State Fiscal Recovery Funds (SFRF)
Proposal Application

Applicant Name _____ DUNS Number _____

Applicant Address _____ TIN Number _____ (EIN) _____

Point of Contact _____ Authorized Person _____

Address _____ Address _____

Phone number _____ Phone Number _____

Email Address _____ Email Address _____

Amount of Request __$_____

Project Title _Boys & Girls Clubs: Relief Essential for Arkansas' Disadvantaged Youth (Club READY)_

Type of Proposal   Non-infrastructure__$_____Infrastructure_____

GENERAL QUESTIONS

1. <u>**Executive Summary**</u> - High-level overview of the applicant's intended and actual uses of funding including, but not limited to an applicant's plan for use of funds to promote a response to the pandemic and economic recovery. *(50 to 250 words)*

The COVID-19 pandemic has created numerous negative outcomes for our most vulnerable citizens – our children, especially those living in disadvantaged circumstances and economically distressed areas. Boys & Girls Clubs in communities across the state can step into the gap and help encourage more equitable recovery for kids who need us most by supporting youth in the following ways: **1)** Provide evidence-based academic support in afterschool and summer programs that supplement school efforts to address lost learning; **2)** Strengthen social-emotional and behavioral skills for kids who have struggled with issues exacerbated by COVID; **3)** Secure more opportunities for career preparation among teens who have been set back by economic impacts of COVID; **4)** Supplement feeding programs that ensure better nutrition for youth in communities experiencing health inequities along socioeconomic lines; **5)** Improve ventilation upgrades and adaptations in Club facilities (congregate settings) to address COVID mitigation; and **6)** Support costs of personal protective equipment, cleaning supplies, health professional screenings and related costs for ensuring safe environments for kids.

Support from COVID relief funds for the "Club READY" project will support essential services provided at 24 Club organizations (at up to 50 program sites) and serve vulnerable youth, predominantly from low-income communities, who have disproportionately been impacted by the effects of COVID-19.

As noted in the *Compliance and Reporting Guidance*, Appendix 2, evidence-based refers to interventions with strong or moderate levels of evidence.

- Strong evidence means the evidence base that can support causal conclusions for the specific program proposed by the applicant with the highest level of confidence. This consists of one or more well-designed and well-implemented experimental studies conducted on the proposed program with positive findings on one or more intended outcomes.
- Moderate evidence means that there is a reasonably developed evidence base that can support causal conclusions. The evidence base consists of one or more quasi-experimental studies with positive findings on one or more intended outcomes OR two or more nonexperimental studies with positive findings on one or more intended outcomes. Examples of research that meet the standards include well- designed and well-implemented quasi experimental studies that compare outcomes between the group receiving the intervention and a matched comparison group (i.e., a similar population that does not receive the intervention).

- Preliminary evidence means that the evidence base can support conclusions about the program's contribution to observed outcomes. The evidence base consists of at least one nonexperimental study. A study that demonstrates improvement in program beneficiaries over time on one or more intended outcomes OR an implementation (process evaluation) study used to learn and improve program operations would constitute preliminary evidence. Examples of research that meet the standards include: (1) outcome studies that track program beneficiaries through a service pipeline and measure beneficiaries' responses at the end of the program; and (2) pre- and post-test research that determines whether beneficiaries have improved on an intended outcomes.

2. **Strategies for effective, efficient, and equitable outcomes** – Describe any strategies employed to maximize programmatic impact and effective, efficient, and equitable outcomes. Given the broad eligible uses of funds, please explain how the funds would support communities, populations, or individuals. *(50 to 250 words)*

To maximize programmatic impact, Clubs will utilize funds for programs supported by evidence-based strategies and/or best practices in the field, including for academic enhancement, social-emotional support, and career preparation. For example, Clubs' academic intervention will utilize *Project Learn*, a moderate evidence-based strategy supporting learning in Clubs.   Clubs will track the following: number of youth served by programs; race/ethnicity of Club members; and socio-economic measures of children and families served.

Clubs will maximize efficient delivery of services through collaborations with community partners that supplement services for kids, including food services, social services, mental health programs, juvenile justice programs, recreation programs, and schools and community colleges.

