

environmental concerns we expressed in our DEIS comment letter in the following areas: (1) Alternatives, (2) Characterization of the affected environment, (3) Impacts to wetlands and waters of the United States, and (4) Mitigation.

ERP No. FR-AFS-J65287-UT—South Spruce Ecosystem Rehabilitation Project, Implementation, Dixie National Forest, Cedar City Ranger District, Iron and Kane Counties, UT.

Summary

No formal comment letter was sent to the preparing agency.

ERP No. FS-FAA-F51040-IN—Indianapolis International Airport Master Plan Development, Updated/New Information, Establishing New Air Traffic Procedures to Restore, Construct and Operate, Runway 5L/23R Parallel to existing Runway 14/32 and connecting to Runways 5R/23L and 5L/23R, Airport Layout Plan Approval, Funding and US COE Section 404 Permit, Marion County, IN.

Summary

Based on EPA's review, the environmental concerns previously expressed in the review of the Draft Supplemental EIS have been resolved.

Dated: September 28, 1999.

William D. Dickerson,

Director, NEPA Compliance Division, Office of Federal Activities.

[FR Doc. 99-25632 Filed 9-30-99 8:45 am]

BILLING CODE 6560-50-U

ENVIRONMENTAL PROTECTION AGENCY

[FRL-6450-1]

Invitation for Proposals; National Environmental Education Training Program (Referred to as "Training Program")

AGENCY: Environmental Protection Agency (EPA).

ACTION: Notice.

Section I. Summary of Important Application Information

Application Deadline: Applications must be postmarked no later than December 15, 1999.

Where to Mail Applications: U.S. EPA, Office of Environmental Education, Training Program, 401 M Street SW (MC: 1704, RM: 366WT), Washington, DC 20460.

Eligible Applicants: U.S. institutions of higher education or not-for-profit institutions or a consortia of such institutions.

Purpose: To build on existing efforts that deliver environmental education training and related support services to education professionals across the U.S.

Funding: One cooperative agreement of approximately \$1.4 million per year for a three year project period (for a total of approximately \$4.2 million), subject to annual performance reviews and Congressional appropriations. The program may be extended to a maximum of five years subject to these conditions. Matching funds of at least 25% (approximately \$350,000 per year) are required. This requirement may be met with in-kind contributions.

Project Period: October 1, 2000–September 30, 2003 (with a possible extension to 2005).

Award Date: By September 30, 2000.

Section II. Purpose of Notice and Relationship to Other Programs

A. What is the Purpose of This Notice?

The purpose of this notice is to invite eligible institutions to submit proposals to operate the Training Program as authorized under section 5 of the National Environmental Education Act of 1990 (the Act) (Pub. L. 101-619).

B. What Is the Relationship Between the Training Program and the Environmental Education Grants Program?

This notice applies only to the Training Program authorized under section 5 of the Act. This notice does not apply to the Environmental Education Grants Program authorized under section 6 of the Act. The grants program funds approximately 200 individual projects annually. Please visit our web site at <www.epa.gov/enviroed/grants.html> to obtain information on the grants program or contact Diane Berger, U.S. EPA, Office of Environmental Education (1704), Environmental Education Grants Program, 401 M Street, SW, Washington, DC 20460, berger.diane@epa.gov, 202-260-8619.

C. What Is the Relationship Between the Training Program and the Environmental Education and Training Partnership (EETAP) and Its Predecessor the National Consortium for Environmental Education and Training (NCEET)?

In 1995, EPA awarded a cooperative agreement to a consortium led by the North American Association for Environmental Education (NAAEE) to operate the training program authorized under section 5 of the Act. This program, titled the Environmental Education and Training Partnership

(EETAP), will operate from October 1, 1995 through September 30, 2000. Additional information on EETAP can be obtained by accessing EPA's web site at <www.epa.gov/enviroed/educate.html> or EETAP's web site at <www.eetap.org>. NCEET as a separate entity no longer exists. However, some key elements of NCEET's program have been incorporated into EETAP (e.g., promotion of the "EE Toolbox" and expansion of the World Wide Web Site "EE-Link" (<www.eelink.net>)).

This solicitation notice requests proposals that build on the current EETAP program. This new program can be viewed as an evolution of EETAP which reflects the progress the environmental education field has made over the past few years. This means that EETAP's core themes of building state capacity, linking environmental education to education reform, reaching out to diverse audiences, ensuring quality, utilizing technology, and promoting synergy in the environmental education field will remain key components of the new program (see section III.E.1-6. below).

