

Surveys: Expressions of Interest

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Opt In to Grant Communications Form

EPA Thriving Communities Grantmaking Opt In to Communications Form

OMB Control Number=2035-NEW, Expiration Date=mm/dd/yyyy

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The [REDACTED] partnership with [REDACTED] committed to working with [REDACTED] specifically those in [REDACTED] to support, expand, and bolster the grantmaking needs that impact local communities.

Use this form to sign up for continuing communications from the [REDACTED] Grantmaker. Examples of information you might receive by email include: notifications when new grant opportunities are open for applications, due date reminders for grants, tips for applying to grants, or stories from organizations doing environmental justice work that are supported by these programs.

First Name *

Last Name *

Email Address *

Organization Name *

Organization City *

Organization State *

Position Title *

Organization Type

- ☐ Community-based Organization
- ☐ Government
- ☐ Private/Consultant
- ☐ Non-profit
- ☐ Foundation
- ☐ University/Research Institution
- ☐ Other

What type(s) of projects is your organization seeking funding to do? Choose from any of the following issue areas (check all that apply)

- ☐ Air Quality
- ☐ Brownfields
- ☐ Climate
- ☐ Emissions
- ☐ Environmental Education
- ☐ Environmental Policy Costs & Benefits
- ☐ Funding & Capacity
- ☐ Greenhouse Gas Reduction
- ☐ Lead
- ☐ Occupational Impacts
- ☐ Pesticides
- ☐ Pollution
- ☐ Solid Waste & Recycling

— Solid Waste & Recycling

- ☐ Water
- ☐ Youth and Other Sensitive Populations
- ☐ Other

What EPA Region(s) is your organization located in or affiliated with?

- ☐ Region [REDACTED] (My organization is based in [REDACTED])
- ☐ Region [REDACTED] (My organization is based in [REDACTED])
- ☐ Region [REDACTED] (My organization is based in [REDACTED])
- ☐ I work for a Federal Agency
- ☐ Other

What program(s) would you like to receive updates from?

- ☐ **EPA Thriving Communities Grantmaking:** I am looking for funding for a project to address one of the issue areas listed in Question 9.
- ☐ **EPA Thriving Communities Technical Assistance Center:** I am looking for help with my organization's long-term environmental justice goals, and I want assistance with applying and managing grants from the federal government or other funding sources.

Submit

Contact Information

Event Sign Up Form and Survey

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1. First Name
2. Last Name
3. Organization
4. Title/Position
5. State/Territory
6. Email address
7. How did you find out about this event? (Select one.)
 - a. Email list/newsletter (please name organization or source)
 - b. Internet search (please list search topic)
 - c. Media or Social Media (please list source)
 - d. Individual referral
 - e. Other (please specify)
8. Are there any questions you would like us to address during this event?

Reviewer Interest Form

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1. Are you interested in serving as a reviewer for an upcoming cycle of the [Redacted]'s Environmental Justice Thriving Communities Grantmakers Program?

- ☐ Yes
- ☐ No
- ☐ Maybe, keep me updated

If respondent selects "No" in Question 1, survey ends.

2. Please enter your name.

- a. **Prefix:** [Open-ended text field]
- b. **First name:** [Open-ended text field]
- c. **Middle name (Optional):** [Open-ended text field]
- d. **Last name:** [Open-ended text field]
- e. **Suffix (Optional):** [Open-ended text field]
- f. **Pronouns (Optional):** [Open-ended text field]

3. What organization are you affiliated with? If you are not affiliated with an organization, please share the name of the town/city where you reside most of the calendar year. [Open-ended text field]

4. What is the zip code for the organization (or, if non-affiliated, your residence)? [5-digit postal zip code]

5. Please provide your preferred contact information.

- a. **Preferred email address:** [email validation field]
Preferred phone number: [10-digit phone number validation]

Grant Reader Intake Form

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20460. Include the OMB control number in any correspondence. Do not send the completed form to this address.

