

District of Columbia
District Department of the Environment



**NOTICE OF FUNDING AVAILABILITY
AND
REQUEST FOR APPLICATIONS (RFA)**

Environmental Education Programs in the District of Columbia

Watershed Protection Division
RFA #2013-WPD-05

March 22, 2013

Application deadline: by 4:30 PM April 19, 2013

Government of the District of Columbia
District Department of the Environment
1200 First Street, NE 5th Floor
Washington, DC 20002
(202) 535-2600



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SECTION 1. GENERAL INFORMATION

1.1 Introduction

The District of Columbia District Department of Environment (DDOE) is soliciting grant applications from eligible entities (called “Applicants”). The goals of this Request for Applications (RFA) are to collaborate with organizations to advance the District’s meaningful watershed educational experiences efforts and to implement DDOE’s schoolyard conservation site program. The following programs or offices of DDOE are administering this RFA: Watershed Protection Division.

1.2 Purpose of the Grants

The purpose of these grants is to assist DDOE in providing a “meaningful stream or Chesapeake Bay experience” for every student enrolled in District of Columbia public schools.

1.3 Source of Funds

The source of funds for the grants is the District’s Stormwater Enterprise Fund, the District’s Anacostia River Clean Up and Protection Fund, the U.S. Environmental Protection Agency (USEPA) Nonpoint Source Management Grant (CFDA 66.460, Award Number C9-003496), and the USEPA Chesapeake Bay Implementation Grant (CFDA 66.466, Award Number CB-973977-01).

1.4 Competition for a Grant Award

This RFA is competitive. Each grantee must demonstrate its ability to carry out the activities for the grant(s) for which it applies (called a “project”). A review panel will evaluate the applications for each advertised grant according to the stated list of criteria in each project’s description. The proposal(s) with the highest score/s will be awarded the grant.

Specifically, grant awards will be made based on eligibility (Section 1.6), the extent to which the proposed project fits within the scope and available funding of the grant, strength of the application, and the organization’s capacity to achieve the grant’s goals.

Each applicant may submit an application for more than one (1) project, if applicable.

1.5 Projects and Funds Available

This RFA presents the following number of projects for the stated total amount of grants: three grants for a total of \$500,000. DDOE seeks applications for:

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Project 01: Implement Schoolyard Conservation Site Education Program – \$ 60,000

Project 02: Overnight Meaningful Watershed Educational Experiences for Fifth Grade Students in Wards 7 and 8 in the District of Columbia – \$400,000

Project 03: Trash Focused Meaningful Watershed Education Experiences for Third – Eighth Grade Students in the District of Columbia – \$40,000

1.6 Eligibility

Nonprofit organizations with IRS 501(c)(3) or 501(c)(4) determinations, faith-based organizations, and educational institutions are eligible to apply.

A continuing condition of eligibility is that the application is truthful and its material conditions are still valid. For instance, if an application rested on the availability of specially-skilled staff, and those staff should leave after the application's submittal, or the grant award to the Applicant, the Applicant has the responsibility to advise DDOE in writing. Another example would be the loss of the organization's nonprofit tax status.

1.7 Permissible Use of Grant Funds

Grantees may use grant funds only for allowable grant project expenditures. Grant funds will be provided on a reimbursement basis, except that an advance of funds may be provided in limited circumstances.

1.8 Grant Monitoring

DDOE may use several methods to monitor the grant, including site visits, periodic financial reports and the collection of performance data. Each grant is subject to audit.

1.9 RFA Conditions - Promises, Certifications, and Assurances

Please read carefully the attached Appendix 3, "Applicant's Promises, Certifications, and Assurances." That document is incorporated by reference in this RFA. When an applicant signs the application it is making the listed promises, certifications and assurances and agrees to the other statements in that appendix.

1.10 DDOE's Authority to Make Grants

General Authority: DDOE has grant-making authority under: the Water Pollution Control Act of 1984, eff. Mar. 16, 1985, as amended, (D.C. Law 5-188; D.C. Official Code §§ 8-101.01 *et seq.*), including § 8-103.12 (Make water-related research grants to

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universities and institutions); the DDOE Establishment Act of 2005, §§ 101 et seq., eff. Feb. 15, 2006, as amended, (D.C. Law 16-51, D.C. Official Code §§ 8-151.01-.15), including § 8-151.07(10) (Make awards and grants to improve the environment); and other applicable laws and regulations.

1.11 Conflicts Between RFA and Applicable Law

If there are any conflicts between the terms and conditions of this RFA and a provision of applicable law, including a public law, statute or regulation, the provision of the law shall control.

SECTION 2. SUBMISSION OF APPLICATION

2.1 RFA Release Date

The release date of the RFA is March 22, 2013.

2.2 Obtaining a Copy of the RFA

A person may obtain a copy of this RFA by any of the methods in section 2.6. Please add to any note “Regarding RFA: (name and number).”

2.3 Applications: When, What, and Where

When: All applications must be received at the address below by 4:30pm on April 19, 2013.

An application will be dated and recorded temporarily as “received” until DDOE staff has reviewed it to see if it is complete. DDOE considers an application to be “filed” only if all the required materials are submitted.

An application is not filed when sent. Late or incomplete applications will not be determined to be “filed.”

What: Copies and formats: Each application must consist of:

Five (5) hard copies; and

One (1) electronic copy.

The Department will not receive fax copies. Do not submit a fax copy.
The contents of the Application are specified below, in Section 3.