Section III. Definitions

D. What Is "Environmental Education Training"?

Environmental education (EE) increases public awareness and knowledge about environmental issues and provides the skills needed to make informed and responsible decisions. It enhances critical-thinking, problem-solving, and effective decision-making skills and teaches individuals how to weigh various sides of an environmental issue before making decisions. Environmental education does not advocate a particular viewpoint or course of action. Training refers to activities such as classes, workshops, seminars, conferences, programs, and other forums which are designed to prepare education professionals to teach about the environment.

E. How Are the Training Program's "Core Themes" Defined?

(1) **Building state capacity** refers to the development of effective leaders and organizations that ensure the quality and long-term sustainability of coordinated and comprehensive EE programs across a state or states. Effective efforts address both leadership and organizational needs as well as coordination issues that decrease fragmentation and duplication across programs. "Coordination" refers to the involvement of all major education and environmental education providers in a state or across states (e.g., especially

state and local education, environmental protection, natural resource, and related government agencies as well as schools and school districts, professional education associations, and nonprofit education and environmental education organizations). Coordination efforts are also encouraged to include tribal entities where tribal lands are involved, as appropriate. "Comprehensive" refers to EE programs that have multiple components such as an EE coordinator, master plan, curriculum and instruction requirements, and frameworks and assessments as determined by each state or tribe.

(2) *Linking EE to education reform* refers to using EE as a catalyst to advance state, local, or tribal education reform goals for improving student academic achievement. Reform efforts often focus on changes in curriculum, instruction, assessment or how schools are organized. EE can be used to advance these changes by providing a real-world, interdisciplinary context for learning; developing critical-thinking and problem-solving skills; promoting "hands-on," cooperative, and learner-centered instruction methods; and setting, measuring, and meeting high academic standards.

(3) *Reaching diverse audiences* refers to targeting traditionally under-served education professionals, especially educators who work with low-income and culturally-diverse audiences. Other traditionally under-served audiences include non-formal educators, high school teachers, community college faculty, pre-service education institutions, and state, local, and tribal education, environmental protection, natural resource, and other related agency officials.

(4) *Ensuring quality* refers to the development, use, and dissemination of guidelines on what constitutes quality EE that is, among other things, scientifically-sound, educationally-appropriate, and inclusive of diverse perspectives.

(5) *Utilizing technology* refers to using the latest computer and World Wide Web technologies to provide education professionals with increased opportunities for accessing EE information and resource materials, communicating and networking, and learning.

(6) *Promoting synergy* refers to forming and encouraging partnerships among key EE providers and educational institutions to leverage resources, improve efficiency, and reduce duplication of effort.

F. Are There Priorities Among the "Core Themes"?

EPA believes that addressing all six "core themes" is essential to a successful Training Program. However, to enable the field of EE to become more unified and sustainable over the long-term, the state capacity building "core theme" will serve as the "umbrella" for guiding all training and support activities that encompass the other five "core themes." Over the past few years, tremendous progress has been made with respect to several other "core themes" such as promoting quality through the development of EE guidelines and furthering communication and access to information and resources through the World Wide Web. These efforts as well as those to promote synergy among EE providers should be continued. Regarding efforts to link with education reform (and the education community in general) and in reaching low income and culturally-diverse communities, progress has been made but a significant amount of additional work needs to be done. Thus, greater emphasis needs to be placed on meeting the needs of the education community as well as low-income and culturally-diverse audiences.

Section IV. Purpose of Training Program and Eligible Participants

G. What Is the Purpose of the Training Program?

The purpose of this program is to provide training and related support services to education professionals who are or can become leaders in ensuring the quality and long-term sustainability of coordinated and comprehensive EE efforts across a state or states. Such state capacity building efforts must support all of the Training Program's five other "core themes" of education reform, diversity, quality, technology, and synergy as described under section III.E. and F. Ultimately, through this Training Program, education professionals will be better able to develop and deliver more effective programs that will enable students and communities to make informed and responsible environmental decisions.

H. Who Should Be Targeted for Training and Related Support Services Under This Program?

The education professionals who may receive training and related support services under this program are:

(1) Teachers, faculty, curriculum specialists, administrators and others who are employed by or impact decision-making in schools and school

districts, community colleges, and four-year colleges and universities;

(2) Employees of federal, state, local, and tribal education, environmental protection, natural resource, and related agencies; and (3) Employees of not-for-profit organizations, including non-formal educators, as well as businesses and their professional trade groups and associations who are involved in EE and education efforts.

