EPA-Tribal Environmental Plans

ANTHC GAP WEBINAR

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ETEPs & Planning Paths to Programs

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EPA-Tribal Environmental Plans

- What's an ETEP?

- Why is it important?

- How do we update it?

- How do we use it to develop our GAP proposal?

Planning

The plan, to develop plans, for programs and projects.

Is What We Make of It.

Let's make lemonade and have a party!

ETEPS are Joint EPA-Tribal Program Planning Documents

- **a framework** for building capacity and developing programs

  - **an outline** of priorities, program goals, and activities

- **a guide** to help ensure GAP work and funds support priorities

  - **a tool** to improve our ability to make and show progress

EPA Region10

Native Village of Afognak

EPA-Tribal Environmental Plan

FY23-27

EPA-Tribal Environmental Plans

- share information about Tribal and EPA programs and priorities;

  - help find where they meet; and

  - show paths forward for our work together.

ETEP Components

1. **Tribal Priorities**

environmental issues, assistance needs, program development goals, activities, and GAP capacity indicators;

2. **EPA Programs**

program objectives, implementation activities, and roles in environmental protection; and

3. **Regulated Entities**

inventory of EPA regulated facilities and permits in Tribal area.

All are broader than GAP!

Tribal Priorities Component

1) Background Information

about the Tribe and the Tribe's program(s)

2) Environmental Issues & Priorities

short descriptions of issues & assistance needs

3) Frame for GAP Work

for issues GAP funds will be used to address:

- program development goal & timeframe

- key activities you'll conduct; and

- GAP Capacity Indicator(s)

ETEPs Show a Path

- from the environmental issues we're trying to address…

- …to the funding, training & technical resources we need…

- …to the environmental programs we're working to build & key activities we'll conduct…

Why ETEPs are Important

- there are many issues and limited resources

- planning can help guide our work and partnerships

- linking short-term work to priorities and long-term program goals promotes progress and improves resource management

- ETEPs help document the development of Tribal environmental programs and EPA's implementation of programs over time

- ETEPs (and updates every 3-5 years) are required for GAP funding

Updating ETEPs

1. Review current ETEP and Tribal environmental issues
(with administration, Committee, Council, and/or community as appropriate)

- **Select priority issues to work on addressing with GAP.**

2. Update ETEP Tribal Priorities Component
(background, issues, assistance needs, and accomplishments as necessary)

- **Make sure each priority you'll work on with GAP includes:**

    - program development goal & timeframe (long-term);
    - key activities (short-term); and
    - Capacity Indicator(s) (from GAP Guidance)

3. Send updated Tribal Priorities Component to your EPA Coordinator
(with new GAP proposal if possible)
EPA puts together a complete draft ETEP for Tribal review

What are Capacity Indicators?

○ numbers connecting GAP activities to EPA's authorizing statutes (ex: CWA 1.01)

○ can serve as milestones on paths to developing environmental programs

○ can be used to show and measure program capacities developed over time

○ found in a supplement to EPA's GAP Guidance on EPA's website

www.epa.gov/general-assistance-program-gap/gap-capacity-indicators

Capacity Indicator Crosswalk

Long Term Goal: Tribal Assumption of Program Authority, Meaningful Participation or NA

Administrative

XCUT 01.01 establishing policies and procedures to coordinate intra-governmental Tribal environmental protection programs.

XCUT 01.02 inventory of administrative procedures, policies, regulations

XCUT 01.03 inventory of financial procedures, policies, regulations

Programmatic/ Training

XCUT 01.01 establishing policies and procedures to coordinate intra-governmental Tribal environmental protection programs.