Where: The hard copies must be filed with DDOE at the following address:

District of Columbia Department of the Environment
RFA – Grants
1200 First Street, NE
5th Floor
Washington, DC 20002

Attn: RFA Enviro Ed Programs in DC #2013-WPD-05

Email: 2013EnvEdRFA.grants@dc.gov

Please note, if an organization is applying for more than one grant, a separate application packet must be submitted for each grant.

2.4 Award Announcement

DDOE expects to notify each Applicant of its award status within six (6) weeks after the application due date, in writing.

2.5 Updates and Q-and-A's

It is the Applicant's responsibility to stay up-to-date on the status and requirements of the grant for which it is applying.

DDOE welcomes questions seeking clarification of matters in this RFA. The questions should be sent to the email address presented below, in DDOE Contacts. DDOE will publish updates and Questions-and-Answers regarding the RFA at the web site indicated below, in "Contact Information." DDOE will also create an email list. A person can be put on the email list by immediately emailing the address below with the subject line "RFA #2013-WPD-05 – Add me to the email list."

DDOE will provide the same information by email at the same time the information is uploaded to the DDOE web site. Hard copy updates will be available for pickup at DDOE's offices, listed below, by appointment. DDOE will NOT mail out updates or Q&A materials.

2.6 DDOE Contacts

DDOE can be contacted about this RFA (use the RFA's name and number whenever possible) through the following:

- (a) **Download**, by visiting the DDOE's website, www.ddoe.dc.gov. Look for the following title/section, "Resources," click on it, cursor over the pull-down "Grants," click on it, then cursor down to "RFA" and find the announcement for this RFA. Click on it. Then choose this document, and related information, to download in PDF format;
- (b) **Email** a request to 2013EnvEdRFA.grants@dc.gov with "Request copy of RFA" in the subject line;

- (c) **In person by** making an appointment to pick up a copy from DDOE's offices at the following address, in subsection “(d)” (mention this RFA by name and number); or

- (d) **Write** DDOE at Office of Grants Management, 1200 First Street, N.E., 5th Floor, Washington, DC 20002, “Attention: RFA - Requesting a copy” on the outside of the letter.

SECTION 3. APPLICATION CONTENT

3.1 Format

Proposals should be formatted as follows:

- (a) Use plain, white, 8 ½” x 11” recycled paper with a one-inch margins, headers and footers;
- (b) Applications should be double-sided if possible;
- (c) Limit each project description to 15 double-spaced pages.
- (d) Staple the application in the top left-hand corner. Do not use a plastic cover or other form of binding.

3.2 Cover Sheet

Please fill in the attached cover sheet, Appendix 1, answering the questions on it. The cover sheet must have the requested information. When you have completed filling out the cover sheet, please save it for submittal as a .pdf file.

3.3 Proposal Content

DDOE intends to fund projects that will benefit the environment, and, in particular, the environment of the District of Columbia. The proposal should explain, in increasing levels of detail, how the applicant will accomplish this.

First, present a summary. Then describe the project, starting with objectives, outcomes and outputs, and ending with specific activities and the project budget. Finally, describe the applicant’s team and why the applicant can accomplish the proposed project.

- (a) Present the summary of the project.**

After writing the proposal, and its details, the applicant should summarize the proposal for an introductory section of the document. The summary should be only one or two paragraphs.

(b) Present the project in detail.

After briefly stating what the project is to accomplish, present the quantifiable outputs and how to measure the project's success. This will require identifying the target audience, explaining how the chosen methods will produce the outputs, and then what resources must be expended to achieve them. In presenting the project team and the budget, insure that expenditures are those that the grant can reimburse.

(1) Recognize the purpose and objectives.

Because all of the RFA's grants seek to fund projects that will benefit the environment, the proposal should state, first in general terms, how it will benefit the environment and the proposal's stated targets, or objectives.

(2) Describe the target audience.

If the proposed project is educational, or if a component of it will educate, the proposal must identify the target audience and address how the project will engage the target audience. Of course, the proposal would describe how educating the target audience would benefit the local environment.

(3) Present the project outcomes, outputs, and activities.

DDOE evaluates grant-funded projects at three additional levels. These are increasingly more specific – the expected outcomes, the project outputs that will produce the outcomes, and, finally, the activities that make the outputs possible.

The proposal must address the outcomes, outputs and activities:

A ***project outcome*** is a medium- to long-term result that occurs and/or continues after the project ends. Examples: improved health of residents; an adequately-sized riparian buffer; or increased public awareness of the effects of human activities on the health of the Chesapeake Bay. Outcomes tend not to be quantified, because they are typically statements of relative conditions.

An ***output*** is a short-term result achieved at the end of the project period. Examples: providing watershed education to 100 students; installation of 200 square feet of green roof and an informational sign; or two acres of land cleaned of invasive plants. Outputs can, and should be, quantified.

Activities are undertaken to achieve the outputs and outcomes. For example, if the project involves teachers, the proposal would explain how the applicant will recruit the teachers, what the teachers will do, and if any experience or research supports the proposed use of teachers.

The proposal should connect the projected outcomes with the outputs, and the outputs, in turn, to the funded activities. This will provide reviewers with a good idea of what the proposed project will achieve if funded.

(4) Describe methods.

The proposal should communicate how the applicant will harness people and resources to create the proposed activities.

(5) Explain how project success will be measured.

Provide quantifiable measurements. For example, a trash removal project addresses the pounds of trash removed, a water project measures the amount of stormwater captured. Also, if there are key tasks in the project, the proposal would identify the milestones that the project will achieve in order to produce outputs.

(6) Observe restrictions and be aware of available preference points in the scoring.

