

FISH AND WILDLIFE SERVICE
STATE GRANT PROGRAMS

State Grant Programs

Part 522 Federal Aid Program Guidance

Chapter 13 Hunter/Aquatic Education

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13.1 What is the purpose of this chapter? This chapter provides guidance on grants to support the State hunter education and/or aquatic resource education programs. We provide more specific information, assistance, and examples in two special publications, "Hunter Education Guide - A Supplement to the Federal Aid Handbook" and "Aquatic Resource Education Guide - A Supplement to the Federal Aid Handbook," available from any Regional Federal Aid office.

13.2 What are the eligible purposes for these grants? Grants for hunter education and aquatic resource education must have objectives related to one or more of the following purposes [50 CFR 80.5]:

A. Hunter education grants must have as their purpose the education of hunters to develop the skills, knowledge, and attitudes necessary to be responsible hunters. Grants must have objectives related to one or more of the following [WR Act Sec 8(b), 50 CFR 80.5(a)(2)]:

(1) Training in the safe use of hunting equipment, hunter responsibility, and knowledge of wildlife resources. The instruction may include, but is not limited to, the safe and proficient use of hunting equipment, hunter responsibility, principles of wildlife management, wildlife identification, and to a practical degree, a live firing experience.

(2) Providing facilities needed for instruction. The facilities may include classrooms, shooting ranges, and related support facilities. Besides training students and instructors, shooting ranges may also serve to enhance the public's knowledge and proficiency in the use of firearms and other hunting equipment. (See 522 FW 10 for guidance on facilities construction.)

(3) Gathering information to help develop, implement, and evaluate hunter education projects. (See 522 FW 12 for guidance on survey and inventory grants.)

B. Aquatic resource education grants must have as their purpose the enhancement of the public's understanding of water resources and aquatic life forms and sport fishing, and the development of responsible attitudes and ethics toward the aquatic environment [SFR Act Sec. 777(a)(3)]. Grants must have objectives related to one or more of the following:

(1) Training in aquatic ecology and biology of fish and other aquatic life forms. The training may include principles of fishery and aquatic resource management; responsible use of aquatic resources; and skills, knowledge, and attitudes to develop responsible anglers.

(2) Providing educational information to the public about aquatic resources. Activities may include the preparation and distribution of printed material and films, presentations to citizens groups, and technical assistance.

(3) Providing facilities needed for training or education. (See 522 FW 10 for guidance on facilities construction.)

(4) Gathering information to help develop, implement, and evaluate aquatic resources education projects. (See 522 FW 11 and 12 for guidance and requirements on survey and inventory and research grants.)

C. The education of trappers is eligible for inclusion in the hunter education project only to the extent that it relates to safety, responsibility, humane trapping methods, and avoidance of non-target species. Development of trapping skills, grading, treatment, and marketing of pelts are not eligible. [WR Act Sec 8(b), 50 CFR 80.5(a)(2)]

13.3 What documentation is required for Grant Proposals (GP)? For each project within a grant for hunter or aquatic education, a project statement must include the information below [50 CFR 80.13]. If a project within the grant includes the construction of training facilities such as ranges, see 522 FW 10 for documentation requirements specific to facilities construction.

A. Need. Identify a specific problem or deficiency that you intend the hunter education or aquatic education project to address.

B. Objective(s). Provide a concise statement of what the project will accomplish in terms of the stated need. For example:

(1) During 2000-2004, to provide instruction to 17,500 students annually in accordance with the standards set forth in the State Hunter Education Training Manual.

(2) For the GP period, to train 16,000 students annually on the issues of water quality, populations of aquatic life forms, use of public access facilities, and the role of aquatic resources in the environment.

(3) To develop and implement by 2003, a public information program on the use and application of lawn fertilizers to decrease the introduction of excess nutrients into streams and rivers due to runoff.

C. Results and Benefits. For each project within a grant, identify and quantify the benefits provided by the project. For example:

(1) This training will provide a safe, controlled environment for training students in meeting the State's mandatory hunter education requirements. We expect that this training will further reduce the State's hunting accident rate and improve the behavior and image of hunters.

(2) We will conduct this training in a controlled environment using the hands-on method of training and will give the student an appreciation and understanding of the aquatic resources and life forms within the State. We expect that

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this training will provide a long-term approach to improving the quality of the aquatic resources, reduce violations of fishing regulations, and improve habitat conditions.

(3) We anticipate that they can achieve the decrease in the runoff from improper use of lawn fertilizers through public information, and result in a 50-percent decrease in nitrogen introduction. This level of decrease will minimize or eliminate oxygen depletion due to warm weather algae blooms in critical areas of State rivers and streams.

D. Approach. For each project within a grant, describe the work to be done.

E. Location. Identify the locations of the work. For instructional programs, the location may be Statewide. However, for the construction or development of a facility, the location must be specific.

F. Cost. For each project within a grant, provide the estimated cost, by year, for accomplishing the objective.

13.4 What documentation is required to support the Grant Proposal? Refer to 522 FW 1 for general information on documentation to support the GP.