Youth served by Boys & Girls Clubs have been disproportionately impacted by an uneven access to the classroom and to technology, disruptions to home life, exposure to economic stress, isolation and food instability that have all combined to create a toll of unrealized learning, reinforced fears and anxieties that have set back the futures of thousands of children and youth in Arkansas. These are the kids that are most likely to be served by Boys & Girls Clubs and who benefit from mentors and programs that ensure kids have a safe place to go after school and during the summer, benefitting both the youth who attend and the families who can return to work without worry for their kids.

The following questions should be answered based upon how you intend to verify/defend your answer above, in the event of an audit, regarding how your program is designed to promote equitable outcomes. Measurable goals will be included as part of the annual reporting requirements.

a. **Goals:** Are there particular historically underserved, marginalized, or adversely affected groups that you intend to serve within your jurisdiction? How will you measure equity regarding the number severed and equitable outcomes at the various stages of the program?

Funds will support Boys & Girls Club members of whom approximately 40% are from minority races or ethnicities; at least 50% qualify for free or reduced-price school lunch; 33% live in single-parent households; and 43% reside in rural communities (per Clubs' 2019 annual reports). Per CDC and other data, we know that vulnerable youth among these populations are those most likely to have experienced economic harm, health inequities, negative mental health outcomes and reduced learning opportunities. Program participant data will be collected through yearly Club membership applications and renewals that reflect age, gender, ethnicity, household income, and other relevant measures.

_____
_____

b. **Awareness:** How equal and practical is the ability for residents or businesses to become aware of the services funded by the SFRF? How will you measure the way in which residents or businesses became aware of the service funded at the various stages of the program?

Boys & Girls Clubs are strong advocates within their communities for their services and their programs. Clubs engage in collaborations with multiple organizations when it comes to referrals for programs and services. If desired, Clubs can survey families for their understanding of how COVID relief funds have been utilized to expand services to their families and children.

_____

c. **Access and Distribution:**
   a. Are there differences in levels of access to benefits and services across groups?
      Programs and services are open to all families, regardless of ability to pay. The values of diversity, equity and inclusion are observed in services provided for kids and encouraged among youth during program participation.

      _____
      _____
   b. Are there administrative requirements that result in disparities in ability to complete applications or meet eligibility criteria?
      _____No._____

      _____

   c. How do you intend to reach individuals without internet access?

Lack of internet access is not typically a problem in methods used for enrolling kids or communicating with families. Often communication is in person, masked as needed. Schools regularly promote Club programs and the services available to families through Clubs.   Clubs also make opportunities available for youth enrollment at school and community events.

d. **Outcomes:** Are intended outcomes focused on closing gaps, reaching universal levels of service, or disaggregating progress by race, ethnicity, and other equity dimensions where relevant for the policy objective?
Club program responses using COVID relief funds will address closing opportunity gaps that exist with the children and families we serve.
_____

3. **Other Funds** -Will other federal recovery funds be required to cover a part of the cost of the proposal? Yes_____   No ____X_____

Note: Applicants are responsible for ensuring a duplication of benefits does not occur when multiple sources of funds are being used.

a. If yes, what is the source of these funds and how will it be used to support this proposal?
_____
_____

4. **Public Health** – Please describe how these funds will be used to respond to COVID-19 and the broader health impacts of COVID-19 and the COVID-19 public health emergency.
These funds will support several health-related impacts of COVID-19, including the following:
1) <u>Social Emotional Wellness: Providing mental health first aid training for Club staff so they can provide initial support for kids who may be developing a mental health or substance use problem and help connect them to the appropriate care. Clubs may alternatively utilize a program called "Positive Action" which is a widely recognized evidence-based model recognized by SAMHSA's National Registry of Evidence-Based Programs and Practices and the US Department of Justice/ Office of Juvenile Justice and Delinquency Prevention (OJJDP). (A series of validated studies have shown Positive Action to enhance social-emotional, mental and physical, and academic outcomes.) Clubs may seek to hire a full-or part-time social emotional or behavioral specialist to work with individual Club kids on their personal situations and help identify needs and opportunities to get appropriate support for removing barriers that help ensure improved social-emotional outcomes.</u>

2) Ventilation-Facility Health Upgrades/Adaptations: Upgrades to Club HVAC systems, filtration and ductwork will help minimize COVID and other viruses shown to be more communicable through air than through touched surfaces. Many Club have a need for upgrades that will enhance the safety of their facilities for the long-term through these efforts.