Please read the project description very carefully to see if there are restrictions for the DDOE grant. For instance, certain activities might be required to take place in the District, or the scoring might give extra points to labor sourced in the District.

(7) Present the project budget.

The proposal must present a project budget. The budget must come with a narrative.

An example of a project budget table, with categories that DDOE examines, appears in Appendix 2. Your narrative should explain each budget line item. The explanation should be thorough enough to allow a reviewer to understand why expenditure levels were chosen and how the line item amounts were derived. The narrative should list its principal assumptions. For example, “Senior staff are \$xx per hour times xx hours.”

The proposal should use the budget format in Appendix 2. But, if your own internal budget format is more detailed and covers each of the indicated line items, you may submit in that budget format. That format presents the total cost of the project, even if the total exceeds the amount of the grant.

Resources other than those from the grant would appear in the column titled “Non-DDOE Match,” meaning the applicant intends to provide the indicated resources, the “match,” and that the resources do not come from DDOE. The applicant would enter in this column both dollars and the value of the in-kind contributions. In-kind contributions can include staff time, volunteer services, already-paid licensing fees, materials, supplies, and the use of equipment or real estate.

Volunteer hours provided to a grantee or sub-grantee by individuals must be valued at rates consistent with those which the applicant’s organization ordinarily pays for similar work, including salary and fringes. If the grantee or sub-grantee does not have employees performing similar work, the rates will be valued according to those ordinarily paid by other employers for similar work in the same labor market.

The applicant must verify that all costs in the budget are allowable and verifiable. See “Allowable Costs” and “Non-Allowable Costs,” listed below. Please keep in mind that DDOE will require documentation for grant payments, and the entire grant will be subject to audit.

(8) Be aware of allowable costs.

Allowable costs are those typical of operations:

1. Rental of office space, some vehicles, and some equipment;
2. Employee salaries and benefits;
3. Contractor labor, including professional services;
4. Accounting, bookkeeping services;
5. Communications, including telephone and data services;
6. Printing, reproduction, including signage;
7. Materials and supplies;
8. Many computers and printers;
9. Plants and tree-plantings;
10. Small tools;
11. Some field equipment, typically below \$5,000 in value;
12. Postage, shipping;
13. Some travel, meals and lodging; and
14. Insurance.

If the category or size of the expenditure is not obviously connected to the proposed project, the proposal should justify it. For example, a project to install a \$100,000 trash trap should discuss how the particular equipment was identified and why the price is the best for the project.

Non-Allowable Costs include those for lobbying and entertainment, for such long term items as real estate, and for most very large expenditures:

1. Most major equipment, like vehicles;
2. Lobbying, including salaries and overheads and out-of-pocket expenses;
3. Entertainment;
4. Interest payments on loans;
5. Most food; and
6. Land purchases.

(c) Describe the applicant.

(1) Describe the organization.

Describe the organization's history, mission, and current or past projects that demonstrate the organization's capacity to achieve the project's goals. This section should be limited to one page. For further information the applicant can reference a web site or an attached organizational brochure or resume.

(2) Identify key personnel.

The proposal should identify the key team members for the project and provide brief biographies or their resumes. The team members can be staff, volunteers or contractors.

(3) Summarize past performance of DC grants/contracts.

DDOE wants to know if an applicant has worked with the District of Columbia as a contractor, grantee or partner. The proposal must identify District agencies from which the organization has received funding in the past five years, stating the grant or contract title, the agency, the grant number or other identifier, the amount paid, and what was accomplished as a result of the funding. The applicant must also briefly describe disputes, investigations or audits.

(4) Identify partners.

Sometimes partnerships can improve the success of a project. These might be agencies, NGOs, companies or individuals. If a partner is involved in the project, the applicant should describe the partner's involvement and resource commitments. The proposal should identify and attach a letter of support on the partner's letterhead, or email with formal identification, from an authorized official.

SECTION 4. Review Panel and Application Scoring

4.1 Review Panel

This is a competitive grant. The review panel for the RFA will be composed of individuals with knowledge in the areas directly related to the RFA. The review panel will review, score and rank each applicant's proposal.

When the review panel has completed this work, the panel will make recommendations for awards based on the scoring criteria for the particular grant at issue.

Review panels vary in size. Typically three to five people sit on a review panel. The review panel will consist of at least three technical people. At least two of the review panel will be from DDOE staff. Whenever practicable each panel will have at least one person from outside of DDOE.

4.2 Scoring Criteria

The reviewers score each proposal according to a list of criteria, and their available points. The scoring of each application is based on a 100-point scale. The criteria and the points appear in the RFA's description of each grant opportunity. The applicant should read this list carefully, insuring that the proposal addresses each of the criteria.

The review panel will evaluate each proposal using the criteria listed with each project description. The panel will recommend the top scorer for funding (subject, of course, to how much grant funding is available).

Preferences may be awarded for points independent of the 100-point scale. An Applicant with an address in the District at the time of the application will be awarded a residency preference of 10 (ten) points. If the Applicant does not have an address in the District, but the application includes a District-based business or non-profit partner, five (5) points will be awarded. The residency preference will be afforded as follows:

1. The preference points will be added to any points awarded to the applicant on the 100-point scale used to rank qualified applications to each project.
2. Preference candidates will be selected ahead of equally scoring, non-preference candidates.

Some grants require matching funds or other matching resources. Some grants do not require matches, but do allot points for scoring. Matches can be provided with resources of value to the proposed project, as discussed above in the section on budget. The applicant should read the grant description carefully to determine if a match is required or allot points.