XCUT 01.04 inventory of technical procedures, policies, regulations

XCUT 01.05 establishing policies and procedures for sharing traditional ecological knowledge

CAA 02.03- staff are obtaining program-specific federal inspector credentials

CWA 7.09- staff are obtaining program-specific certification

SDWA 01.05- obtaining program-specific certification: Drinking water operator certification

EPCRA 01.02- staff are obtaining Incident Command System certification

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Solid Waste Management

PPA 01.01- conducting an assessment to evaluate pollution prevention opportunities

PPA 01.02- establishing a Pollution Prevention Program to adopt reduction practices

CERCLA 01.01- completing a site inventory of properties of environmental concern

RCRA 01.01- conducting a waste stream assessment and infrastructure feasibility analysis

RCRA 01.03- establishing a waste minimization program

RCRA 01.06- staff are obtaining program-specific certification

RCRA 01.02- preparing a Tribally approved Integrated Waste Management Plan (IWMP)

RCRA 01.07- establishing a hazardous waste management plan

RCRA 01.08- completing an inventory of open dumps

RCRA 3.01- establishing an intergovernmental agreement (MOU/MOA)

RCRA 3.02- establishing partnerships with non-government entities

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Communications

PPA 01.01- conducting an assessment to evaluate pollution prevention opportunities

PPA 01.02- establishing a Pollution Prevention Program to adopt reduction practices

XCUT 01.01 establishing policies and procedures to coordinate intra-governmental Tribal environmer protection programs.

XCUT 01.05 establishing policies and procedures for sharing traditional ecological knowledge

XCUT 01.06 establishing a community outreach process, procedures, and/or plan

XCUT 01.07 establishing written public participation procedures to ensure meaningful involvement

Solid Waste Management

PPA 01.01- conducting an assessment to evaluate pollution prevention opportunities

PPA 01.02- establishing a Pollution Prevention Program to adopt reduction practices

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Technical (General)

XCUT 01.04 inventory of technical procedures, policies, regulations

XCUT 01.05 establishing policies and procedures for sharing traditional ecological knowledge

PPA 01.01- conducting an assessment to evaluate pollution prevention opportunities

PPA 01.02- establishing a Pollution Prevention Program to adopt reduction practices

Surface Water

PPA 01.01- conducting an assessment to evaluate pollution prevention opportunities

PPA 01.02- establishing a Pollution Prevention Program to adopt reduction practices

XCUT 01.04 inventory of technical procedures, policies, regulations

CWA 01.01 completing an inventory of water resources with associated environmental and human health issues

CWA 7.09- staff are obtaining program-specific certification

CWA 01.02- establishing a water quality monitoring program

Workplans Show a Path

- from the funding, training & technical resources we have…

- …to the activities we're conducting, work products we're producing, and services we're providing…

