicant has secured to ensure the project's success (e.g., letters of commitment). For applications that do not include project partners, to what extent the applicant demonstrates an appropriate mix of its own staff skills and capabilities to perform the project successfully and effectively without project partners. (7 points)**

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

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

CRITERION FIVE: Project Evaluation (8 points)

Under this criterion, EPA will evaluate:

- a) **How effective the applicant's plan is to determine if objectives are being met and incorporate any needed changes to the project (4 points)**

- b) To what extent the applicant describes an acceptable plan to determine and document project effectiveness as a method for evaluating project success (4 points)**

B. Review and Selection Process

All applications received by the submission deadline will first be screened by EPA staff against the threshold criteria in Section III of the announcement. Applications that do not pass the threshold review will not be evaluated further or considered for funding. A panel or panels of EPA New England staff across contributing programs will review eligible applications against the evaluation criteria listed in Section V.A above, assign scores out of 100 to each application, and develop a ranked list of the applications based on the evaluation scores received. The ranking list will be provided to the Regional Selection Official, who will make the final funding decisions. Final funding decisions be made based on the evaluation conducted by the review panel(s).

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

C. Other Factors

Final funding decisions will be made by the Selection Official based on evaluation scores but may also consider other factors including funding availability, geographic distribution of funds, diversity of projects, programmatic priorities, and the similarity of the project to other projects being funded by EPA. Once final decisions have been made, a funding recommendation will be developed and forwarded to the EPA Award Official.

SECTION VI. AWARD ADMINISTRATION INFORMATION

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

A. Award Notification

Following EPA's evaluation of the applications, all applicants, including those who are not selected for funding, will be notified by email or telephone regarding their status by **January 31, 2025**. The notification will be made to the original signer of the application or the project contact listed in the application. A notification of recommendation for award is **not** an authorization to begin performance, nor is it a guarantee that an award will be made. The official notification of an award will be made by the EPA Region 1 Award Official.

Applicants are cautioned that only an Award Official is authorized to bind the federal government to the expenditure of funds; selection does not guarantee an award will be made. For example, statutory authorization, funding, or other issues discovered during the award process may affect the ability of EPA to make an award to an applicant. The award notice, signed by an EPA Award Official, is the authorizing document and will be provided through electronic or postal mail. The successful applicant may need to prepare and submit additional documents and forms, which must be approved by EPA, before the grant can officially be awarded. The time between notification of selection and award of a grant can take up to 90 days or much longer.

EPA reserves the right to negotiate and/or adjust the final grant amount and workplan/narrative prior to award, as appropriate and consistent with agency policy, including EPA's Competition Policy ([EPA Order 5700.5A1](#)).

An approvable final narrative/work plan is required to include:

1. Project components to be funded under the assistance agreement.
2. Estimated work years and the estimated funding amounts for each component.
3. Commitments for each component and a timeframe for their accomplishment.
1. Performance evaluation process and reporting schedule in accordance with 40 CFR § 35.115 and 40 CFR § 35.515.
2. Roles and responsibilities of the recipient and EPA in carrying out the commitments.
3. Grant recipients will be expected to provide to EPA project location information for any grant-funded project. The type of locational information (statewide, 8-digit hydrologic unit code, 12-digit hydrologic unit code, county, municipality, Tribal land boundary, local wetland with borders defined by latitudinal/longitudinal points, etc.) will be determined by consultation with EPA and will be determined based on the geographic scale and intent of the project.
4. In consultation with EPA, grant recipients will be expected to provide to EPA a breakdown of federal funds that will be spent by "project category" (i.e., the type of effort(s) that is being conducted).

B. Combining Applications into One Award

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

C. Reporting

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

C. Indirect Costs

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

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

In accordance with 2 C.F.R. § 1500.12, projects that include the generation or use of environmental data are required to submit a Quality Management Plan (QMP) and Quality Assurance Project Plan (QAPP) to EPA. The QMP must document quality assurance policies and practices that are enough to produce data of adequate quality to meet program objectives. The

QMP should be prepared in accordance with the current version of EPA's [Quality Management Plan \(QMP\) Standard](#). The recipient's QMP should be reviewed and updated annually as needed. The QMP must be submitted to the EPA Project Officer at least 45 days prior to the initiation of data collection or data compilation.

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

Refer to [EPA Quality Management Tools](#) and [Managing the Quality of Environmental Data](#) for more information on QMPs and QAPPs. For questions regarding QAPP requirements, please contact Nora Conlon of EPA New England at Conlon.Nora@epa.gov.