SECTION 5. FILING REQUIREMENTS

5.1 Documents to file as part of the proposal

Each of the following documents must be filed as part of the proposal package. If the document is not in this filing, DDOE may classify the grant application as “received” but not filed. Status as “received” will not meet the application deadline. Exception: If a government agency must issue the document, and the applicant has requested the document, DDOE may accept a copy of the applicant’s request to the agency as proof of the request.

(a) Certificate of Good Standing

Each applicant must submit a Certificate of Good Standing from the DC Department of Consumer and Regulatory Affairs. The Certificate shall be current. DDOE defines “current” as having been issued within 60 days of the date of the application’s submission.

(b) Promises, Certifications, and Assurances Document

Each applicant must sign the lengthy document called “Promises, Certifications, and Assurances” (“PCA”) in Appendix 3. This document is incorporated by reference in the RFA. This means that it is, and should be read as, part of the RFA. This is an important document.

Signing the PCA as though under oath, is a condition of eligibility for the grant applied for. If the Applicant organization is not prepared to sign the PCA it should not apply for

a grant. The signature also constitutes a continuing promise and certification, which is a continuing condition of eligibility for each grant described in the RFA.

The PCA must be signed by an individual grant recipient or, if an organization, by the duly authorized officer of the applicant organization. If the person signing for the Applicant is barred by faith or custom from swearing under oath, s/he may “attest to the truth.”

The applicant is not required to send the entire document back to DDOE. Rather, DDOE requires the table of contents and the signature page. The applicant should print the pages on which the Table of Contents appears and the last, signature, page of the document, sign the signature page, and submit the pages with the proposal.

The PCA also includes a sworn statement verifying that the Applicant is current on all obligations outstanding to the District, including the District’s agencies. DDOE defines “current” to mean as of the date of the application, the date of a grant award, and the period of the grant. DDOE will require, as a condition of continuing eligibility, that a grantee stay current on such obligations.

(c) W-9 tax form

The applicant must submit a current completed W-9 form, prepared for US Internal Revenue Service purposes. DDOE defines “current” to mean that the document was completed within the same calendar year as that of the application date. If the applicant has submitted a current completed W-9 to DDOE for another application, or for another purpose, the applicant may submit a copy of that document.

(d) Tax Exemption Letter

The tax exemption letter is the Internal Revenue Service’s (IRS) determination letter of non-profit status, if one was issued. If not available, then the applicant should provide its most recent IRS Form 990 tax return, if one was submitted. If no return has yet been filed, the organization can submit its IRS tax status application. If the group has a supporting organization with an IRS tax determination, the related documents should be submitted.

If there is no IRS documentation because the organization is a religious organization the applicant may submit the best evidence it can of its status: (i) a letter from the leader of the organization verifying that the organization is a religious group; (ii) a letter from the group’s board chair or similar official, verifying that the organization is a religious group; (ii) the applicant’s most recently submitted state sales or other tax

exemption form, if it exists (Form 164 in the District of Columbia); or (iii) the state's issued tax exemption certificate or card, if it exists. (*See IRS publication no. 1828, Tax Guide for Churches and Religious Organizations.*)

(e) Applicant's current fiscal year budget

The applicant must submit its full budget, including projected income, for the organization's current fiscal year, using a format as least as detailed as that presented in Appendix 2. Also, the applicant should submit a comparison of budgeted versus actual income and expenses to-date.

(f) Applicant's financial statements

If the applicant has undergone an audit, it must provide the most recent audited financial statements. If audited financial statements are not available, the applicant must provide its most recent complete year's unaudited financial statements.

(g) Separation of duties policy

Applicant must submit a statement that states how the organization separates financial transactions/duties between people within the organization, for the purposes of preventing fraud and/or waste. This may be a statement that already exists as a formal policy of the organization, or the applicant may create the statement for the application. The applicant should state which is the case.

This statement should describe how financial transactions are handled and recorded. It should include names and titles of personnel involved in handling money, how many signatures the bank/s requires on the organization's checks and withdrawal slips. It should address other limits on staff and board members' handling the organization's money.

(h) If applicable, letters of support

If a project requires a partner, the applicant should attach a letter of support, or equivalent, with the proposal. DDOE has experience with four cases:

1. District of Columbia Public Schools

If the applicant will work with the District of Columbia Public Schools (DCPS), then it must include a letter of support from the principal of each school with which it will work,

and, if available, from each participating teacher. Teachers and principals may send a joint letter.

2. Property Owner

If the applicant will work on public land, it must submit a letter of support from the managing agency. Similarly, if the applicant is to work on private land, it must submit a letter of support from each property owner. If the project includes construction or installation, the letter must acknowledge that the property owner will be responsible (either directly or through an agreement with another entity) for project maintenance.

3. Partnering Organization

If the applicant has identified a project partner, it must include a letter of intent from the collaborating organization(s), agreeing to participate in the proposed project. The letter should demonstrate that the partnering organization understands the project presented for funding and the activities and/or services which the partner will provide.

4. National Park Service

Projects that would be carried out on National Park Service (“NPS”) property will require NPS permission. Sometimes the paperwork supporting such permission takes extra time to complete. DDOE will accept more informal statements generated by responsible NPS officials, including emails.

5.2 Documents to file if DDOE notifies that it will make the grant

Each of the following documents must be filed with DDOE before DDOE can pay out funds pursuant to a grant award. Exception: If a government agency must issue the document, and the applicant/grantee has requested the document, DDOE may accept a copy of the applicant’s request to the agency as proof of the request.