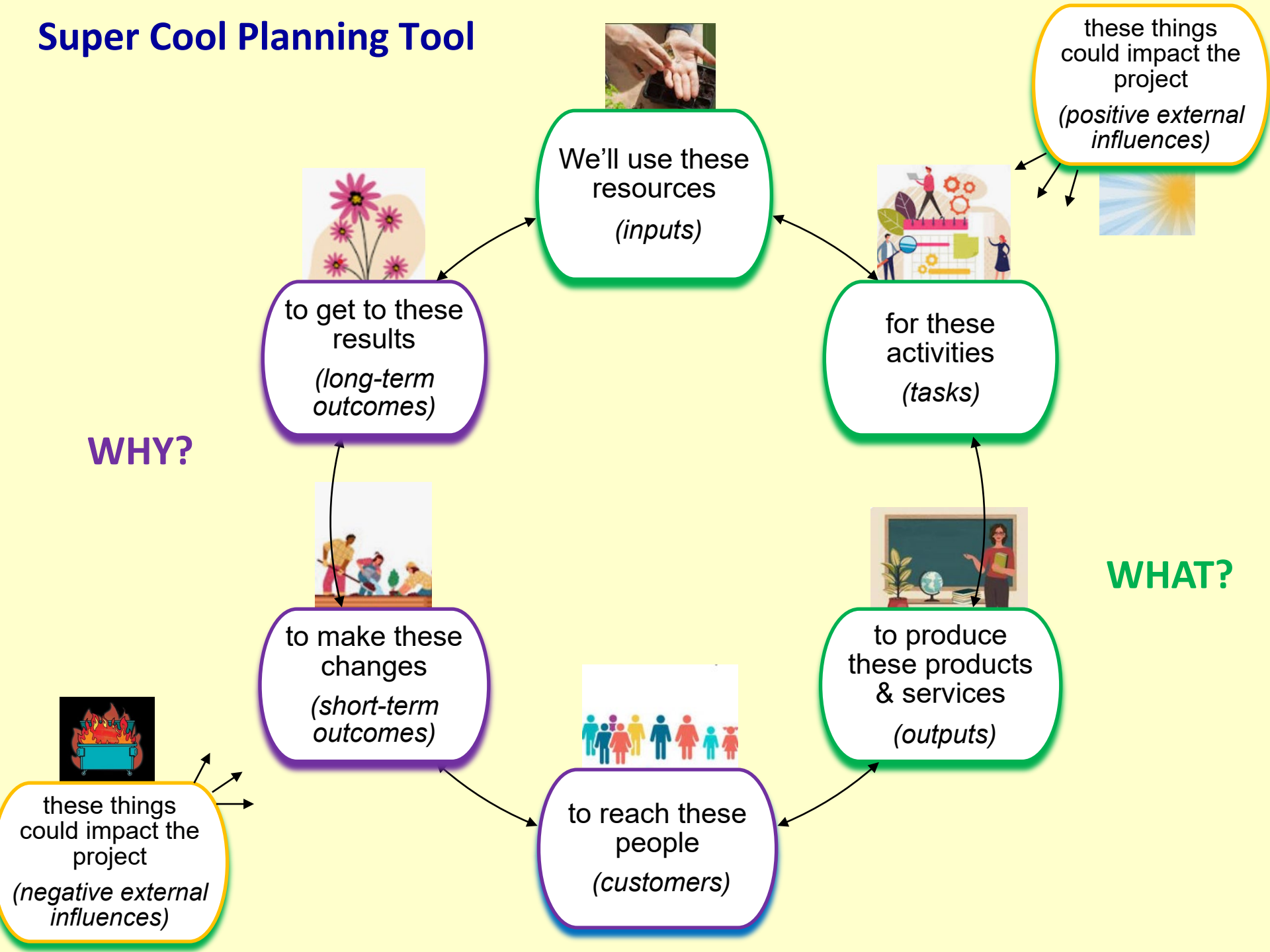- …to the results & the environmental improvements we expect

Updating Workplans

○ **Use GAP workplans to build environmental programs and conduct activities that help address Tribal environmental priorities!**

Make sure each GAP workplan component includes:

- ETEP priority/priorities supported

- Tasks/commitments (activities) & timeframes

- Outputs (work products or services produced/provided)

- Outcomes (short and long-term results expected)

- Personnel, staff time (work years/FTE) and cost estimates

Super Cool Planning Tool

We'll use these resources
(inputs)

these things could impact the project
(positive external influences)

for these activities
(tasks)

to get to these results
(long-term outcomes)

WHY?

to produce these products & services
(outputs)

WHAT?

to make these changes
(short-term outcomes)

to reach these people
(customers)

these things could impact the project
(negative external influences)

Updating Budgets

Use GAP funding for staff time and direct and indirect costs necessary to complete workplan activities.

o   Get current pay, fringe, utility and indirect cost rates from Administration!

o   Research and update all travel, supply, equipment and other costs.

Make sure your GAP budget supports all activities in your workplan, including:

- personnel and/or contracts involved

- training, travel and registration costs

- supply and/or equipment costs (include shipping)

- office space, utility, and/or maintenance costs

- administration and accounting costs (shared direct or indirect)

Starting a Brand New ETEP

○ Start with an Environmental Inventory, an old GAP narrative,
an old environmental or natural resources management plan,
or try AIEO's new combined ETEP-workplan template.