Background & Context

The Environmental Protection Agency is looking to implement the [Environmental Justice Thriving Communities Grantmaking program](#) (TCGM) for [REDACTED]. in partnership with [REDACTED]. This Grantmaking Program will provide grant awards to community-based nonprofits and other eligible entities for assessment, planning, and project development activities. This funding opportunity seeks to counter historical disinvestment in communities on the frontlines of the climate crisis including communities of color, immigrant communities, indigenous communities, urban, rural, and low-income communities. It also seeks to seed and build deeper capacity for a sustainable environmental justice movement to address environmental

hazards, climate resiliency, and energy justice, and build livable and healthy communities. A total of \$40 million will be invested across [REDACTED] states in the coming three years to community-based organizations, environmental justice organizations, nonprofits, and other entities representing underserved, urban, rural, indigenous, remote, and capacity-constrained communities in implementing projects to address local environmental and/or public health challenges across [REDACTED].

Grant Reader Description

The Environmental Justice Thriving Community Grantmaking program for Region [REDACTED] is looking to engage individuals to join the grant reader group to read, review, and score grant applications. Criteria for grant readers:

- Uphold the Project Teams commitment to advancing racial and health equity and addressing the “Grantmaking to Build Sustained EJ Capacity and Networks Across [REDACTED]” priorities.
- Adhere to [REDACTED] Conflict of Interest Policy.
- Leverage personal expertise and networks to promote the grantmaking program.
- Can provide recommendations based on grant reading, lived experience and/or knowledge of effective strategies and initiatives of climate and environmental justice.
- Embrace our Principles, Values and Agreements that are

based on the Jemez Principles.

Grant readers CANNOT have active applications with the [REDACTED] EJ TCGM during the grant round they are serving as a reader for. All grant readers will be asked to fill out a conflict of interest and confidentiality form before beginning review, and applicant group members will not be assigned to review proposals with any conflicts of interest.

Compensation: Grant readers will receive \$400.00 for their participation per grant cycle.

Grant Reader Commitment

The following are estimated commitment times for grant readers:

1. Participation in a **1-hour** webinar about how to use our online system, our guiding values, and an overview of common implicit biases in decision-making. Scheduled on [REDACTED], recording will be shared for the grant readers who cannot attend.
2. Review and evaluation of applications using our online review systems for each assigned application. Estimated review time of XX per application.

Total time commitment estimate: 5-12 hours (over three weeks)

Overall Process

Gathering grant reader feedback is the first step in the grant review process. Each grant application is typically reviewed by at least 3 readers from across the region. The Grantmaking staff reviews all reader comments, which inform follow-up calls with applicants if there are questions. During this second phase of review, if applicable, applicants talk with staff to clarify comments/questions raised by readers and staff. This ensures staff can supplement the written application with any updates or additional insights. During the third phase of review, a grantmaking committee reviews readers' feedback and staff call notes and feedback to make final decisions on requests.

A schedule of engagement for grant readers will include orientation, bias training, weekly reader digest email, individual communication with staff members (as needed), a reader handbook and a debrief session. These engagement opportunities will give grant readers a chance to share experience and feedback on the process. The grant making program details are below and part of the criteria for grant readers to read, review and score during the reading process.

Eligibility of the Grant Program

Eligible applicants for the grant program include:

- Nonprofit organizations, community-based and grassroots nonprofit organizations
- Tribal governments (both federally recognized and state-recognized) and intertribal consortia
- Native American Organizations
- Local governments
- Institutions of higher education
- Philanthropic and civic organizations with nonprofit status

All applicant entities must have a UEI (Unique Entity Identifier). This process checks to see if you are a licensed entity in your state (does not require you to be a 501(c)3).

Ineligible applicants include:

- Individuals
- For profit businesses
- State governments

Tiers and Funding Levels

Eligible applicants can apply for subgrants through three concurrent tiers, as well as a non-competitive tier.

| Tier and Category | Examples |
|---|---|
| 1 - <u>Assessment Projects</u> – may, but not required to, address multiple environmental issues. | <ul style="list-style-type: none">• Research (that design)• Sampling• Testing• Monitoring• Investigations• Surveys and Stu• Public Educatio |

| Tier and Category | Examples |
|--|--|
| | <ul style="list-style-type: none"> • Community sur other forms of e |
| <p>2 - <u>Planning Projects</u> – may, but not required to address multiple environmental issues (e.g., air quality, water contamination, toxic substances). Should include plan formulation and partnership development activities to address those environmental issues.</p> | <ul style="list-style-type: none"> • Planning • Partnership-bu • Developing com plans • Developing cur • Developing soc producing vide • Hosting events • Building or stren collaboration; • Creating local a • Engaging in pu periods; |

| Tier and Category | Examples |
|--|--|
| | <ul style="list-style-type: none"> • Developing or u plans, emergen other communi efforts. • Public outreach • Coordination w to address env • Training activitie organizations a • Projects and ac involvement (e • Smaller land pu that require les amount of subg |
| 3 - <u>Implementation of Projects</u> - may, but not required to address multiple environmental issues | Project Developme implementation of planning and resea educational and o must focus on dev |

| Tier and Category | Examples |
|-------------------|-------------------------------|
| | assets or providing benefits. |