3) Cleaning and Screening: These costs continue to be a need for programs that daily serve kids, as does the need for sanitation supplies, personal protective equipment, cleaning staff, health professional screenings, and costs for ensuring safe Clubs.

4) Food and Nutrition: Children need nutrition so they can grow, develop and focus on learning instead of thinking about where their next meal will come from. Clubs seek support to address costs for: food, weekend backpacks, nutrition instruction, supplies and transporting food to communities where kids' needs are high.

_____
_____

5. **Negative Economic Impacts** – Please describe how these funds will be used to respond to the negative economic impacts of the Covid-19 public health emergency, including to household and small businesses.

Supporting low-income families by ensuring the availability of affordable, high impact youth development programs is critical for Arkansas' economy to bounce back from the negative impacts of COVID.

Getting teens the support they need to set them on a course to graduate from high school with a plan for the future is imperative in getting Arkansas, in the longer term, back on track economically. The impact of COVID on young people's prospects for employment are expected to be potentially devastating and long-term due to reasons that include interrupted learning, disconnectedness, feelings of hopelessness and a job market witnessing seismic shifts in multiple industries. Yet, many employers say that the inability to find qualified workers is their biggest obstacle to growth, and that they need employees with soft skills in communication, creativity, collaboration and critical thinking. Clubs can deliver on these needs through the following career preparation offerings:

a) TRANSFR Virtual Reality technology and services provide programming for youth to enhance career preparation by using technology-based simulations of real jobs in actual industries. Youth will use hands-on, cutting-edge reality technology to explore occupations that interest them, help guide their high school academic coursework, advise their pastimes, and help prepare them for first job opportunities in Arkansas that support career pathways and support Arkansas employers' needs.

b) Roadmap to Careers is a digital product by Boys & Girls Clubs of America that helps young people explore careers that are relevant to their unique interests, then empowers them to start taking steps to those careers. The Boys & Girls Clubs of America (BGCA) evidence-informed approach to work readiness begins preparing young people from the age of six years old to develop essential knowledge, skills and learning experiences they need to succeed in life and work.

c) Earning a Retail Credential is an opportunity for older Club teens through a partnership with the National Retail Federation and support of BGCA.

6. **Services to Disproportionately Impacted Communities** – Please describe how funds are being used to provide services to communities disproportionately impacted by the Covid-19 public health emergency.
Clubs are located in communities and distressed neighborhoods that serve families where kids most need the programs and services that Clubs provide. Proportionate to the rest of the youth population in Arkansas, Clubs serve more kids of color, from low-income and single-parent families, kids in foster care, and kids who are most likely to engage the juvenile justice system.

7. **Community Engagement** - Please describe how your planned or current use of funds incorporates written, oral, and other forms of input that capture diverse feedback from constituents, community-based organizations, and the communities themselves. Where relevant, this description must include how funds will build the capacity of community organizations to serve people with significant barriers to services, including people of color, people with low incomes, limited English proficient populations, and other traditionally underserved groups.
During a recent conversation with a CEO of the Boys & Girls Clubs of Benton County in Bentonville ,which supports six program sites throughout the community, he commented that this award would be transformational to his organization and deeply impactful for the kids that his Clubs serve. This Club CEO and others across the state have witnessed the severe impacts that COVID has had on kids, from learning loss to increased behavioral disruptions, to the expressed need of more families desiring to have a truly positive and safe place for their kids to engage where they have access to mentors, support for problems they may be facing, and guidance to help keep their kids on a forward path. Clubs serve kids who need us most – those who might be left behind by other traditional services in schools and communities. If the award is secured for the Club READY project, it is assured that tens of thousands of those youth across the state will benefit in immeasurable (and measurable) ways. We will intend to capture that feedback through parent surveys and through captured narratives from our community partners and collaborators.