(a) Certificate of insurance

The grantee shall be required to submit a Certificate of Insurance giving evidence of the required coverage, either before or after the award, but before work commences. In reviewing the grant proposal, DDOE will presume that the budget covers the cost of this required insurance, and will not later adjust the grant award for this amount.

(b) Assurance of continued truth and accuracy

The grantee will be required to reaffirm upon acceptance of the grant award that the statements it signed in support of its application are still true and correct, or, if not, what has changed. One of the grantee's promises, as an applicant, is to advise DDOE of material changes since the filing of the application.

(c) SAM registration with federal government

If the project description in this RFA identifies the funding source and it is wholly or partially funded by a federal grant, open a SAM account at <https://www.sam.gov/portal/public/SAM> and report the SAM registration number to DDOE.

SECTION 6. FILING REQUIREMENTS GENERAL PROVISIONS

6.1 Grant award administration

The following terms and conditions apply after DDOE has made its decision to grant an award.

(a) DDOE's announcement of award

DDOE's objective is to announce grant awards by at least six (6) weeks after the date it publishes the RFA.

(b) Grantee's reports

The Grantee must file reports as one of the continuing conditions for eligibility:

1. Quarterly status reports (template to be provided with the grant award). These reports will be due on each of the following dates. The reports discuss grant activities for the preceding quarter:

1 st Q (Jan-Mar):	April 15
2 nd Q (Apr-Jun):	July 15
3 rd Q (Jul-Sep):	October 15
4 th Q (Oct-Dec):	January 15

If a report's due date falls on a weekend or District holiday, the report will be due the next business day.

The report must detail actions taken in the quarter preceding the report date, highlight outputs achieved, and report unforeseen changes to project timetable, staffing or partnerships, as well as any other changes that may affect project outcomes.

2. A final report (template to be provided with the grant award). This report may include the grantee's quantifying the project's outputs and describing the extent to which project outcomes met or will meet the objectives of the funded proposal. DDOE prefers hard data, and analysis of the data.

(c) Reimbursement of project expenditures

Grantees will not be reimbursed for any work that is undertaken before DDOE awards the grant.

DDOE's standard practice for grant award payments is to reimburse for expenditures related to work performed. In limited cases, DDOE may pay start-up funds at the beginning of the grant period. If the applicant seeks start-up payments, it should make the request in its proposal, and explain the request.

DDOE operates on the District's fiscal year, which starts October 1 of a calendar year and ends September 30 of the next calendar year. The grantee may submit a reimbursement request, or invoice, at any time during the fiscal year. Each request/invoice must include supporting documentation.

Reimbursements will be mailed to the address on file for the grantee. DDOE may make electronic payments in lieu of mailing checks. DDOE generally pays grant invoices six (6) weeks after DDOE receives them.

DDOE will withhold the final 10 (ten) percent (10%) invoiced under a grant until all activities have been completed, including receipt of the final report.

SECTION 7. PROJECTS PROPOSED FOR GRANT FUNDING

7.1 Summary: Project Titles and Available Funds

Project No.	Title	Amount available
Project 01:	Implement Schoolyard Conservation Site Education Program	– \$60,000
Project 02:	Overnight Meaningful Watershed Educational Experiences for Fifth Grade Students in Wards 7 and 8 in the District of Columbia	– \$400,000
Project 03:	Trash Focused Meaningful Watershed Education Experiences for Third – Eighth Grade Students in the District of Columbia	– \$40,000

7.2 Project Descriptions

Project 01: Implement Schoolyard Conservation Site Education Program

Project amount \$60,000

Introduction:

Schoolyards can provide opportunities to create habitat for wildlife, landscape with native plants, highlight water conservation techniques, and retain and filter stormwater runoff by incorporating innovative landscape designs. In addition to the environmental benefits that can be obtained by utilizing these techniques in schoolyards, these projects also beautify school grounds and provide an outdoor learning opportunity that supports effective teaching practices and promotes student learning. In the District of Columbia, informing students about green landscaping is especially pertinent due to the poor health of the local waterways and the Chesapeake Bay and the lack of wildlife habitat and green space in our urban environment.

With this in mind, the District Department of the Environment (DDOE), Watershed Protection Division has developed the Schoolyard Conservation Site (SCS) program, “*RiverSmart Schools*.” This SCS education program provides teachers with the training and financial resources to utilize their school grounds for outdoor environmental education, with an emphasis on District science, math, and reading standards. Through the SCS education program, teachers are provided with curricula that are focused on using outdoor green spaces as learning environments. The curricula, provided by the applicant, are geared towards District math, science, and reading standards; however, teachers from other subjects are also encouraged to utilize the conservation sites. It is expected that students, teachers, and associated communities will learn to utilize and maintain these outdoor greening sites.

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Funding for this project comes from the U.S. Environmental Protection Agency (USEPA) Nonpoint Source Management Grant (CFDA 66.460, Award Number C9-003496).

Approximate Available Funds:

Sixty thousand dollars (\$60,000) for one award, pending the availability of funds. The grant may be renewed at an approximate amount up to or greater than the original award amount, based on the availability of funds, the grantee's performance, the grantee's capacity to maintain or increase the scope of work, and the District's need for the scope of work to be maintained or increased.

Project Period:

Two (2) years, with the possibility to renew the grant annually for up to two (2) additional years, depending on the availability of funds and the applicant's performance.