Technical Environmental Survey
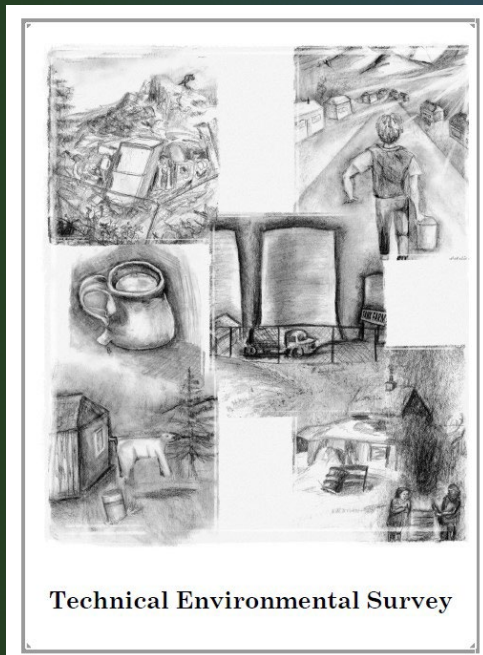
GAP Narrative Template for Tribes
EPA Region 10

Name of Tribe (as listed in the Federal Register):
Address:
Telephone Numbers:
Duns Number:
System Award Management (SAM) Registration Renewal Date:
Governing Body Name (if different from Federal Register):
Date:

I. INTRODUCTION

Describe your tribe, including details such as:

• Where it is located
• Population
• Cultural groups

II. ADMINISTRATIVE CAPACITY

Describe the tribe's administrative capacity:

• Is the tribe a compacting or self-governance tribe?
• Does the tribe have regular audits?
• What other programs does the tribe administer?
• How many employees does the tribe have?
• Does the tribe have current policies and procedures?
• Does the tribe have financial policies and systems in place consistent with the Code of Federal Regulations, Part 200 (CFR200)?
• Have there been any administrative or financial issues in the past? List any changes or corrective actions.

Document the tribe's history with the GAP program:

• How long has the tribe had a GAP grant?
• What accomplishments has the tribe made with GAP?
• Have there been any programmatic issues in the past? List any changes or corrective actions.

Section 1: Tribal Priorities and GAP Work Plan

Priority Area 1: *[Example: Improve Solid Waste Management]*
Short summary of priority area (description of the proposed work): *[Example: The Tribe will continue to maintain and enhance a core solid waste management program to ensure the ability of the Tribe to respond protect land, water, and air resources.]*
Capacity indicator(s): *[Example: RCRA 01.02 Recipient is preparing/updating a Tribally approved Integrated Waste Management Plan (IWMP) and RCRA 01.03 Recipient is establishing a waste minimization program.]*
Capacity indicator completion timelines (i.e., within this ETEP, or beyond this ETEP): *[Example: Indicator is in progress and will not be completed within the ETEP timeframe]*
Tribe's long-term program development goal (choose one: 1. Tribal Assumption of Program Authority; 2. Meaningful Participation; 3. Solid and Hazardous Waste Implementation; see page 19 in the 2022 GAP Guidance for more information): *[Example: 3. Solid and Hazardous Waste Implementation]*
Requested EPA assistance to support this priority (examples could include: consortia support, coordination/facilitation, site visit, technical assistance, training, etc.): *[Example: Tribe requests assistance with updating IWMP, grant support for enhanced recycling waste diversion, technical assistance and training on solid waste enforcement strategies.]*
Work Plan Component 1: *[Example: Solid and Hazardous Waste Management]*

Funding for this Component: $ *[Example: $30,000 per fiscal year]*			Estimated Work Years: *[Example: .3 FTE]*
COMMITMENTS	ESTIMATED TASK COST (optional)	END DATE	OUTPUTS AND DELIVERABLES

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| 1.1 | *Example: Work with IHS and other partners to conduct annual inventory of open dump sites.* | | 9/30/24 | *Example: Map and Inventory of open dumps by community, including waste description, estimated amount of waste, hazards to water or public health, and GSP location.* |

www.anthc.org/what-we-do/community-environment-and-health/tribal-capacity-and-training/

www.epa.gov/r10-tribal/region-10-indian-environmental-general-assistance-program-gap

Developing New Tribal Priorities

1. List the environmental issues you're aware of in your community.

   o Conduct an Environmental Inventory, Assessment, and/or survey.

   o Work with your administration, committee, Council, and/or community to add issues to the list.