8. **Premium Pay** -Please describe the approach, goals, and sectors or occupations served in any premium pay program. Describe how your approach prioritized low-income workers. (if applicable)

(Not applicable)_____

9. **Water, sewer, and broadband infrastructure** -Describe the approach, goals, and types of projects being pursued, if pursuing. (if applicable)
(Not applicable)_____

Expenditure Categories

Expenditure Categories –

The U.S. Treasury has developed a set of expenditure categories to be used. There is a total of seven (7) expenditure categories (EC) with multiple subcategories.   Under each appropriate expenditure category, dollar amounts should be entered at the subcategory level. The totals entered in the subcategory level should equal the amount requested for this proposal. See Tables EC1-EC7.

The table below identifies the possible expenditure categories that can be used for both non-infrastructure and infrastructure proposals. Please refer to this table to make sure you have answered the correct

Expenditure Category Table

Expenditure Category	Non-Infrastructure Proposal	Infrastructure Proposal	Non-Entitlement Reporting
EC 1 Public Health	X		
EC 2 Negative Economic Impacts	X		
EC3 Services to Disproportionately Impacted Communities	X		
EC 4 Premium Pay	X		

EC 5 Infrastructure		X	
EC 6 Revenue Replacement (do not use)	X		
EC 7 Administration (do not use)			X

Performance Indicators and Programmatic Questions

While recipients have discretion on the full suite of performance indicators to include within a proposal, a number of mandatory performance indicators and programmatic data must be included. These are necessary to allow Treasury to conduct oversight as well as understand and aggregate program outcomes across recipients.

This section provides an overview of the mandatory performance indicators and programmatic data for each Expenditure Category:

a. Household Assistance (EC 2.2 & 2.5) and Housing Support (EC 3.10-3.12):
   - Number of people or households receiving eviction prevention services (including legal representation)
   - Number of affordable housing units preserved or developed

b. Negative Economic Impacts (EC 2):
   - Number of workers enrolled in sectoral job training programs
   - Number of workers completing sectoral job training programs
   - Number of people participating in summer youth employment programs

c. Education Assistance (EC 3.1-3.5):
   - Number of students participating in evidence-based tutoring programs[25]

d. Healthy Childhood Environments (EC 3.6-3.9):
   - Number of children served by childcare and early learning (pre-school/pre-K/ages 3-5)
   - Number of families served by home visiting

Data Entry

Under each expenditure category, dollar amounts should be entered at the subcategory level. The totals entered in the subcategory level should equal the amount requested for this proposal. The U.S. Treasury has issued mandatory questions that must be answered for expenditure categories and expenditure subcategories if an amount is assigned to that subcategory.

EXPENDITURE CATEGORY TABLE 1

Expend-iture Category	Description	Amount	Required Programmatic Data Question	Data
1.1	COVID-19 Vaccination^			
1.2	COVID-19 Testing^			
1.3	COVID-19 Contact Tracing			
1.4	Prevention in Congregate Settings (Nursing Homes, Prisons/Jails, Dense Work Sites, Schools, etc.) *			
1.5	Personal Protective Equipment			
1.6	Medical Expenses (including Alternative Care Facilities)			
1.7	Capital Investments or Physical Plant Changes to Public Facilities that respond to the COVID-19 public health emergency			
1.8	Other COVID-19 Public Health Expenses (including Communications, Enforcement, Isolation/Quarantine)			
1.9	Payroll Costs for Public Health, Safety, and Other Public Sector Staff Responding to COVID-19		Number of government FTEs responding to COVID-19 supported under this authority	
1.10	Mental Health Services*			

1.11	Substance Use Services*			
1.12	Other Public Health Service			

*Denotes areas where recipients must identify the amount of the total funds that are allocated to evidence-based interventions (Proposal Guidance Page 15,6)

^Denotes areas where recipients must report on whether projects are primarily serving disadvantaged communities (Proposal Guidance Page 18, d)