Project Description:

The WPD seeks to expand the SCS education program to five (5) District schools that have not been previously funded through this program, and that have been selected through an application process; and support five (5) existing SCS sites. The specific activities required under this award are:

- **Teacher Training, Curriculum Connection, and Follow-up:** DDOE will assist applicant in identifying two (2) to three (3) teachers from each SCS to lead their school's SCS efforts. To ensure that the selected schools and teachers understand how to use their schoolyard conservation site to teach District math, science, and reading standards and to strengthen their skill in outdoor environmental education, DDOE and the applicant will conduct 16 hours of teacher training for all teachers. Training will include hands-on curriculum that can be utilized for teaching District science, math, and reading standards outdoors using the SCS site. The topics will include:
 - Nonpoint source water pollution and low impact development (LID) methods of reducing stormwater runoff;
 - Impacts of nonpoint source water pollution on the Anacostia and Potomac rivers, and the Chesapeake Bay;
 - Native plants, trees, habitat, conservation landscaping practices, and soil lessons;
 - Using the site to teach the District of Columbia math, science, and reading standards appropriate for the age group of students using the site; and
 - Team building and utilizing the SCS site/teaching in the outdoors.

- **Integrating SCS into Educational Curriculum:** During the two (2) year grant period, applicant will provide one or more staff person(s) to dedicate a minimum of 20 hours per week working to provide indoor/outdoor classroom teaching assistance to the teachers covering the above topics. The applicant is expected to coordinate a watershed field experience for two classes at each school to learn about the watershed. Some suggestions are visiting the Claggart Farm or Smithsonian Environmental Research Center, boarding the Chesapeake Bay Foundation boats, and/or arranging for museum visits to special exhibits.
- **Community Connections (Outreach):**
 - Develop a SCS team for each school comprised of three teachers, one administrator, one maintenance staff, and one parent and/or community person. The team will involve the surrounding community with site preparation, plantings and maintenance of the garden. The applicant will develop the strategies to involve the community, and facilitate the team building;
 - Attend the SCS design charette, cleanup days and planting days; and
 - Work closely with DDOE and DC Environmental Education Consortium's Schoolyard Greening Committee to integrate sites/schools into the city-wide schoolyard greening efforts such as Growing Healthy Schools Week, garden tours, training workshops, etc.
- **Supplying plants, tools, and materials for maintenance of the five existing SCS sites:** Applicant will budget one thousand dollars (\$1,000) each for maintenance of the five (5) preexisting SCS sites. Applicant will work with teachers and community connections to determine SCS needs and procure all items. Applicant must account for all expenditures through the reporting and invoicing process.
- **Schoolyard Conservation Site Education Evaluation:** Applicant will be required to conduct a pre- and post-test for students participating in the program. Teachers will also be asked to fill out a form evaluating the success of program.
- **Plan and conduct a culminating event:** Teachers, parents and community stakeholders from all SCS will present their projects, exchange lesson plans and talk about how they have integrated the projects into their curriculum.

Note: Potential applicants may consider partnering with other organizations to fulfill all components of the SCS program.

Project Outcomes:

- Awareness by teachers, students, and surrounding community of the use of schoolyard greenspace to promote low impact development (LID) methods, wildlife habitat, native plants, water conservation, and the reduction of nonpoint source water pollution;

- Involvement by the school body and surrounding community in caring for their school grounds;
- The connection of local greenspace to the local environment, waterways, and to the Chesapeake Bay; and
- A working conservation site team for each school.

Project Outputs and Deliverables:

- Thirty (30) teachers trained to teach their students in an out-of-doors environment to understand low impact development (LID) methods improve wildlife habitat and local water quality;
- Number of team and classroom visits, and number of students educated;
- Ten (10) SCS teams established and working on SCS sites;
- Five (5) SCS maintained;
- Evaluation results from both student pre- and post-tests and teacher evaluations; and
- One culminating event that allows for presentation and exchange of methods used to successfully integrate the projects into the curriculum.

Criteria for Evaluating Proposals:

- The application is well-written with clear goals and objectives (5 points);
- Project budget has high investment of resources and time in working with the school teams, teachers and students (15 points);
- Method for providing technical assistance in outdoor teaching is clearly outlined (15 points);
- Outreach strategy to engage local community, parents, and any other potential partners in building and maintaining conservation site teams are clearly defined (15 points);
- A draft schedule for teacher trainings with associated curricula and topics to be covered is provided (10 points);
- A student pre- and post-test and teacher evaluation instrument is included (5 points);
- Knowledge about and ability to teach environmental education and gardening emphasizing wildlife habitat, native plants, low impact development, and conservation landscaping making clear connections on how teachers will be able to utilize the SCS site for educational purposes (20 points);
- The applicant provides a non-federal match, in-kind or cash (5 points); and
- The application presents an adequate and reasonable justification for the funds requested (10 points).

Additional points: If the applicant has an address in the District at the time of the applicant – ten (10) points. If the applicant does not have an address in the District, but the application includes District-based businesses or non-profit partners – five (5) points.

Project 02: Overnight Meaningful Watershed Educational Experiences for Fifth Grade Students in Wards 7 and 8 in the District of Columbia

Project Amount: \$400,000

Introduction:

The District Department of the Environment (DDOE), Watershed Protection Division has the responsibility of providing a “meaningful stream or Chesapeake Bay experience” for every student enrolled in the District of Columbia public schools. Most recently, DDOE led the District’s effort to develop a state environmental literacy plan. Submitted to the Council of the District of Columbia in July 2012, one of the goals is to engage every student in at least one Meaningful Outdoor Educational Experience at each grade level.