Environmental & Climate Issues

Applications may address a wide range of environmental issues and consist of a variety of project types including (but not limited to) the following:

- Air quality & asthma
- Fence line air quality monitoring
- Monitoring of effluent discharges from industrial facilities
- Water quality & sampling
- Small cleanup projects
- Improving food access to reduce vehicle miles traveled
- Stormwater issues and green infrastructure

- Lead and asbestos contamination
- Pesticides and other toxic substances
- Healthy homes that are energy/water use efficient and not subject to indoor air pollution
- Illegal dumping activities, such as education, outreach, and small-scale clean-ups
- Emergency preparedness and disaster resiliency
- Environmental job training for occupations that reduce greenhouse gases and other air pollutants
- Environmental justice training for youth and/or underserved communities

The deadline to sign up as a grant reader is [REDACTED].

Identifiers

Preferred First Name:

Preferred Last Name:

Preferred Pronouns:

Email Address:

Phone Number:

Primary Group/Organizational Affiliation:

How did you hear about this opportunity?

Have you previously served as a grant reader/reviewer for other grantmaking programs? *(This will not affect your eligibility to serve as a reader, we'd just like to learn more about you.)*

- ☐ Yes
- ☐ No
- ☐ Don't Know

What made you want to be a grant reader?

What perspectives do you hope to bring or learn from through this process?

Are you aware of any situation that would affect your volunteer commitment? If yes, please explain.

Geographic Representation

We strive to ensure that we have a diversity of perspectives represented across all our issue areas, geographic regions, and across the sectors of groups in the Environmental and Social Justice movement. Please share more about you and the perspective you bring.

What states do you live/work in?

- ☐ [REDACTED]
- ☐ [REDACTED]
- ☐ [REDACTED]
- ☐ [REDACTED]
- ☐ [REDACTED]
- ☐ [REDACTED]
- ☐ Other (please specify)

Please share which perspective(s) you most closely identify with:

- ☐ Rural
- ☐ Suburban
- ☐ Peri-Urban (not quite urban, not quite suburban)
- ☐ Urban
- ☐ Indigenous Community
- ☐ Wish to not disclose
- ☐ Other (please specify)

Next Steps

Please hit "Submit" at the bottom of this page once you are ready to complete the form.

Optional Grant Reader Demographics Survey

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The [REDACTED] Program strives to ensure that our grant reader group represents a broad diversity of backgrounds and perspectives across race/ethnicity, class, gender, and other identifiers. This optional survey helps us better understand how the pool of individuals who wish to join the grant reader group self-identify across a number of demographic characteristics.

If you are uncomfortable answering any question, please feel free to select 'Wish not to disclose'. Your responses are completely anonymous, as we do not ask for any personally identifiable information in this survey. Furthermore, your responses to this optional demographic survey will be kept separate from your application for the grant reader group. We will only share information about demographic characteristics as a full group summary.

To support our continued learning, there is a place at the end of this form (and within specific questions) where you can provide feedback on how we ask about, categorize or otherwise collect demographic information in this section.

Please select your age bracket:

- ☐ Under 26
- ☐ 26 - 35
- ☐ 36 - 45
- ☐ 46 - 55
- ☐ 56 - 65
- ☐ 66 - 75
- ☐ 76 +
- ☐ Wish not to disclose

Self-identified gender

Please check all that apply:

- ☐ Woman
- ☐ Man
- ☐ Transgender, non-binary, genderqueer, or otherwise not confirming to the gender binary
- ☐ None of these apply to me (please describe if desired)
- ☐ Wish not to disclose

Sexual orientation

You self-identify as:

- ☐ Lesbian, Gay, Bisexual, Queer, or otherwise "not Straight"
- ☐ Straight/Heterosexual
- ☐ I wish to self-identify (please describe if desired)
- ☐ Wish not to disclose

Socioeconomic class

We recognize that income and quality of life vary based on geographic cost of living, racial/ethnic identity, gender identity, and more factors out of the individual's control. In an attempt to acknowledge the systemic nature of income, we are drawing upon a power-oriented analysis of income. When we say class, we are most concerned with your relationship to labor, production, and how you get your needs met, not the specific dollar amount you make.