2. Develop short written descriptions of each issue.

3. Work with your administration, committee, Council, and/or community to select priorities and key activities to work on with GAP time and funding.

4. For each Tribal priority you'll work on with GAP, add:

   - a long-term program development goal & timeframe
   - key activities you'll conduct with GAP; and
   - a GAP Capacity Indicator(s).

Building Paths to Programs

ACTIVITIES

December 2024

Visions & Planning

Picture what your dream home would look like.

Imagine: You're finally able to build it. And you find a builder.

- *Would you tell them what it should look like, then hand over money?*

…or…

- *Would you want to see a plan, with details and costs?*

Would you want regular progress reports?

Planning & Building

Picture your vision for a healthy community environment.

Think of that healthy environment like your dream home.

- **An ETEP is like a Grand Plan**

for developing your land (or environmental programs) over 20 years.

- **GAP Workplans are like a Building Plan**

for constructing your house (or environmental projects) over 10 years.

Think long term! Planning ahead pays off later.

Workplans & Blocks

Think of workplan components like plans for each room (LR, BR, BA).

- **Tasks are general activities to be completed**
  (ex: install wiring & light fixtures).

- **Outputs are specific work efforts and work products**
(ex: place 1 woodstove, hang 1 disco ball, mount 2 smoke detectors).

- **Outcomes are changes expected after completion**
  (ex: warmer space, more dancing, improved safety).

Each room's plan has an estimate for staff time and cost.

Living Room Plan

General Assistance Program

Tribe:
Region: 10
Work Plan Period Begin: October 1, 2009 **End:** September 30, 2010

Work Plan Component 1: **Living Room Labor**

Primary Capacity Area Developed (check one)
Legal   Enforcement/Compliance   Technical   Communication   Administrative   Solid/Hazardous Waste Implementation
PERSONNEL: Bud Builder

OUTCOMES: (results, effects, or consequences of carrying out a program or activity- changes in knowledge, attitudes, skills, behavior, practices, decisions, environmental or public health conditions)
Environmental Outcomes (intermediate/ long-term results, representing changes that lead to environmental/ public health improvement):
- increase visits by friends and family
- increase health, happiness and safety
Intermediate Outcomes (short-term/ intermediate results, expected to lead to long-term outcomes):
- improve light and color
- increase warmth and improve air quality
- increase dancing

ESTIMATED COMPONENT COST: $13,300   **ESTIMATED COMPONENT WORK YEARS:** 58 hours

	COMMITMENTS	CAPACITY AREA DEVELOPED	ESTIMATED COST (optional)	TIME FRAME	OUTPUTS AND DELIVERABLES (environmental activities, efforts, and associated work products to be produced and/ or provided)
1.1	Install electrical		$1,300	8 hrs	run wiring and grounds, install 5 outlets, connect to panel, test
1.2	Finish walls & ceiling		$1,200	6 hrs	hang drywall, paint walls chili-pepper red, spray popcorn white ceiling
1.3	Install selected fixtures		$800	4 hrs	place EPA-approved woodstove, hang disco ball, mount 2 smoke detectors
1.4	Finish flooring		**$10,000**	**40 hrs**	lay 12'x12' dancefloor, padding and green shag carpet surround, test
1.5					

Activity 1: Issues to Priorities
What stands between your vision and reality?

A. Imagine: You are the Environmental Director.

B. Picture your vision for a healthy community environment.

C. List some issues in the way of your vision for a healthy community environment.
(ex: drinking water quality, road dust problems, overflowing landfill)

- *x*
- *x*
- *x*

- *x*
- *x*
- *x*

D. Pick <u>3 priority issues</u> your environmental program should address in the <u>next 10 years</u>.

1)

2)

3)

(Issues can be ETEP priorities, priorities can be workplan components or focus areas)

Activity 2: Priorities to Outcomes

What changes in conditions would you like to see?