This two-year project will help realize the vision of graduating well-informed District students prepared to be competitive in the green economy by connecting students to nature and advancing the integration of environmental literacy into curriculum in District schools. This project incorporates an overnight component to allow District students to spend a significant amount of time learning about their watersheds while immersed in a non-urban environment.

This project aims to serve every District fifth grade student enrolled in Ward 7 and 8 DC Public Schools (DCPS) and DC Public Charter Schools. The objectives are to provide a hands-on, outdoor experience that will connect students to their watershed and to the Chesapeake Bay and will help create an ethic of responsible citizenship while meeting DC Educational Standards approved by the DC Office of the State Superintendent of Education (OSSE). Projects that provide a three-day/two-night experience for approximately 1500 youth per school year, and include environmental education programming (teaching watershed and sustainability lessons) and team building activities (such as climbing wall, ropes course, and canoeing) will be given greater consideration; however, all project submissions are encouraged and will be considered.

Funding for this project comes from the District’s Chesapeake Bay Implementation Grant (CBIG) (CFDA 66.466, Award Number CB-973977-01) and local District funding, which may include the Anacostia River Clean Up and Protection Fund and Stormwater Enterprise Fund. The DDOE manages the U.S. Environmental Protection Agency (USEPA)-funded CBIG grant to implement restoration activities in the District to benefit the Chesapeake Bay and to provide environmental education opportunities to District students. The DDOE administers the local District funds for the purposes of restoring and protecting the Anacostia River and other impaired waterways.

Approximate Available Funds:

Four hundred thousand dollars (\$400,000) for one project, pending availability of funds.

Project Period:

Two (2) years, depending on the availability of funds and grantee’s performance.

Project Description:

This project restructures and expands the District’s Meaningful Watershed Educational Experience (MWEE) offerings by targeting a new grade level in a specific area of the District. Fifth grade students are the focus of this project because the fifth grade Science Educational Standards include a life science unit that includes environmental and ecological concepts that are specific to the Washington, DC area. Therefore, focusing on fifth grade students allows the project to advance the goals of the DC Environmental Literacy Plan and become an important part of the science curriculum. To ensure that projects meet DC Educational Standards, proposals should reference specific standards to be met through the project, and a completed DCPS Lesson Plan Template should accompany each proposal. DC Educational Standards can be found on the OSSE web site: <http://osse.dc.gov/service/dc-educational-standards>.

Following the Chesapeake Bay Agreement’s definition, a meaningful Bay or stream experience should, in addition to teaching students about their watersheds and the Chesapeake Bay, include the following components:

1. Experiences are investigative or project-oriented where questions, problems, and issues are investigated by the collection and analysis of data, both quantitative and qualitative. Project-orientated experiences include restoration, monitoring, and natural resource protection. The use of technology is also encouraged;
2. Each project should be designed with a preparation phase, an outdoor action phase and a reflection, analysis, and reporting phase; and
3. The experiences should be an integral and ongoing part of the instructional program, not enrichment or ancillary. The experiences should be integrated into the curriculum, occur over time and be aligned with the District's educational standards.

See the *Chesapeake Bay Agreement 2000* at <http://www.chesapeakebay.net/agreement.htm> for the definition of a “meaningful watershed educational experience.”

Project Outcomes:

- Approximately 1500 District fifth grade students, primarily selected from schools located in Wards 7 and 8, will have a hands-on meaningful watershed educational experience connecting them to the Chesapeake Bay;
- District fifth grade students will be knowledgeable about some of the nonpoint source pollution issues of the local rivers and the Chesapeake Bay;

- Students will have completed an outdoor environmental stewardship project or a field study; and
- Students will have spent at least three days and two nights in a non-urban setting.

Project Outputs & Deliverables:

- An outdoor land, forestry, water, etc. experience for fifth grade students linking them to the Anacostia or Potomac River and the Chesapeake Bay;
- Classroom visits in the schools before and after the overnight experience;
- The grant recipient schedules transportation and provides meals for students and their teachers;
- Documentation of each MWEE experience and number of students provided this experience on a report form provided by WPD;
- Copy of the curriculum used;
- Quarterly status reports showing accomplishments, progress to date, and detailing the completion of project objectives; and
- A final report including pictures of the project.

Criteria for Proposal Evaluation:

- Meets the criteria for a meaningful Chesapeake Bay watershed experience (25 points);
- Includes confirmed collaboration partners and a description of how they will work with the lead applicant to ensure all fifth grade students (approximately 1500 youth) in Wards 7 and 8 participate in this program, and how they will select additional participants if necessary (20 points);
- Offers an overnight, hands-on experience and gets students outdoors somewhere in the Chesapeake Bay watershed within 30 miles of the District (5 points);
- Helps students and teachers meet at least two Science Standards (15 points);
- Presents an adequate and reasonable justification for the funds requested that includes the cost per pupil (15 points);
- Matching costs provided in the proposal (15 points); and
- Includes commitment letters from schools located in Wards 7 and 8 (5 points).

Additional points: If the applicant has an address in the District at the time of the applicant – ten (10) points. If the applicant does not have an address in the District, but the application includes District-based businesses or non-profit partners – five (5) points.

Project 03: Trash Focused Meaningful Watershed Education Experiences for Third –Eighth Grade Students in the District of Columbia

Project 03 Amount: \$40,000

Introduction:

The District Department of the Environment (DDOE), Watershed Protection Division has the responsibility of providing a "meaningful stream or Chesapeake Bay experience" for every student in the District of Columbia Public Schools (DCPS).