Training and related support services must include opportunities for both formal and non-formal education professionals and address both pre-service and in-service education needs, as appropriate. In addition, as required under the Act, training opportunities must also include education professionals from Mexico and Canada. Note that federal employees may be included in training opportunities, but can not receive funds for any travel related expenses.

Section V. Program Activities

I. What Activities Must Be Carried Out Under This Program?

Activities must, at a minimum, include the following:

(1) Training

The continuation and expansion of existing EE training efforts that support the "core themes" and the priorities among them as defined under section III.E. and F. Such training must, at a minimum, include classes, workshops, seminars, conferences, programs or other forums which provide education professionals with knowledge and skills on the following:

a. Leadership and organizational development issues such as how to effectively recruit board members and volunteers, raise funds, communicate, develop partnerships, as well as reach low-income and culturally-diverse audiences;

b. Educational approaches such as how to effectively integrate environmental problem-solving into existing science, social science, and other subject areas, use existing and future EE guidelines and link them to national and state academic standards and curriculum frameworks, as well as use specific instructional methods or practices to teach effectively; and

c. Environmental education approaches such as how to effectively identify, evaluate, adapt, and expand existing materials and programs that are, among other things, scientifically-sound, inclusive of diverse perspectives, and use an investigative, problem-solving, and critical-thinking approach to learning and decision-making.

(2) Information

The collection, evaluation, and dissemination of information, especially through the World Wide Web, regarding quality EE materials, programs, and teaching methods as well as the benefits, challenges, techniques, and progress made in using the "core themes" identified under section III.E. to advance the field of EE. The goal is to ensure that a wide array of education professionals have access to such information and are able to replicate such efforts, as appropriate. Information collection, evaluation, and dissemination activities must, at a minimum, include the following:

a. An existing EE resource library (or libraries), primarily based on the World Wide Web, which provides information on quality materials, programs, and teaching methods and links libraries across the country (and in Mexico and Canada, as appropriate);

b. An existing World Wide Web site (or sites) with state-of-the-art communication technology that enables education professionals to share information, to network, and to learn;

c. The continued development, use, and dissemination of EE guidelines (including existing guidelines for EE materials, learners, and educator preparation as well as new guidelines for programs and professional development) and their correlation to national and state education standards and curriculum frameworks, as appropriate;

d. The continued development, use, and dissemination of existing and new assessment tools to evaluate the effectiveness of addressing the "core themes" identified under section III.E. and F.; and

e. Support for the development and dissemination of newsletters and other publications which communicate the successes and challenges of addressing the "core themes" identified under section III.E. and F.

(3) Partnerships and Networks

Continuation and expansion of existing EE partnerships and networks, especially those which seek to include organizations, institutions, or agencies that represent the education community, low-income and culturally-diverse audiences, and state and local government agencies. The goal is to improve the effectiveness of the EE community by facilitating communication, sharing information, leveraging scarce resources, and expanding partnerships and networks beyond existing relationships. Various important partnership and networking

activities have already been identified under the training and information activities identified above such as leadership conferences and electronic communications.

J. Are All Three Types of Activities Discussed Above of Equal Importance?

EPA believes that all three types of activities identified above are inter-related and, therefore, essential to an effective program. Note that in designing and implementing these activities, special emphasis must be placed on:

(1) Continuing and expanding existing quality state capacity building training programs, partnerships, and networks;

(2) Improving linkages between the EE and education communities;

(3) Expanding the inclusion of low-income and culturally-diverse education professionals, audiences, organizations, and programs;

(4) Designing classes, workshops, seminars, conferences, programs or other forums that can be broadly disseminated to education professionals; and

(5) Including opportunities for teachers and other education professionals from Canada and Mexico to participate in training along with their U.S. counterparts.

Section VI. Eligible Institutions*K. What Types of Institutions Are Eligible To Apply To Operate This Program?*

Only U.S. institutions of higher education or not-for-profit institutions (or a consortia of such institutions) may apply to operate the Training Program as specified under the Act.

