

will be awarded more than one grant for the same project during the same fiscal year. Applicants who received one of these grants in the past may submit a new proposal to expand a previously funded project or to fund an entirely different one. Each new proposal will be evaluated based upon the specific criteria set forth in this solicitation and in relation to the other proposals received in this fiscal year. Due to limited resources, EPA does not generally sustain projects beyond the initial grant period. This grant program is geared toward providing seed money to initiate new projects or to advance existing projects that are "new" in some way, such as reaching new audiences or new locations. If you have received a grant from this program in the past, it is essential that you explain how your current proposal is new.

G. Restrictions on Curriculum Development

EPA strongly encourages applicants to use and disseminate *existing* environmental education materials (curricula, training materials, activity books, etc.) rather than designing new materials, because experts indicate that a significant amount of quality educational materials have already been developed and are under-utilized. EPA will consider funding new materials *only* where the applicant demonstrates that there is a need, *e.g.*, that existing educational materials cannot be adapted well to a particular local environmental concern or audience, or existing materials are not otherwise accessible. The applicant must specify what steps they have taken to determine this need, *e.g.*, you may cite a conference where this need was discussed, the results of inquiries made within your community or with various educational institutions, or a research paper or other published document. Further, EPA recommends the use of a publication entitled *Environmental Education Materials: Guidelines for Excellence* which was developed in part with EPA funding. These guidelines contain recommendations for developing and selecting quality environmental education materials. On our Web site under "Resources" you may view these guidelines and find information about ordering copies.

I. Ineligible Activities

Environmental education funds cannot be used for:

(1) Technical training of environmental management professionals;

(2) Environmental "information" projects that have no educational

component, as described in Section I (B);

(3) Lobbying or political activities, in accordance with OMB Circulars A-21, A-87 and A-122;

(4) Advocacy promoting a particular point of view or course of action;

(5) Non-educational research and development; or

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

Section III. Funding Priorities

J. Educational Priorities

All proposals must satisfy the definition of "environmental education" specified above in Paragraph (B) and also address one of the following educational priorities. The order of the list is random and does not indicate a ranking. Please read the definitions that are included in this section to prevent your application from being rejected for failure to correctly address a priority.

(1) *Capacity Building*: Increasing capacity to develop and deliver coordinated environmental education programs across a state or across multiple states.

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

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

(4) *Health*: Educating teachers, students, parents, community leaders, or the public about human-health threats from environmental pollution, especially as it affects children, and how to minimize human exposure to preserve good health.

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

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

(7) *Environmental Justice*: Educating low-income or culturally-diverse

audiences about environmental issues, thereby advancing environmental justice.

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

Capacity Building is a significant EPA goal, however, many proposals have been rejected for failure to satisfy the scope of this definition. Read this whole paragraph carefully and please note that it requires networking with various types of educational organizations and statewide implementation of educational programs. If your project fails to meet these objectives, please select another educational priority. For purposes of this program "Capacity Building" refers to developing effective leaders and organizations that design, implement, and link environmental education programs across a state or states to promote long-term sustainability of the programs.

Coordination should involve all major education and environmental education providers including state education and natural resource agencies, schools and school districts, professional education associations, and nonprofit educational and tribal organizations. Effective efforts leverage available resources and decrease fragmentation of effort and duplication across programs. Examples of activities include: identifying and assessing needs and setting priorities; identifying, evaluating and linking programs; developing and implementing strategic plans; identifying funding sources and resources; facilitating communication and networking; promoting sustained professional development; and sponsoring leadership seminars. If existing capacity building efforts are underway in your state please explain how you will support those efforts with your proposal. For an excellent example of a successful project please see www.epa.gov/enviroed and read the grant profile for the 1999 Ohio Environmental Education Council.

Education Reform refers to state, local, or tribal efforts to improve student academic achievement. Where feasible, collaboration with private sector providers of technology and equipment is recommended. Education reform efforts often focus on changes in curriculum, instruction, assessment or how schools are organized. Curriculum and instructional changes may include inquiry and problem solving, real-world learning experiences, project-based learning, team building and group decision-making, and interdisciplinary study. Assessment changes may include developing content and performance standards and realigning curriculum and instruction to the new standards