A. Imagine: You are the Council Chair.

B. Pick 1 priority environmental issue to focus on addressing.

E*x: overflowing landfill*   ***1) X***

C. List <u>changes in conditions</u> you'd like to see in the <u>next 20 years.</u>

- *less waste*   • *x*
- *less toxics*   • *x*
- *more organization*   • *x*
- *more capacity*   • *x*
- *improved safety*   • *x*

(These changes can be long-term outcomes for workplan components).

Activity 3: Outcomes- Long Term to Short

What changes in people would it take?

A. Imagine: You are an Environmental Program Manager.

B. Pick 1 change in condition to focus on making.

Ex: less waste   **1)**

C. List <u>changes in people</u> that would create this condition in the <u>next 10 years.</u>

- *more knowledge & caring*   • *x*
- *more re-use & sharing*   • *x*
- *more recycling & composting*   • *x*
- *less consumption*   • *x*
- *better products & packaging*   • *x*

(These changes can be short-term outcomes for workplan components).

Activity 4: Outcomes to Activities

What activities would need to happen?

A. Imagine: You are an Environmental Program Manager.

B. Pick 1 change in people to focus on getting.

E*x: more recycling*   **1)**

C. List program activities in the next 4 years that should help bring this change.

- *Present plan & updates to Council.*   • *x*
- *Share information in newsletter.*   • *x*
- *Install & maintain community bins.*   • *x*
- *Do recycling activities at school & Camp.*   • *x*
- *Host Spring & Fall Clean-up events.*   • *x*

(These activities can be workplan tasks).

Resources to Results

Planning the Path

A "Super Cool Planning Tool" can help draw the path:

- from the resources you need to the results you can expect;

-or-

- from the changes you want to the resources you'll need.

Super Cool Planning Tool

WHY?

WHAT?

long-term outcomes

-less waste

-more landfill capacity

-cleaner community

Inputs

-Coordinator, SW Technician

-$35,000, 0.4 FTE

-ATCEM & HAZWOPPER

-ATV & trailer

Activities

-maintaining recycling station

-conducting outreach

-community cleanups

short-term outcomes

-more knowledge & caring

-more recycling & composting

-less littering

Customers

-350 tribal members

-210 community residents

-23 kids in school

Outputs

-weekly pick ups, quarterly backhaul

-quarterly newsletter articles, school activities

-fall and spring and clean-up events

negative influences
Council member hates recycling

positive influences
Council Chair loves Cleanup events

Issues to Resources

Proposals for Funding

Grant proposals should:

- clearly describe your project, activities, and resource needs.
  - show how your project will get results.

Proposals (especially for competitive funding) should:

- explain how your project addresses priorities (yours and the funder's),
  - show how it fits into your grand plan.

Showing the Path in Your ETEP
or Proposal Narrative

A. Describe the Tribe, the environmental issues, and the priorities.

- Share background information about the Tribe *(customers).*

- Discuss the administrative and program structure *(resources).*

- Describe the environmental issues & priorities *(priorities).*

  Ex: overflowing landfill

Showing the Path in Your ETEP
or Proposal Narrative

B.   For each priority- describe the program goal, timeframe, & key activities.

- State program/project development goal and objective to address priority.
Ex: Develop Waste Management Program to address overflowing landfill.
Ex: Timeframe: 10 years.

- State key activities and expected result/outcome in plan period.
Ex: Install bins, conduct outreach, and do clean-ups to increase recycling.