The objective of this project is to provide an outdoor, hands-on experience that connects students to their watershed and to the Chesapeake Bay, and help create an ethic of responsible citizenship while meeting the DC Educational Standards approved by the Office of the State Superintendent of Education (OSSE). Projects that provide an experience in nature or on the water will be given preference. DDOE will also give preference to projects that emphasize watershed stewardship activities that focus on a student's responsibility not to litter and keep litter off city streets and out of the river. Projects that focus on multiple classes within one school will also be given preference. The District is interested in preventing trash from entering the District waterways in order to comply with local legislative initiatives and regulatory requirements.

Funding for this project comes from local District funding, which may include the Anacostia River Clean Up and Protection Fund and Stormwater Enterprise Fund. The DDOE administers these local District funds for the purposes of restoring and protecting the Anacostia River and other impaired waterways.

The U.S. Environmental Protection Agency (USEPA) requires that the District develop and implement a plan to prevent trash from entering the Anacostia River. This is detailed in the Anacostia Trash TMDL (Total Maximum Daily Load). Many of the activities that will be implemented under this project will also assist the District in complying with this regulatory requirement.

Approximate Available Funds:

Forty thousand dollars (\$40,000) for multiple projects with an average award of fifteen thousand to twenty thousand dollars (\$15,000 - \$20,000), pending the availability of funds. Grant renewals will be funded at a maximum of twenty thousand dollars (\$20,000) or less, depending on the availability of funds, the grantee's performance, and the scope of work.

Project Period:

One (1) to two (2) years, and renewable for an additional year, for a total of three (3) years, depending on the availability of funds and grantee’s performance.

Project Description:

Third to eighth grade students are the focus of this project and should meet the Chesapeake Bay Standard (# 4.7.10) for fourth grade science. For third and fifth-eighth grade classes, other grade appropriate science standards can be used to provide a Chesapeake Bay watershed experience. Focusing on grade appropriate standards allow the project to become an important part of the science curriculum. Experiences should be provided for third-eighth grade classes in the same school to help build and strengthen an environmental education presence in schools. To ensure that projects meet the DC Educational Standards, proposals should reference specific standards to be met through the project and a completed Lesson Plan Template should accompany each proposal. DC Educational Standards can be found on the OSSE web site: <http://osse.dc.gov/service/dc-educational-standards>.

Following the Chesapeake Bay Agreement’s definition, a meaningful Bay or stream experience should, in addition to teaching students about their watersheds and the Chesapeake Bay, include the following components:

- Experiences that are investigative or project-oriented where questions, problems, and issues are investigated by the collection and analysis of data, both quantitative and qualitative. Project-orientated experiences include restoration, monitoring, and natural resource protection. The use of technology is also encouraged;
- Each project should be designed with a preparation phase, an outdoor action phase, and a reflection, analysis and reporting phase; and
- The experiences should be an integral and ongoing part of the instructional program, not enrichment or ancillary. The experiences should be integrated into the curriculum, occur over time and be aligned with the District's educational standards.

See the *Chesapeake Bay Agreement 2000* at <http://www.chesapeakebay.net/agreement.htm> for the definition of a “meaningful watershed educational experience.”

Project Outcomes:

- DCPS third-eight grade students will have a hands-on water or water related experience connecting them to the Bay;

- DCPS third-eighth grade students will be knowledgeable about some of the issues of the local rivers and the Chesapeake Bay; and
- Students will have completed an outdoor environmental stewardship project or a field study.

Outputs and Deliverables:

- Provide an outdoor forestry, water, trash, etc. experience for students linking them to the Anacostia or Potomac River and the Chesapeake Bay;
- Documentation of each experience on a reporting form provided by DDOE;
- Provide a copy of the curriculum used;
- Quarterly status reports showing accomplishments, progress to date, and detailing the completion of project objectives; and
- A final report, including pictures of the project.

Criteria for Proposal Evaluation:

- Offers hands-on experiences and gets students outdoors somewhere in the Chesapeake Bay watershed (10 points);
- Maximizes the number of students served, along with amount of time students will be involved in the program (15 points);
- Meets the educational criteria for a meaningful Chesapeake Bay experience (30 points);
- Helps students and teachers meet at least two Science Standards (15 points);
- Includes Wards 7 and 8 (10 points);
- Provides a stewardship/implementation component (10 points); and
- Presents an adequate and reasonable justification for the funds requested (10 points).

Additional points: If the applicant has an address in the District at the time of the applicant – ten (10) points. If the applicant does not have an address in the District, but the application includes District-based businesses or non-profit partners – five (5) points.

APPENDICES

Appendix 1 – COVER SHEET

A cover sheet must be submitted as the first document in the application for an announced grant. If the applicant is applying for more than one grant, each grant should have its own cover sheet. Please use Appendix 1 to prepare the cover sheet.

There is no special design format to this cover sheet, except that the items must stay in their numbered order. This cover sheet may be submitted single-spaced.

From DDOE’s website, the applicant can download a pdf version of the cover sheet.

An application submitted without the properly filled-in cover sheet will be considered NOT filed. The result could be that applicant misses the filing deadline. Please fill in a cover sheet for each grant sought.

Appendix 2 – EXAMPLE OF GRANT BUDGET

Please submit a budget in this format.

Appendix 3 – PROMISES, CERTIFICATIONS, AND ASSURANCES (“PCA”)

Please review and sign this document, following the instructions in it.

Appendix 4 – LESSON PLAN TEMPLATE

For Project 2 and Project 3, please submit a lesson plan in this format.

Filename: 0 RFA 2013 EnvEd for 3 22 13-final.docx
Form name and revision date: 0 RFA Template.doc 3/22/13