Please choose the statement which best describes your personal experience and financial situation:

- ☐ I am currently not employed and rely on friends, family, other social supports and/or governmental aid to have a safe place to live, food to eat, and/or healthcare. This can include students and fixed incomes including but not limited to, social security payments, retirement savings (like a 401k plan), pensions, disability benefits, and life insurance payouts.
- ☐ I am underemployed and therefore need to rely on friends, family, other social supports and/or governmental aid to have a safe place to live, food to eat, and/or healthcare.
- ☐ I am currently employed, but if I were to lose my job, I would eventually need to lean on friends, family, or other social supports and/or governmental aid to have a safe place to live, food to eat, and healthcare.
- ☐ Regardless of my employment status, I have access to income from other sources such as property (renting or selling), a profitable business, investments in the stock market, or other assets inherited, gifted or otherwise, which would enable me to afford a safe place to live, food to eat, and healthcare without working or relying on social or governmental supports for the foreseeable future.
- ☐ Wish not to disclose

Schooling

What is the highest level of education you have obtained?

- ☐ No schooling completed
- ☐ Nursery school to 8th grade
- ☐ Some high school, no diploma
- ☐ High school graduate, diploma or the equivalent (for example: GED)
- ☐ Some college credit, no degree
- ☐ Trade / technical / vocational training
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Professional degree
- ☐ Doctorate degree
- ☐ Wish not to disclose

Racial & Ethnic identity

We encourage you to select the commonly used census categories below and/or describe with more specificity in the text box below if you do not feel adequately represented by these boxes alone. If you do not feel comfortable identifying in either of these ways, please select "wish not to disclose."

What is your race and/or ethnicity?

Select all that apply.

☐ American Indian or Alaska Native

For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.

☐ Asian

For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, Japanese, etc.

☐ Black or African American

For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

☐ Hispanic or Latino

For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, etc.

☐ Middle Eastern or North African

For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israeli, etc.

☐ Native Hawaiian or Pacific Islander

For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.

☐ White

For example, English, German, Irish, Italian, Polish, Scottish, etc.

☐ None of these describe me (please describe if desired): _____

☐ Wish to not disclose

Disability & accessibility

Do you identify as a person with a disability?

- ☐ Yes
- ☐ No
- ☐ Wish not to disclose
- ☐ I will self-identify (please specify)

Are there any accommodations [REDACTED] could provide to enable you to participate more fully as a community grant reader?

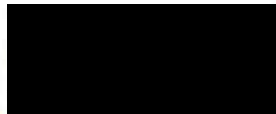
Feedback on Demographics Questions

If you have feedback about any of the demographic questions in this survey, please include it here.

Peer Reviewers Application

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Environmental Justice Thriving Communities

IMPORTANT: Please note if you are a staff member, board member, volunteer, or a consultant with an organization or group applying for a grant, you will not be eligible to be a peer reviewer due to a conflict of interest.

QUESTIONS?:



Contact and Location

First Name *

Last Name *

Pronouns

Phone *

Personal

Email *

Personal

State *

Where you are currently living.

- ☐
- ☐
- ☐
- ☐
- ☐

City *

Where you are currently living.

Organization (optional)

If on staff.

Review

What interests you about this opportunity? *

Do you have any experience reviewing and scoring grant applications? *

- ☒ Yes
- ☐ No

Please share your experience reviewing and scoring grant applications. *

Will you require any accommodations? (i.e. translations, internet connectivity, etc.)? *

- ☒ Yes
- ☐ No

Will you require any accommodations? (i.e. translations, internet connectivity, etc.)? *

- ☒ Yes
☐ No

Please describe. *

2-3 sentences max

Conflict of Interest

IMPORTANT: Please note if you are a staff member, board member, volunteer, or a consultant with an organization or group applying for a grant, you will not be eligible to be a peer reviewer due to a conflict of interest.

QUESTIONS? [REDACTED]

Are you a board, staff, consultant or volunteer member of any organization or coordinated bodies of organizations (e.g., alliance, coalition, etc.)? *


- ☒ Yes
☐ No

Please list the organization(s) below along with context on your relationship to them. *

Thank you!