F. Disputes

Assistance agreement competition-related disputes will be resolved in accordance with the dispute resolution procedures published in 70 FR (Federal Register) 3629, 3630 (January 26, 2005), which can be found at [Grant Competition Dispute Resolution Procedures](#). Copies of these procedures may also be requested by reaching out to the EPA contact listed in Section VII of this announcement.

Note: The FR notice references regulations at 40 C.F.R. Parts 30 and 31 that have been superseded by regulations in 2 C.F.R. Parts 200 and 1500. Notwithstanding the regulatory changes, the procedures for competition-related disputes remains unchanged from the procedures described at 70 FR 3629, 3630, as indicated in [2 C.F.R. Part 1500, Subpart E](#).

SECTION VII. AGENCY CONTACT

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

Zac Degler
EPA New England
5 Post Office Square, Suite 100
Boston, MA 02109-3912

Phone: 617-918-1630
Email: Degler.Zachary@epa.gov

ATTACHMENT A: Project Narrative Format

Applicants may use the following optional template for their Project Narrative, answering the questions listed and addressing the evaluation factors identified in Section V of this solicitation. The project narrative may not exceed five single-spaced pages in length. Any narrative page(s) over the five-page limit will not be evaluated.

Healthy Communities

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

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

Measurable Results

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

have access and can benefit from the data, information and project results.

Organizational Capacity, Programmatic Capability, and Past Performance

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

Community Involvement and Effective Partnerships

- a) **Describe how applicant and/or the project partner represent those in the community and/or geographic area who have an interest in or will be affected by the project, including:**
- Describing why the organization is working in this area.

- Describing how the organization and/or project partners represent and/or have experience working in this area.
- b) **Describe what methods will be used for stakeholder involvement to assure that all affected by the project are provided an opportunity to participate, including:**
- Describing the extent to which the project team will involve the necessary stakeholders and to what extent will the project components and/or outreach materials be multilingual and culturally competent.
 - Describing why the project’s approach will be particularly effective with this area.
- c) **Describe the other groups that have been identified to be involved in the project, their role and responsibility in the project, and how that will lead to project success. If there are no project partners proposed, then the applicant will be evaluated based on how they demonstrate they can successfully fulfill the project requirements without partners, including:**
- Describing what the project partners will be responsible for as part of the project and identifying what commitments the applicant has secured to ensure the project’s success (e.g., letters of commitment).
 - For applications that do not include project partners, describe an appropriate mix of the applicant’s own staff skills and capabilities to perform the project successfully and effectively without project partners.

Project Evaluation

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

ATTACHMENT B: Project Work Plan Format (Optional)

Organization Name:

Project Title:

Project Activities	Contact Person (per Task)	Deadline (Month, Day, Year)	Outputs
Objective #1: 1. Tasks Required - Sub-tasks - Sub-tasks 2. Tasks Required - Sub-tasks 3. Tasks Required - Sub-tasks	Key Contact Key Contact Key Contact	April – May 2025 April 15, 2025 June 30, 2025	1. Outputs 2. Outputs 3. Outputs
Objective #2: 1. Tasks Required - Sub-tasks 2. Tasks Required - Sub-tasks	Key Contact Key Contact	June 15, 2025 August – September 2025	1. Outputs 2. Outputs
Objective #3: 1. Tasks Required - Sub-tasks 2. Tasks Required - Sub-tasks	Key Contact Key Contact	October 15, 2025 March 2026	1. Outputs 2. Outputs

ATTACHMENT C: Budget Detail Format (Optional)

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

Telephone & Internet Access	\$230	\$400	\$630
Youth Stipends (5 youth @ \$100 each)	\$500		\$500
Project Partner Organization		\$100	\$100
Total Other		\$1,000	
7. Contractual**			
8. Indirect***			
Rate of 10%			
TOTAL PROJECT BUDGET *****	\$25,000	\$1,250	\$26,250

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

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

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

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

ATTACHMENT D: Checklist of Required Materials

- Completed standard grant application forms:
 - SF-424 – Application for Federal Assistance
 - SF-424A – Budget Information
 - EPA Form 5700-54 – Key Contacts
 - EPA Form 4700-4 – Pre-award Compliance Report
- Application narrative (no longer than five single-spaced pages)
- Healthy Communities work plan
- Budget detail
- Proof of nonprofit or not-for-profit status
- Letters of commitment from all project partners. Letters must specify the nature and must commit the organization's availability to the project.
- Maximum of three (3) resumes for key project staff
- Environmental results, past performance & programmatic capability information

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