Showing the Path in Your ETEP
or Proposal Narrative

C. For each priority- add a Capacity Indicator and any additional resource needs.

- List associated Capacity Indicator(s) from GAP Guidance *(measures).*
    - *Ex: PPA 01.01- assessment to evaluate pollution prevention opportunities*
    - *RCRA 01.03- establishing a waste minimization program*

- List any additional training, technical assistance, or funding needs.
    - *Ex: RALO training and Connex for storage of recyclables*

Showing the Path in Your Workplan

- 3 or more program/project parts or components *(objectives/priorities)*
- personnel, estimated cost, and work years for each component *(resources)*
- general tasks to be carried out under each component *(activities)*
- specific outputs, deliverables, and timeframes for each task *(outputs)*
- short & long-term changes expected from each component *(outcomes)*

The Path in the GAP Workplan Template

Work Plan Component 1: Build Tribal Administrative Capacity

Primary Capacity Area Developed (check one)
Legal   Enforcement/Compliance   Technical   Communication   Administrative X   Solid/Hazardous Waste Implementation

Intermediate/ Long-term Outcomes
- improved staff and Tribal capacity to get and manage grants well
- increase in Tribal programmatic capacity to effectively address local environmental issues
- increase in staff, Council, and community actions protective of the environment
- Sustainable environmental program for Village and residents

Short-term/ Intermediate Outcomes
- increased staff and Council knowledge of grants administration
- increase in Tribal administrative capacity to respond to local environmental concerns
- increased staff, Council, and community knowledge of environmental issues and protection

Outcomes

Resources/Inputs

Outputs

Activities

ESTIMATED COMPONENT COST: $15,000
FTE: Environmental Coordinator(EC) , Tribal Administrator (TA) 0.25

ESTIMATED COMPONENT WORK YEARS: 15%

	COMMITMENTS	CAPACITY AREA	COST	TIME FRAME	OUTPUTS AND DELIVERABLES
1.1	Maintain environmental office on behalf of Tribal Council with full-time Coordinator and part-time Environmental Technician on staff.	Administrative		Q1 Q2 Q3 Q4	• research and respond to Tribal Council and Tribal members' environmental questions and concerns • seek technical assistance from EPA and other federal, state, and tribal agencies, and other organizations as necessary • activities summarized in Quarterly Performance Reports to EPA and Council
1.2	Coordinator will review and implement approved IGAP workplan, in accordance with approved budget and applicable laws, regulations, and guidance, and will report progress quarterly.	Administrative		Q1 Q2 Q3 Q4	• Coordinator will ensure that the work plan commitments are achieved throughout the project/budget period • Coordinator will meet with Council Quarterly to review workplan and progress • Quarterly Performance Reports and deliverables submitted to EPA Tribal Coordinator and Council
1.3	Tribal Administrator will complete all administrative and financial reports, and ensure compliance with terms and conditions of EPA Assistance Agreement.	Administrative		Q1 Q2 Q3 Q4	• timely Payment Requests submitted to EPA Las Vegas Finance Center • Annual Minority and Women Business Enterprise Report submitted to EPA Disadvantaged Business Enterprise Coordinator • Annual Federal Cash Transaction Report submitted to EPA LasVegas Finance Center • Report copies filed and submitted to EPA and Council
1.4	Coordinator will prepare two-year IGAP proposal using Long Range Environmental Plan completed in FY08 and Council input as basis for proposal.	Administrative		Q1	• 2 year IGAP proposal for FY09-10 drafted and submitted to EPA and Council

Showing the Path in Budgets

- staff time and direct and indirect costs *(resources)* necessary to complete workplan *(activities)*

- program expenses by line item and federal budget category

- descriptions of what estimates include and how they were arrived at

- Each line items adds up, these add up to category totals, and those add up to total budget

Activity 5: From Visions to Proposals
Planning the Path

A. Imagine: You are an Environmental Director.

B. For the 1 priority environmental issue and changes you wanted to see, use the Cool Planning Tool *(last slide)* to show the path:

- from what to why

(from the resources you have to the changes you want to see)

-OR-

- from why to what

(from the changes you want to see to the resources you'll need)

Super Cool Planning Tool

to get to these results
(long-term outcomes)

We'll use these resources
(inputs)

for these activities
(tasks)

WHY?

to make these changes
(short-term outcomes)

to reach these people
(customers)

to produce these products & services
(outputs)

WHAT?

these things could impact project (positive influences)

these things could impact project (negative influences)