EXPENDITURE CATEGORY TABLE 2

Expend-iture Category	Description	Amount	Required Programmatic Data Question	Data
2.1	Household Assistance: Food Programs ^ *		**Household Assistance (EC 2.1-2.5):** • Brief description of structure and objectives of assistance program(s) (e.g., nutrition assistance for low-income households) • Number of individuals served (by program if recipient establishes multiple separate household assistance programs) • Brief description of recipient's approach to ensuring that aid to households responds to a negative economic impact of	
2.2	Household Assistance: Rent, Mortgage, and Utility Aid ^ *			
2.3	Household Assistance: Cash Transfers ^ *			
2.4	Household Assistance: Internet Access Programs ^ *			

2.5	Household Assistance: Eviction Prevention ^ *		Covid-19, as described in the Interim Final Rule	
2.6	Unemployment Benefits or Cash Assistance to Unemployed Workers *			
2.7	<mark>Job Training Assistance (e.g., Sectoral job-training, Subsidized Employment, Employment Supports or Incentives) ^ *</mark>		# enrolled and participaing in career prep, summer internships, etc.	
2.8	Contributions to UI Trust Funds			
2.9	Small Business Economic Assistance (General) ^ *		Small Business Economic Assistance (EC 2.9): • Brief description of the structure and objectives of assistance program(s) (e.g., grants for additional costs related to Covid-19 mitigation) • Number of small businesses served (by program if recipient establishes	

				multiple separate small businesses assistance programs) • Brief description of recipient's approach to ensuring that aid to small businesses responds to a negative economic impact of COVID-19, as described in the Interim Final Rule	
2.10	Aid to Nonprofit Organizations *				
2.11	Aid to Tourism, Travel, or Hospitality			Aid to Travel, Tourism, and Hospitality or Other Impacted Industries (EC 2.11-2.12): • If aid is provided to industries other than travel, tourism, and hospitality (EC 2.12), a description of pandemic impact on the industry and rationale for providing aid to the industry • Brief narrative description of how the assistance provided responds to negative economic impacts of the COVID-19 pandemic • For each subaward: o Sector of employer (Note: additional detail, including list of sectors to be provided in a users' guide) o Purpose of funds (e.g., payroll support, safety measure implementation	

Expenditure Category	Description	Amount	Required Programmatic Data Question	Data
2.12	Aid to Other Impacted Industries			
2.13	Other Economic Support ^ *			
2.14	Rehiring Public Sector Staff		Rehiring Public Sector Staff (EC 2.14): • Number of FTEs rehired by governments under this authority	

*Denotes areas where recipients must identify the amount of the total funds that are allocatedto evidence-based interventions (see Use of Evidence section above for details)

^Denotes areas where recipients must report on whether projects are primarily servingdisadvantaged communities (see Project Demographic Distribution section above for details)

EC3 - Services to Disproportionately Impacted Communities

EXPENDITURE CATEGORY TABLE 3

Expend-iture Category	Description	Amount	Required Programmatic Data Question	Data
3.1	Education Assistance: Early Learning ^ *		Education Assistance (EC 3.1-3.5): • The National Center for Education Statistics ("NCES") School ID or NCES District ID.	
3.2	Education Assistance: Aid to High-Poverty Districts ^ *			

3.3	Education Assistance: Academic Services ^ *		List the School District if all schools within the school district received some funds. If not all schools within the school district received funds, list the School ID of the schools that received funds. These can allow evaluators to link data from the NCES to look at school-level demographics and, eventually, student performance.[1]	
3.4	Education Assistance: Social, Emotional, and Mental Health Services ^ *			
3.5	Education Assistance: Other ^ *			
3.6	Healthy Childhood Environments: Child Care ^ *			
3.7	Healthy Childhood Environments: Home Visiting ^ *			
3.8	Healthy Childhood Environments: Services to Foster Youth or Families Involved in Child Welfare System ^ *			
3.9	Healthy Childhood Environments: Other ^ *		Support for sanitation supplies/cleaning, screenings	
3.10	Housing Support: Affordable Housing ^ *			
3.11	Housing Support: Services for Unhoused Persons ^ *			
3.12	Housing Support: Other Housing Assistance ^ *			
3.13	Social Determinants of Health: Other^ *		Meals & snacks supported by funding	
3.14	Social Determinants of Health: Community Health Workers or Benefits Navigators ^ *			
3.15	Social Determinants of Health: Lead Remediation ^			
3.16	Social Determinants of Health: Community Violence Interventions ^ *			

---

[1] For more information on NCES identification numbers see https://nces.ed.gov/ccd/districtsearch/ (districts) and https://nces.ed.gov/ccd/schoolsearch/ (schools).