☐ Send me a copy of my responses

Submit

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Application for Faculty Advisory Committee

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Position: Faculty Advisory Committee Member

Purpose: The Faculty Advisory Committee (FAC) plays a crucial role in supporting the project by reviewing subgrant proposals for feasibility and potential partnership support, providing critical project support—particularly concerning research deliverables, compliance, and human subjects—and disseminating findings. FAC members are expected to identify university and other resources to assist subgrant recipients, ensure adherence to research compliance requirements, and facilitate connections to relevant university resources. We are seeking dedicated faculty members with expertise in environmental justice (EJ), public health, and community engagement.

Application Instructions: Please submit the following materials to [submission email] by [deadline]:

1. **Cover Letter:** A one-page cover letter detailing your interest in joining the FAC, your relevant expertise, and how you can contribute to the committee's roles and responsibilities.
2. **Curriculum Vitae:** An updated CV highlighting your academic background, professional experience, and relevant publications or projects.
3. **Statement of Interest:** A two-page statement outlining your experience in EJ, public health, or community engagement, and your approach to subgrant evaluation, project support, and dissemination of findings.
4. **References:** Contact information for two professional references who can speak to your qualifications and experience related to the committee's focus.

Eligibility:

- Faculty members with expertise in environmental justice, public health, or community engagement.
- Proven track record in project evaluation, community support, or research dissemination.
- Ability to collaborate effectively with diverse stakeholders and communicate findings to various audiences.

Selection Process: Applications will be reviewed by a selection committee based on the criteria outlined below. Selected candidates will be contacted for an interview before final appointments are made.

2. Scoring Criteria for Application

Scoring Criteria:

- 1. Relevant Expertise (30 points):**
 - Depth of knowledge and experience in environmental justice, public health, or community engagement.
 - Proven track record in related research or projects.
 - 2. Subgrant Evaluation Skills (25 points):**
 - Experience in evaluating project feasibility and impact.
 - Ability to identify planning, implementation, and evaluation needs.
 - 3. Project Support Capabilities (25 points):**
 - Experience in providing project support and connecting resources.
 - Evidence of effective collaboration with community and higher education stakeholders.
 - 4. Dissemination Experience (10 points):**
 - Experience in promoting research or project results through publications, presentations, or other public platforms.
 - 5. Commitment and Availability (10 points):**
 - Willingness to commit time and effort to the FAC.
 - Availability to fulfill committee responsibilities.
-

3. Memorandum of Understanding (MOU) for Selected Members

Memorandum of Understanding

Between: [University Name] and [FAC Member Name]

Purpose: This Memorandum of Understanding (MOU) outlines the responsibilities and expectations for members of the Faculty Advisory Committee (FAC) supporting the [Redacted] project.

Scope of Responsibilities:

- 1. Subgrant Evaluation:**
 - Assess subgrant finalist projects for feasibility and impact.
 - Identify and recommend necessary planning, implementation, and evaluation measures.
- 2. Project Support:**
 - Provide assistance to assigned subgrant project Communities of Practice (COPs).
 - Facilitate connections to higher education and community resources.

- Collaborate on project outputs and offer expert advice on project structures.

3. Dissemination of Findings:

- Promote results of the grant and subgrant projects.
- Engage in public-facing activities such as publications, conference presentations, and media interviews.

Commitment:

- Members are expected to attend [monthly/quarterly] meetings and actively participate in evaluations, support activities, and dissemination efforts.
- Members should be available for additional consultations as needed and respond to correspondence in a timely manner.

Term:

- This MOU is effective from [start date] to [end date], with the possibility of renewal based on mutual agreement.

Confidentiality:

- Members must maintain confidentiality regarding sensitive information discussed or accessed as part of their role on the FAC.

Compensation:

- [Outline any compensation, if applicable, or note that it is a volunteer position.]

Signatures:

For [University Name]: Signature: _____

Name: [University Representative]

Title: [Title]

Date: [Date]

For FAC Member: Signature: _____

Name: [FAC Member Name]

Date: [Date]

Community Advisory Board (CAB) Interest Form

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These questions are for people who want to join the [Redacted] Community Advisory Boards (CAB). If you would like to participate, please answer the questions below and we will contact you.

Please provide your contact information:

First Name: *[Open-text, short response]*

Last Name: *[Open-text, short response]*

Pronouns (optional): *[Open-text, short response]*

Preferred Email: *[Email input]*

Preferred Phone Number: *[Phone number input]*

Community Location (Zip Code): *[Open-text, short response]*

Community Location (City, State) (optional): *[Open-text, short response]*

Why do you want to join the Community Advisory Board?