L. What Approach or Organizational Structure Has the Best Chance of Being Selected To Operate the Training Program?

EPA strongly encourages institutions to form a consortium to manage and implement this program, as appropriate. EPA believes that an effective consortium would build upon existing national, regional, and state capacity building training efforts as well as the other "core themes" discussed under section III.E. and F. Under this scenario, a lead institution would provide strong leadership in setting the direction of the entire consortium, select other institutions as partners that would implement specific activities, manage the overall implementation of the program, and ensure the program meets the goals and requirements in this notice. To be most effective, the lead institution should have experience in

delivering state capacity building training and in addressing other "core themes." Partners may include not-for-profit organizations, institutions of higher education, and Federal, state, local, and/or tribal education, environmental protection, natural resource, and related agencies. Partners may not necessarily have prior experience in addressing the "core themes," but their addition to a consortium should strengthen these themes. Note that a balance needs to be reached between the benefits of including a large number of partners with a broad range of programs and the administrative costs of managing a large, broad-based consortium.

EPA believes that a cooperative approach is important because strong partnerships can expand current networks, help leverage scarce resources, improve effectiveness, and avoid duplication of effort in a field which remains fragmented. Cooperation is also important to ensure that the program reaches low-income and culturally-diverse audiences and reaches both formal and non-formal education professionals. Thus, the lead institution and its partners would be working cooperatively to deliver a cohesive training program which benefits education professionals in all geographic regions of the U.S. and includes training opportunities for education professionals from Canada and Mexico.

M. May an Institution Be Part of or Submit More Than One Application?

Yes, eligible institutions may appear in more than one application as a member of a consortium. However, such institutions may not apply as the sole applicant or as the lead institution in a consortium in more than one application.

Section VII. Funding and Project Period*N. How Much Money Is Available To Fund This Program? When Will the Award Be Made?*

To implement this program over the past five years, EPA awarded between \$1.4 and \$1.95 million each year from FY 1995—FY 1999 for a total of \$8.875 million. Funding levels for this program are subject to annual Congressional appropriations. For planning purposes, EPA suggests that applicants plan for approximately \$1.4 million per year for three years. EPA expects to announce the award by September 30, 2000.

O. How Many Awards Will Be Made? What Is the Expected Project Period for This Program?

EPA will award only one cooperative agreement, with annual amendments, on or about September 30 of each year for an estimated three year project period. The agreement may be extended to a maximum of five years. Funding for any given year is subject to Congressional appropriations and annual performance reviews. The award will be made to only one institution (or to the lead institution in a consortium) which is responsible for managing the entire Training Program. EPA expects to award this cooperative agreement, and its annual amendments, to the same institution (or the same lead institution in a consortium) over the three to five year project period. Thus, EPA expects to fund this program for a project period which runs from approximately October 1, 2000 through September 30, 2003 (or to September 30, 2005 if the program is extended to five years).

P. What Is a Cooperative Agreement? How Is a Cooperative Agreement Different From a Grant?

Under the Federal Grant and Cooperative Agreement Act of 1977 (Public Law 95-224), both a grant and cooperative agreement are legal instruments in which the Federal government transfers money to a state or local government or other recipient for the benefit of the public. A grant is used when "no substantial involvement" is anticipated between the federal agency and the recipient during the performance of the project. By contrast, a cooperative agreement is used when "substantial involvement" is anticipated between the federal agency and the recipient of the funds.

Because EPA will award a cooperative agreement to fund this program, applicants should expect EPA to have "substantial involvement" in the recipient's overall implementation of this program to ensure that it meets the goals of this notice. EPA's involvement will include active participation in planning meetings, review and approval of annual work plans, as well as review of all major draft and final products and publications prior to use and dissemination. Specific conditions regarding the relationship of EPA and the recipient will be identified in the award document.

Q. When Should Proposed Activities Start?

Proposed activities cannot begin before the funds are awarded and the first year's annual work plan is

approved by the EPA Project Officer. The project period is expected to begin October 1, 2000. However, actual training and related activities may not begin immediately, if the recipient and the EPA Project Officer need additional time to finalize the work plan. Work plans must be submitted to and approved by the EPA Project Officer annually.

R. How Will Funds Be Awarded in Years Two and Three of the Program?

The institution which received funding for the first year of the program must submit a new application, work plan, and other required forms to obtain funding for each of the subsequent years of the program. The actual award of funds for subsequent years is subject to annual Congressional appropriations and annual performance reviews.