*Denotes areas where recipients must identify the amount of the total funds that are allocatedto evidence-based interventions (see Use of Evidence section above for details)

^Denotes areas where recipients must report on whether projects are primarily servingdisadvantaged communities (see Project Demographic Distribution section above for details)

EC 4 - Premium Pay

EXPENDITURE CATEGORY TABLE 4

Expend-iture Category	Description	Amount	Required Programmatic Data Question	Data
4.1	Public Sector Employees		Premium Pay (both Public Sector EC 4.1 and Private Sector EC 4.2): • List of sectors designated as critical to the health and well-being of residents by the chief executive of the jurisdiction, if beyond those included in the Interim Final Rule (Note: a list of sectors will be provided in the forthcoming users' guide).	
4.2	Private Sector: Grants to Other Employers			
			• Number of workers to be served	
			• Employer sector for all subawards to third-party employers (i.e., employers other than the State, local, or Tribal government) (Note: a list of sectors will	

		be provided in the forthcoming users' guide).	
		• For groups of workers (e.g., an operating unit, a classification of worker, etc.) or, to the extent applicable, individual workers, for whom premium pay would increase total pay above 150 percent of their residing State's average annual wage, or their residing county's average annual wage, whichever is higher, on an annual basis:	
		o A brief written narrative justification of how the premium pay or grant is responsive to workers performing essential work during the public health emergency. This could include a description of the essential workers' duties, health or financial risks faced due to COVID-19, and why the recipient government determined that the premium pay was responsive to workers performing essential work during the pandemic. This description should not include personally identifiable information; when addressing individual workers, recipients should be careful not to include this information. Recipients may consider describing the workers' occupations and	

		duties in a general manner as necessary to protect privacy	

*Denotes areas where recipients must identify the amount of the total funds that are allocatedto evidence-based interventions (see Use of Evidence section above for details)

^Denotes areas where recipients must report on whether projects are primarily servingdisadvantaged communities (see Project Demographic Distribution section above for details)

EC 5 - Infrastructure

Infrastructure projects have additional reporting and data gathering requirements.

Workforce practices on any infrastructure projects being pursued should provide information related to how are projects using strong labor standards to promote effective and efficient delivery of high-quality infrastructure projects while also supporting the economic recovery through strong employment opportunities for workers.

Please provide answers to the follow questions for all infrastructure projects:

• Projected/actual construction start date (month/year) _____
• Projected/actual initiation of operations date (month/year) _____
• Location (for broadband, geospatial location data) _____

• For projects over $10 million:
    a. A applicant may provide a Wage Reporting certification that, for the relevant project, all laborers and mechanics employed by contractors and subcontractors in the performance of such project are paid wages at rates not less than those prevailing, as determined by the U.S. Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code (commonly known as the "Davis-Bacon Act")[2], for the corresponding classes of laborers and mechanics employed on projects of a character similar to the contract work in the civil subdivision of the State (or the District of Columbia) in which the work is to be performed, or by the appropriate State entity pursuant to a corollary State prevailing-wage-in-construction law (commonly known as "baby DavisBacon Acts").

---

[2] Davis-Bacon and Related Acts | U.S. Department of Labor (dol.gov)

Certification Provided Yes _____   or   No_____

b. If such certification is not provided, an applicant must provide a project employment and local impact report detailing:
   - Estimated number of employees of contractors and sub-contractors working on the project _____
   - Estimated number of employees on the project hired directly and hired through a third party _____
   - Wages and benefits of workers on the project by classification_____
   - Are those wages are at rates less than those prevailing_____ _____

c. An applicant may provide a certification that a project includes a project labor agreement, meaning a pre-hire collective bargaining agreement consistent with section 8(f) of the National Labor Relations Act (29 U.S.C. 158(f))[3].