[Open-text, up to 300 words]

What have you done to help build healthy environments? This could include work like improving air or water quality, making healthy food more available, or emergency preparedness.

[Open-text, up to 300 words]

How do you represent the different communities in your area?

[Open-text, up to 300 words]

How will your experiences help us better understand the concerns of underserved and/or disadvantaged communities in your area?

[Open-text, up to 300 words]

Please tell us about the community organizations you are a part of.

[Open-text, up to 300 words]

The following provides a list of commitments anticipated for each Community Advisory Board member.

Are you able to meet all of the commitments for the Community Advisory Board?

Select one for each question.

- **Attendance:** Members must attend quarterly meetings and onboarding trainings. ☐ Yes
☐ No
☐ Don't Know
- **Orientation:** Every new member must attend a 1-hour orientation meeting before attending any quarterly meetings. This orientation will be planned around your schedule. ☐ Yes
☐ No
☐ Don't Know
- **Participation:** Members should take part in Community Advisory Board meetings and treat everyone with respect. Members should also keep meeting discussions confidential. ☐ Yes
☐ No
☐ Don't Know
- **Technology:** Members should be able to sign on to a remote meeting platform such as Zoom to take part in virtual meetings. ☐ Yes
☐ No
☐ Don't Know
- **Preparation:** Members are expected to read all relevant materials before the meetings. ☐ Yes
☐ No
☐ Don't Know
- **Commitments:** Members should follow through on the commitments made to the Community Advisory Board. Members commit to reviewing no less than 2-3 applications per cycle. Members also agree to have team discussions about how much funding to give to the organizations that apply. The number of applications to review will change depending on how many applications the program gets. ☐ Yes
☐ No
☐ Don't Know

Is there any other relevant information you want to share with us?

[Open-text, up to 300 words]

Additional information about the Community Advisory Boards (CABs) can be found in the FAQ sheet.

Conflict of Interests

A conflict of interest is a situation where someone cannot make a fair decision because they will be personally affected by the result. Some examples of conflicts of interest can be hiring or promoting family and close friends, making financial decisions around personal interest instead of what is best for the program, or sharing confidential information with others.

Do you or your immediate family members have any employment or financial relationship with any agency that receives funding from the U.S. Environmental Protection Agency?

- ☐ Yes
- ☐ No
- ☐ Don't Know

Do you know if you have any other conflicts of interest with serving on the Community Advisory Board?

- ☐ Yes (please specify)
- ☐ No
- ☐ Don't Know

Grantmaking Committee (GMC) Intake Form

OMB Control Number =(2035.NEW), Expiration Date =(mm/dd/yyyy)

This collection of information is approved by OMB under the Paperwork Reduction Act, 44 U.S.C. 3501 et seq. OMB Control Number: 2035-NEW. Responses to this collection of information are voluntary. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The public reporting and recordkeeping burden for this collection of information is estimated to be 1-2 hours. Send comments on the Agency's need for this information, the accuracy of the provided burden estimates and any suggested methods for minimizing respondent burden to Director, Information Engagement Division; U.S. Environmental Protection Agency (2821T); 1200 Pennsylvania Ave., NW; Washington, D.C. 20460. Include the OMB control number in any correspondence. Do not send the completed form to this address.

Background & Context

The Environmental Protection Agency is looking to implement the [Environmental Justice Thriving Communities Grantmaking program](#) (TCGM) for [REDACTED]. in partnership with [REDACTED]. This Grantmaking Program will provide grant awards to community-based nonprofits and other eligible entities for assessment, planning, and project development activities. This funding opportunity seeks to counter historical disinvestment in communities on the frontlines of the climate crisis including communities of color, immigrant communities, indigenous communities, urban, rural, and low-income communities. It also seeks to seed and build deeper capacity for a sustainable environmental justice movement to address environmental

hazards, climate resiliency, and energy justice, and build livable and healthy communities. A total of \$40 million will be invested across [REDACTED] states in the coming three years to community-based organizations, environmental justice organizations, nonprofits, and other entities representing underserved, urban, rural, indigenous, remote, and capacity-constrained communities in implementing projects to address local environmental and/or public health challenges across [REDACTED].