S. Are Matching Funds Required?

Yes, non-federal matching funds of at least 25% of the total cost of the program are required. The matching funds must be from a non-federal source. For planning purposes, applicants should estimate a matching share of approximately \$350,000 per year. The source of matching funds must be identified in the application and may be provided in cash or by in-kind contributions. All in-kind contributions must be verifiable costs that are carefully documented.

T. What Cannot Be Funded Under This Program?

As specified by the Act, no funds shall be used for (1) the acquisition of real property (including buildings) or construction or substantial modification of any building, (2) technical training for environmental management professionals, or (3) non-educational research and development. In addition, funds may not be used to pay for any travel related expenses for federal employees.

Section VIII. The Application

U. What Must Be Included in the Application?

To qualify for review, the application must include the following three components. Note that only finalists will be asked to submit additional federal forms needed to process the application (e.g., certification regarding debarment and lobbying).

(1) Application for Federal Assistance (SF 424)

A form which requests basic information about proposals such as the name of the project and the amount of money requested. This form is required

for all federal grants and cooperative agreements. A completed SF 424 for the first year of the program must be submitted as part of the application. See section VIII.W. below for information on how to obtain this form.

(2) Budget Information: Non-Construction Programs (SF 424A)

A form which requests budget information by object class categories such as personnel, travel, and supplies. This form is also required for all federal grants and cooperative agreements. A completed SF 424A for the first year of the program must also be submitted as part of the application. See section VIII.W below for information on how to obtain this form. Note that additional budget information describing how the funds will be used for all major activities during the first year is also required under the budget section of the work plan as discussed under section VIII.V.3.e.1. below.

(3) Work Plan

A detailed plan of no more than 20 pages (not including the appendices) which describes how the applicant proposes to operate the Training Program during the first year. The work plan must also discuss in general terms what the goals, objectives, and major activities will be for the second and third years. Note that the recipient of the award may be asked to revise their first year's work plan once the award is made subject to the discretion of the EPA Project Officer. Work plans must contain all four sections discussed below, in the format presented. Note that each section of the work plan includes a brief discussion of some of the factors that will be considered in reviewing and scoring applications.

a. *Summary:* A brief synopsis of no more than two pages identifying:

1. The institution requesting funding and its key partners, if applicable, and the mission of each organization;

2. The primary goals, objectives, and activities of the proposed program, how it will be implemented, and how it builds on existing programs;

3. The total number of education professionals to be reached as well as the expected demographics of such education professionals and the audiences they reach;

4. The expected results of the project by the end of years one, two, and three; and

5. How the funds will be used.

Scoring: The summary will be scored on its overall clarity and the extent to which all five of the elements identified above are addressed. (Maximum Score: 5 points)

b. Mission Statement: A discussion of the short (first year) and long-term (3 to 5 years) goals and objectives of the program and how such goals and objectives will meet the requirements of this notice. Also include a discussion about the needs of the EE and education communities and how these needs will be met.

Scoring: The mission statement will be scored based upon factors that include its overall clarity as well as the extent to which the applicant demonstrates their capability to meet the goals of the Training Program identified in this notice and the stated needs of the EE and education communities. (Maximum Score: 5 points)

c. Management and Implementation Plan: A detailed plan of how the project will be managed and implemented in the first year (*i.e.*, what steps will be taken to reach the goals of the program), along with a summary of the project in the second and third years. The plan must discuss how the proposed program continues and expands existing national, regional, and state capacity building training efforts. The plan must also indicate how the proposed program will address other five "core themes" and priorities among them as identified under section III.E. and F., audiences identified under section IV.H., and activities identified under section V.I. The plan must also identify all key activities and deliverables/products as well as describe the major responsibilities of the Program Director, key staff, and key partners in the consortium, if applicable. The plan must include a matrix or table identifying all key activities and deliverables/products as well as a precise schedule for conducting these activities and completing these deliverables/products during the first year. The plan must also include an organizational chart which clearly shows the responsibilities and relationships of the Program Director, key staff, and various partners, if applicable.

Scoring: The management and implementation plan will be scored based upon factors that include its overall clarity as well as the extent to which the applicant demonstrates their capability to:

1. Continue and expand existing national, regional, and state capacity building training efforts and address all other "core themes" identified under section III.E. and F.;

2. reach audiences identified under section IV.H.;

3. conduct the training and other activities identified under section V.; and

4. effectively staff and manage the program, including effectively managing the lead institution's relationship with key partners, if applicable. (Maximum Score: 30 points)

d. Evaluation Plan: A detailed plan on how the effectiveness of the program will be evaluated (*i.e.*, how the applicant will know whether the goals and objectives of the program are being met, the program meets the requirements of this notice, and the program meets the needs of the EE and education communities). The evaluation plan must discuss the strengths and anticipated challenges expected in implementing the program. It must also discuss the approach, mechanisms, and amount of money that will be used to conduct independent annual evaluations of the program. This evaluation must be conducted by an institution that is independent of the lead institution and key partners and has appropriate credentials and experience in evaluating education programs.