13.5 What documentation is required to support the Grant Agreement (GA)? For each project within a Grant Proposal or a Grant Agreement, provide a summary of work to be accomplished by location and the estimated cost of each during the GP or GA period. [50 CFR 80.11(a), 43 CFR 12.50(b)(3)]. If any project within the grant includes the construction of training facilities such as ranges, see 522 FW 10 for documentation requirements.

13.6 What are allowable costs? 43 CFR 12.62 and 522 FW 1 contain general requirements related to allowable costs. Costs for construction or development of facilities designed to include public use other than for Federal Aid program purposes must be allocated among the benefitting programs [50 CFR 80.15(c)]. The allocation of costs is not necessary if the non-Federal Aid program purposes are incidental to the primary use.

13.7 Is there a funding cap for aquatic education grants? Aquatic resource education grants and "outreach and communications" grants or projects within grants are, together, subject to a 15-percent funding cap. A State may not obligate more than 15-percent of its annual apportionment for both types of grants. (See 522 FW 15 for guidance on outreach and communications grants.)

13.8 What special conditions apply to these grants? The availability of training and use of facilities must comply with Federal nondiscrimination requirements. [Civil Rights Act of 1964 (Pub. L. 88-352), Sec 504 of the Rehabilitation Act of 1973 (Pub. L. 93-112), Americans With Disabilities Act of 1990 (28 CFR 35), Age Discrimination Act of 1975

(Pub. L. 94-135), Title IX of the Education Amendments of 1972 (Pub. L. 93-318)]

13.9 What are the requirements for monitoring and performance reporting? States are responsible for monitoring their Federal Aid projects within each grant to ensure compliance with Federal requirements and to ensure that they are meeting project objectives [50 CFR 80.18].

A. Non-Construction Projects.

(1) Annual Performance Reports. For non-construction projects, the State must submit an annual performance report within 90 days of the completion of the grant year, normally the expiration date of the GA [43 CFR 12.80(b)(1)]. If the annual performance report cannot be submitted within the 90-day period, the State must send a written request for extension and an estimated date for submission, to the Regional Director before the end of the 90-day period [43 CFR 12.80(b)(1)]. Unless otherwise advised by the Regional Office, an original and two copies of the report are needed [43 CFR 12.80(b)(3)]. Annual performance reports must contain the following information [43 CFR 12.80(b)(2)]:

(a) For each project in the GA, a summary of the work completed during the GA period compared to the work plan identified in the project agreement.

(b) Costs incurred during the GA period.

(c) Explain any deviations in work or costs, why they occurred, and how these may impact on accomplishment of the stated objective(s).

(d) For reports involving land acquisition, refer to 522 FW 6 for reporting requirements.

(2) Final Reports. A final performance report is due 90 days after the conclusion of the GP period [43 CFR 12.80(b)]. If the final report cannot be submitted within the 90-day period, the State must send a written request for extension and an estimated date for submission, to the Regional Director before the end of the 90-day period [43 CFR 12.80(b)(1)]. Unless otherwise advised by the Regional Office, submit an original and two copies of the report [43 CFR 12.80(b)(3)]. Final reports must contain the following information [43 CFR 12.80(b)(2)]:

(a) A description of the progress made through the end of the Grant Proposal (GP) period toward accomplishment of the stated objectives for each project in the GP.

(b) Final costs for each project in the GP.

(c) In the case where a project within the GP failed to accomplish its stated objective(s) or where there was

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deviation from cost estimates, provide an analysis and explanation of the slippage and/or deviation.

teachers conducting hunter or aquatic education classes during school hours would be valued at the teacher's regular rate of pay, exclusive of fringe benefits or overhead.

B. Construction Projects.

(1) Annual Performance Reports. For construction projects within a grant, annual performance reports may consist of certified percentage-of-completion data resulting from onsite inspections for each project and costs incurred for each project. However, we may require additional details [43 CFR 12.80(c)].

(2) Final Reports. For construction projects, final performance reports may consist of a completion certificate for each project in a grant, based on site inspections by a qualified State engineer and the costs incurred for each project. However, we may require additional details [43 CFR 80(c)].

C. Sub-grantees. The State is responsible for obtaining from sub-grantees and contractors information on performance necessary for the State to meet annual and final performance reporting requirements as noted above.

13.10 What are the financial reporting requirements?

States must submit an annual Financial Status Report (SF-269) within 90 days of the completion of the grant year, normally the expiration date of the GA [43 CFR 12.81(b)]. Copies of the form are available from the Regional Offices. If a State cannot provide the report within the 90-day period, the State must submit a request for extension to the Regional Director. The request must contain a justification for the delay and an estimated date for submission of the required report.

13.11 How are volunteer services reported?

The State may use volunteer services for meeting the State share of grant costs provided they require such services for completion of the project. 43 CFR 12.64 and in 522 FW 1 contain the basic requirements related to in-kind contributions.

A. You may use the value of volunteer instructors as an in-kind contribution to match only the costs for work on instructional objectives.

B. To establish a value for volunteer instructors, you may use the hourly rate (including fringe benefits) for a State conservation officer, education officer, or similar position within the agency.

C. When an employer volunteers the services of an employee, the State should value these services at the employee's regular rate of pay, exclusive of employee fringe benefits and overhead, if the services provided are in the same line of work. For example, public school