Grantmaking Committee (GMC) Description

The Grantmaking Committee (GMC) will be a group of 12–15 individuals representative of the diverse range of lived experiences, identities and perspectives from across Region [REDACTED]. Committee members commit to come together to make final decisions on applications by weighing reader input, information from staff phone interviews (when conducted) and GMC in-depth discussions. The GMC will go through bias training and makes group agreements ahead of final decision-making.

Criteria of Grantmaking Committee members:

- Uphold the Project Teams commitment to advancing racial and health equity and addressing the “Grantmaking to Build Sustained EJ Capacity and Networks Across [REDACTED]” priorities.

- Adhere to [REDACTED] Conflict of Interest Policy
- Can provide recommendations based on grantmaking decision making, lived experience and/or knowledge of effective strategies and initiatives of climate and environmental justice.
- Embrace our [Principles, Values and Agreements](#) that are based on the [Jemez Principles](#).

GMC members CANNOT have active applications with the [REDACTED] EJ TCGM during the grant round for which they are serving as decision makers.. All GMC members will be asked to fill out a conflict of interest and confidentiality form before beginning review, and applicant group members will not be assigned to review proposals with any conflicts of interest.

Grantmaking Committee Commitment

The GMC virtual Convening will start on [REDACTED] with a second and third meeting determined by availability (Grantmaking staff will ask you to indicate days/times you are generally available).

Time Commitment/Expectations (12-15 hours total)

Collectively, the three GMC days represent 9 hours of Zoom commitments over the course of the GMC week.

Additionally, GMC members will review materials for the applications they are assigned to between [REDACTED]

(Day 1) and before decision making on Day 3. We estimate this adds another 3-5 hours of independent review.

Compensation: Grantmaking Committee members have two levels of compensation. For facilitators and evaluators of the committee, a stipend of \$800.00 and for participants of the committee, a stipend of \$600.00 will be offered.

Identifiers

Email Address:

Have you reviewed the GMC details above and believe you have the capacity for the outlined commitment?

☐ Yes

☐ No

Preferred First Name:

Preferred Last Name:

Preferred Pronouns:

Preferred Method of Contact:

☐ Phone

☐ Email

☐ Other (please specify)

Primary Group/Organizational Affiliation:

What states do you live/work in?

- ☐ [REDACTED]
- ☐ [REDACTED]
- ☐ [REDACTED]
- ☐ [REDACTED]
- ☐ [REDACTED]
- ☐ [REDACTED]
- ☐ Other (please specify)

Please share which perspective(s) you most closely identify with:

- ☐ Rural
- ☐ Suburban
- ☐ Peri-Urban (not quite urban, not quite suburban)
- ☐ Urban
- ☐ Indigenous Community
- ☐ Wish to not disclose
- ☐ Other (please specify)

How did you hear about this opportunity?

Have you previously served on a grantmaking committee for the other grantmaking programs? *(This will not affect your eligibility to serve on the GMC, we'd just like to learn more about you.)*

- ☐ Yes
- ☐ No
- ☐ Don't Know

What made you interested in the Grantmaking Committee?

What perspectives do you hope to bring or learn from through this process?

Are you aware of any situation that would affect your volunteer commitment? If yes, please explain.

In order to create pods of 4-5 members each, we ask that you please fill out your general availability for the days listed below. Please click all of the days and time slots that you would likely be available to meet virtually between [REDACTED]. We'll follow up about finalizing scheduling times closer to the GMC meeting date (we know it's several months away and life happens!), but this information is useful in our preliminary planning.

| | | | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Morning (9am - Noon) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Early afternoon (1pm - 4pm) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Late
afternoon
(4pm -
7pm)

☐☐☐☐☐☐

Evening
(7pm -
9pm)

☐☐☐☐☐☐

Next Steps

The Intake form is open until [REDACTED].

Note that staff will follow up with an email to collect your bio and picture to feature in a "Get to Know Your GMC" document to be circulated before the GMC officially kicks off. This information will be shared with other GMC members and Grantmaking staff. The goal is to give you the opportunity to introduce yourself to the rest of the group as well as get a sense of who else is on the Committee with you.

For now, please hold [REDACTED] as Day 1 of GMC meetings.

Please hit "Submit" at the bottom of this page once you are ready to complete the form.