Scoring: The evaluation plan will be scored based upon factors that include its overall clarity as well as the extent to which the proposal demonstrates that an effective evaluation process will be used to strengthen the program. (Maximum Score: 20 points)

e. Appendices: Important attachments to the work plan which contain information on the budget, qualifications and experience of key personnel, and letters of commitment from key partners, if applicable.

1. Budget: A statement describing how funds will be used in the first year, including budget milestones for each major proposed activity and a timetable showing the month/year of completion. Estimates must include the allocation of funding for all major activities. Budget estimates are for planning and evaluation purposes only, recognizing that FY 2000 funds have not yet been appropriated by Congress for this program. Minor deviations from these amounts are expected. Include estimates of overhead costs as well as a statement on the relative economic effectiveness of the program in terms of the ratio of overhead costs to direct services. Note that competitive proposals are expected to use a relatively low overhead rate. For example, the current training program uses an overhead rate of 17% of the total cost of the project. Also note that additional budget information is also required on the SF 424A which must be submitted as part of the

application as discussed under section VIII.U.2.

Scoring: The budget will be scored based upon factors that include its overall clarity as well as the extent to which the budget is clearly and accurately linked to the project's goals and objectives, shows how the funds will be used, and demonstrates effective use of public funds. (Maximum Score: 20 points)

2. Key Personnel and Letters of Commitment: Include resumes of up to three pages for the Program Director and each key staff member with major responsibilities for implementing the program. Resumes should describe the educational, administrative, management, and professional qualifications and experience. In addition, include up to three page resumes and one page letters of commitment from key partners with a significant role in the program, if applicable. Letters of endorsement from individuals or organizations who are not partners will not be considered in the evaluation process.

Scoring: Personnel and partner commitment will be scored on the extent to which the Project Director, key staff, and key partners are identified in the proposal as well as qualified to manage and implement the program. In demonstrating the capability of key personnel, EPA strongly encourages applicants to provide examples of relevant experience in designing and delivering environmental education training on a large scale. In addition, the score will reflect whether letters of commitment are included from key partners and whether a firm commitment is made, if applicable. (Maximum Score: 20 points)

V. Where May I Obtain an Application and How Must the Application Be Submitted?

Institutions may obtain an application (SF424 and SF424A) by downloading it from EPA's web site at <<http://www.epa.gov/enviroed/educate.html>> or contacting U.S. EPA, Office of Environmental Education (MC:1704; RM 366WT), Training Program, 401 M Street, SW, Washington, DC 20460, 202-260-4965. The applicant must submit one original and three copies of the application (a signed SF 424, SF 424A, and a work plan). Applications must be reproducible. Do not submit bound copies of the application. They must be on white paper and stapled or secured in the upper left hand corner and include page numbers.

Work plans must be no more than 20 pages (not including the appendices). A "page" refers to one side of a single-

spaced typed page. The pages must be letter sized (8 x 11 inches), with normal type size (10 or 12 cpi) with at least 1 inch margins. To conserve paper, please provide double-sided copies of the work plan and appendices, where possible.

W. When Are Applications Due to EPA and Where Must They Be Submitted?

Applications must be mailed to EPA postmarked no later than December 15, 1999. Do not hand deliver applications due to restricted access to federal buildings. "Mail" refers to delivery by the U.S. Postal Service or any commercial overnight service. Any application postmarked after this date will not be considered for funding. All applications must be mailed to U.S. EPA, Office of Environmental Education, Training Program, 401 M St, SW (MC:1704, Rm 366WT), Washington, DC 20460.

Section IX. Review and Selection Process

X. What Will Be the Basis for Selection and Award?

Applications will be evaluated on factors that include those identified under section VIII.U.3. Especially

important will be the extent to which the proposed program builds on the existing training program, effectively incorporates all "core themes," is able to deliver training and related support services early in the first year, and is able to hire management and staff that have the experience to successfully manage the program.