   Certification Provided Yes _____   or   No_____

d. If the applicant does not provide such certification, the recipient must provide a project workforce continuity plan, detailing:

   - How the applicant will ensure the project has ready access to a sufficient supply of appropriately skilled and unskilled labor to ensure high-quality construction throughout the life of the project? _____
   _____
   _____

   - How the applicant will minimize risks of labor disputes and disruptions that would jeopardize timeliness and cost-effectiveness of the project?
   _____
   _____

   - How the applicant will provide a safe and healthy workplace that avoids delays and costs associated with workplace illnesses, injuries, and fatalities?
   _____
   _____
   _____

   - Will workers on the project receive wages and benefits that will secure an appropriately skilled workforce in the context of the local or regional labor market?
   _____

   - Does the project have completed a project labor agreement? _____

---

[3] National Labor Relations Act | National Labor Relations Board (nlrb.gov)

- Does the project prioritize local hires? _____
- Does the project have a Community Benefit Agreement, with a description of any such agreement?

_____

_____

EXPENDITURE CATEGORY TABLE 5

Definitions for water and sewer Expenditure Categories can be found in the EPA's handbooks. For "clean water" expenditure category definitions, please see: https://www.epa.gov/sites/production/files/2018-03/documents/cwdefinitions.pdf. For "drinking water" expenditure category definitions, please see: https://www.epa.gov/dwsrf/drinking-water-staterevolving-fund-national-information-management-system-reports

Expend-iture Category	Description	Amount	Required Programmatic Data Question	Data
5.1	Clean Water: Centralized Wastewater Treatment		Water and sewer projects (EC 5.1-5.15): • National Pollutant Discharge Elimination System (NPDES) Permit Number (if applicable; for projects aligned with the Clean Water State Revolving Fund) • Public Water System (PWS) ID number (if applicable; for projects aligned with the Drinking Water State Revolving Fund)	
5.2	Clean Water: Centralized Wastewater Collection and Conveyance			
5.3	Clean Water: Decentralized Wastewater			
5.4	Clean Water: Combined Sewer Overflows			
5.5	Clean Water: Other Sewer Infrastructure			
5.6	Clean Water: Stormwater			
5.7	Clean Water: Energy Conservation			
5.8	Clean Water: Water Conservation			
5.9	Clean Water: Nonpoint Source			

5.1	Drinking water: Treatment		
5.11	Drinking water: Transmission & Distribution		
5.12	Drinking water: Transmission & Distribution: Lead Remediation		
5.13	Drinking water: Source		
5.14	Drinking water: Storage		
5.15	Drinking water: Other water infrastructure		
5.16	Broadband: "Last Mile" projects		Broadband projects (EC 5.16-5.17): • Speeds/pricing tiers to be offered, including the speed/pricing of its affordability offering • Technology to be deployed • Miles of fiber • Cost per mile • Cost per passing • Number of households (broken out by households on Tribal lands and those not on Tribal lands) projected to have increased access to broadband meeting the minimum speed standards in areas that previously lacked access to service of at least 25 Mbps download and 3 Mbps upload o Number of households with access to minimum speed standard of reliable 100 Mbps symmetrical upload and download o Number of households with access to minimum speed standard of reliable 100 Mbps download and 20 Mbps upload • Number of institutions and businesses (broken out by institutions on Tribal lands and those not on Tribal lands) projected to have increased access to
5.17	Broadband: Other projects		

		broadband meeting the minimum speed standards in areas that previously lacked access to service of at least 25 Mbps download and 3 Mbps upload, in each of the following categories: business, small business, elementary school, secondary school, higher education institution, library, healthcare facility, and public safety organization ● Specify the number of each type of institution with access to the minimum speed standard of reliable 100 Mbps symmetrical upload and download; and o Specify the number of each type of institution with access to the minimum speed standard of reliable 100 Mbps download and 20 Mbps upload	

*Denotes areas where recipients must identify the amount of the total funds that are allocatedto evidence-based interventions (see Use of Evidence section above for details)

^Denotes areas where recipients must report on whether projects are primarily servingdisadvantaged communities (see Project Demographic Distribution section above for details)

EC 6 - Revenue Replacement (not to be used at this time)

EC 7 - Administrative DFA purposes only.

Submitted by ._____ .
                                         Printed Name and Title

Signature _____*Suzanne Passmore*_____

Date _____