Optional Grantmaker Committee Demographics Survey

OMB Control Number (2035.NEW) and Expiration Date (dd/mm/yyyy)

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The [REDACTED] Program strives to ensure that our grantmaker committee represents a broad diversity of backgrounds and perspectives across race/ethnicity, class, gender, and other identifiers. This optional survey helps us better understand how the pool of individuals who wish to join the grant reader group self-identify across a number of demographic characteristics.

If you are uncomfortable answering any question, please feel free to select 'Wish not to disclose'. Your responses are completely anonymous, as we do not ask for any personally identifiable information in this survey. Furthermore, your responses to this optional demographic survey will be kept separate from your application for the grant reader group. We will only share information about demographic characteristics as a full group summary.

To support our continued learning, there is a place at the end of this form (and within specific questions) where you can provide feedback on how we ask about, categorize or otherwise collect demographic information in this section.

Please select your age bracket:

- ☐ Under 26
- ☐ 26 - 35
- ☐ 36 - 45
- ☐ 46 - 55
- ☐ 56 - 65
- ☐ 66 - 75
- ☐ 76 +
- ☐ Wish not to disclose

Self-identified gender

Please check all that apply:

- ☐ Woman
- ☐ Man
- ☐ Transgender, non-binary, genderqueer, or otherwise not confirming to the gender binary
- ☐ None of these apply to me (please describe if desired)
- ☐ Wish not to disclose

Sexual orientation

You self-identify as:

- ☐ Lesbian, Gay, Bisexual, Queer, or otherwise "not Straight"
- ☐ Straight/Heterosexual
- ☐ I wish to self-identify (please describe if desired)
- ☐ Wish not to disclose

Socioeconomic class

We recognize that income and quality of life vary based on geographic cost of living, racial/ethnic identity, gender identity, and more factors out of the individual's control. In an attempt to acknowledge the systemic nature of income, we are drawing upon a power-oriented analysis of income. When we say class, we are most concerned with your relationship to labor, production, and how you get your needs met, not the specific dollar amount you make.

Please choose the statement which best describes your personal experience and financial situation:

- ☐ I am currently not employed and rely on friends, family, other social supports and/or governmental aid to have a safe place to live, food to eat, and/or healthcare. This can include students and fixed incomes including but not limited to, social security payments, retirement savings (like a 401k plan), pensions, disability benefits, and life insurance payouts.
- ☐ I am underemployed and therefore need to rely on friends, family, other social supports and/or governmental aid to have a safe place to live, food to eat, and/or healthcare.
- ☐ I am currently employed, but if I were to lose my job, I would eventually need to lean on friends, family, or other social supports and/or governmental aid to have a safe place to live, food to eat, and healthcare.
- ☐ Regardless of my employment status, I have access to income from other sources such as property (renting or selling), a profitable business, investments in the stock market, or other assets inherited, gifted or otherwise, which would enable me to afford a safe place to live, food to eat, and healthcare without working or relying on social or governmental supports for the foreseeable future.
- ☐ Wish not to disclose

Schooling

What is the highest level of education you have obtained?

- ☐ No schooling completed
- ☐ Nursery school to 8th grade
- ☐ Some high school, no diploma
- ☐ High school graduate, diploma or the equivalent (for example: GED)
- ☐ Some college credit, no degree
- ☐ Trade / technical / vocational training
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Professional degree
- ☐ Doctorate degree
- ☐ Wish not to disclose

Racial & Ethnic identity

We encourage you to select the commonly used census categories below and/or describe with more specificity in the text box below if you do not feel adequately represented by these boxes alone. If you do not feel comfortable identifying in either of these ways, please select "wish not to disclose."

What is your race and/or ethnicity?

Select all that apply.

☐ American Indian or Alaska Native

For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.

☐ Asian

For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, Japanese, etc.

☐ Black or African American

For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

☐ Hispanic or Latino

For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, etc.

☐ Middle Eastern or North African

For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israeli, etc.

☐ Native Hawaiian or Pacific Islander

For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.

☐ White

For example, English, German, Irish, Italian, Polish, Scottish, etc.

☐ None of these describe me (please describe if desired)

☐ Wish to not disclose

Disability & accessibility

Do you identify as a person with a disability?

- ☐ Yes
- ☐ No
- ☐ Wish not to disclose
- ☐ I will self-identify (please specify)

Are there any accommodations [REDACTED] could provide to enable you to participate more fully in the Grantmaking Committee?

Feedback on Demographics Questions

If you have feedback about any of the demographic questions in this survey, please include it here.