Y. How Will Applications Be Reviewed and the Final Selection Made?

Applications will be reviewed by federal officials and external experts who are qualified to evaluate environmental education programs. EPA's Office of Environmental Education (OEE) will conduct an initial screening of all applications to identify those which meet the basic requirements of this document. OEE will then forward all eligible applications to federal and external experts for review and comment. Such reviewers may include individual members of the Federal Task Force on Environmental Education and the National Environmental Education Advisory Council. Reviewers' comments will be reviewed by OEE who will make recommendations for funding to the

Associate Administrator of the Office of Communications, Education, and Public Affairs and the Administrator of EPA. EPA may conduct site visits to provide an opportunity for further discussion about the strengths and weaknesses of the top proposals, if needed.

Section X. Additional Information

Z. Where Do I Get Additional Information?

Please contact Kathleen MacKinnon, U.S. EPA, Office of Environmental Education, 401 M St, SW (MC:1704; RM 366WT), Washington, DC, 20460, 202-260-4965 or mackinnon.kathleen@epa.gov if you have any questions. Also, to obtain additional information about the existing training program, visit EPA's environmental education web site at www.epa.gov/enviroed/educate.html or EETAP's web site at www.eetap.org.

Dated: September 24, 1999.

David L. Cohen,

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

BILLING CODE 6560-50-P

OMB Approval No. 0348-0043

**APPLICATION FOR
FEDERAL ASSISTANCE**

1. TYPE OF SUBMISSION: Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction		2. DATE SUBMITTED 3. DATE RECEIVED BY STATE 4. DATE RECEIVED BY FEDERAL AGENCY	Applicant Identifier State Application Identifier Federal Identifier
5. APPLICANT INFORMATION Legal Name: _____ Organizational Unit: _____ Address (give city, county, State, and zip code): _____ Name and telephone number of person to be contacted on matters involving this application (give area code). Also include fax. _____			
6. EMPLOYER IDENTIFICATION NUMBER (EIN): □□ - □□□□□□□□		7. TYPE OF APPLICANT: (enter appropriate letter in box) <input type="checkbox"/> A. State H. Independent School Dist. B. County I. State Controlled Institution of Higher Learning C. Municipal J. Private University D. Township K. Indian Tribe E. Interstate L. Individual F. Intermunicipal M. Profit Organization G. Special District N. Non-Profit Organization O. Other (specify)	
8. TYPE OF APPLICATION: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		9. NAME OF FEDERAL AGENCY: U.S. Environmental Protection Agency	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 66 - 950 TITLE: Environmental Education Training Program		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:	
12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):			
13. PROPOSED PROJECT Start Date: 10/1/00 Ending Date: 9/30/01		14. CONGRESSIONAL DISTRICTS OF:	
15. ESTIMATED FUNDING:		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. Federal \$ 1,400,000. ⁰⁰ b. Applicant \$. ⁰⁰ c. State \$. ⁰⁰ d. Local \$. ⁰⁰ e. Other \$. ⁰⁰ f. Program Income \$. ⁰⁰ g. TOTAL \$. ⁰⁰		a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE _____ b. No. <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372 <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes If "Yes," attach an explanation. <input type="checkbox"/> No		18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.	
a. Type Name of Authorized Representative		b. Title	
c. Telephone Number		d. Signature of Authorized Representative	
e. Date Signed			

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OMB Approval No. 0348-0044

BUDGET INFORMATION - Non-Construction Programs**SECTION A - BUDGET SUMMARY**

SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.		\$	\$	\$	\$	\$
2.						
3.		NOTE: DO NOT COMPLETE SECTION A - BUDGET SUMMARY				
4.						
5. Totals		\$	\$	\$	\$	\$

SECTION B - BUDGET CATEGORIES

Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY					Total (5)
	(1)	(2)	(3)	(4)	(5)	
a. Personnel	\$	\$	\$	\$	\$	\$
b. Fringe Benefits				NOTE: DO NOT COMPLETE COLUMNS 3 or 4		
c. Travel						
d. Equipment						
e. Supplies						
f. Contractual						
g. Construction	-0-	-0-	-0-	-0-	-0-	-0-
h. Other						
i. Total Direct Charges (sum of 6a-6h)						
j. Indirect Charges						
k. TOTALS (sum of 6i and 6j)	\$	\$	\$	\$	\$	\$
7. Program Income	\$	\$	\$	\$	\$	\$

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