information, and leveraging scarce resources. Specific activities may include the support for or sponsorship of national, regional, or multi-state leadership conferences or seminars for education professionals. These conferences or seminars should bring together education and environmental education professionals who represent the various sectors of society (e.g., federal agencies; state, local, and tribal governments; non-profit environmental and environmental education organizations; educational institutions such as schools, colleges, universities and their professional associations; as well as businesses and their professional trade groups and associations). Such activities should also emphasize the importance of strengthening the capacity of state governments to provide training programs for education professionals, and integrating environmental education into current education reform efforts in the sciences, social sciences, and other curricula areas. This may include the development of education standards, curriculum frameworks, and assessment strategies.

VII. The Application

R. What must be included in the application?

To qualify for review, the application must include the three components discussed below.

- (1) Application for Federal Assistance (SF 424). This form, which requests basic information about proposals such as the name of the project and the amount of money requested, is required for all federal grants. A completed SF 424 must be submitted as part of the application. The SF 424 may be obtained by contacting EPA as discussed under Section VII.S. below.
- (2) Budget Information: Non-Construction Programs (SF 424A). This form, which requests budget information by object class categories such as personnel, travel, and supplies, is also required for all federal grants. A completed SF 424A must also be submitted as part of the application. The SF 424A may be obtained by contacting EPA as discussed under Section VII.S. below. Note that additional budget information describing how the funds will be used for all major activities such as workshops or education materials evaluation is also required under the budget section of the work plan as discussed under Section VII.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 design and

operate the training program. Note that the recipient of the cooperative agreement will have an opportunity to revise their work plan once the award is made. For example, EPA expects that the recipient may need to revise the implementation or evaluation plans to further clarify the relationship and responsibilities of the lead institution and its partners and to set up and hold advisory committee and other planning meetings. Thus, the recipient may wish to or be asked to submit a revised work plan to EPA at the end of the first quarter if it is determined that additional changes are needed.

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 stating:
- 1. the nature of the institution requesting funding and all major partners (if applicable);
- 2. the key activities of the proposed program and how it will be implemented;
- 3. the total number of education professionals to be reached and their demographics;
- 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 goals and objectives of the program and how they will meet the requirements of this notice. Also include a discussion about the needs of the environmental education community and how these needs will be met.

This statement should include a discussion about both the short-term and the long-term goals and objectives of the program. (The short-term refers to the first three years of the program; the long-term refers to the period beyond the three-year project period of this notice. Although EPA funds may be available to support this program beyond the three-year project period, EPA considers funding for this program to be "seed money" to get the program "off-the-ground." All applicants should establish a long-term goal of selfsustainability and demonstrate, in their application, an effective method for achieving it).

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 under Section III.D. and the stated needs of the environmental education community. Maximum Score: 20 points.

c. Management and Implementation Plan: A detailed plan of how the project will be managed and implemented (i.e., what steps will be taken to reach the goals of the program). The plan should identify the target audience as well as key activities and deliverables/products. It should also describe the major responsibilities of the Program Director, key staff, and various 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. 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:

- —deliver training to the broad range of education professionals identified under Section III.E.1–4;
- carry out the specific program activities identified under Section VI.Q.1–3; and
- effectively manage the program, including effectively managing the lead institution's relationship with various partners as discussed under Section V.N. Maximum Score: 20 points
- d. Evaluation Plan: A detailed plan of 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 environmental education community). The evaluation plan must discuss the anticipated strengths and challenges expected in implementing the program.

The evaluation plan must also include a discussion on the approach, mechanisms, and amount of money that will be used to conduct annual evaluations of the program. This evaluation must be conducted by an