

District of Columbia
Department of Energy and Environment



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

RiverSmart Schools Small-Scale Schoolyard Conservation and Teacher Training Program
(Short name: RiverSmart Schools Schoolyard Conservation Program)
RFA # 2021-2107-WPD

Publication Date: 1/22/2021

Application Deadline: 3/5/2021 at 11:59 p.m.

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SECTION 1. GENERAL INFORMATION

1.1 Introduction

The Department of Energy and Environment (“DOEE”) solicits grant applications from eligible entities (called “Applicants”). The goal of this Request for Applications (RFA)) is to continue the RiverSmart Schools Small-Scale Schoolyard Conservation and Teacher Training Program. This program seeks to retrofit District public, charter, and parochial schoolyards with small-scale runoff-reducing green infrastructure and conservation landscaping in order to control, prevent, and remediate stormwater runoff to District water bodies and the Chesapeake Bay. The program also includes a robust teacher training program. The Watershed Protection Division (“WPD”) of DOEE will administer this RFA.

1.2 Purpose of the Grants

The purpose of these grants is to help control, prevent, and remediate nonpoint sources of polluted runoff to District waters and the Chesapeake Bay by funding small-scale schoolyard conservation projects and training teachers to use these new schoolyard assets. Engaging, educating, and empowering District residents to become stewards of the District's waters and the Chesapeake Bay are important facets of this RFA.

1.3 Source of Funds

The source of funds for the grant is the U.S. Environmental Protection Agency (U.S. EPA) Chesapeake Bay Implementation Grant (CFDA 66.466)

1.4 Competition for a Grant Award

This RFA is competitive. Each Applicant must demonstrate its ability to carry out the activities for the grant 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 project, if applicable. If an Applicant responds to more than one project, it must do so in a separate proposal and submit all corresponding required documents.

1.5 Projects and Funds Available

DOEE seeks applications for:

Project Number	Project Name	Project Amount
1	RiverSmart Schools Schoolyard Conservation and Teacher Training Program	\$65,000

1.6 Eligibility

The following are eligible to apply if an “x” appears:

- Nonprofit organizations, including those with IRS 501(c)(3) or 501(c)(4) determinations;
- Faith-based organizations;
- Government agencies;
- Universities/educational institutions; and
- Private Enterprises.

Continuing conditions of eligibility are that the information in the application is complete and truthful and that the Applicant at all times is able to meet any material conditions stated in its application. For instance, if an Applicant’s ability to fulfill the terms of the grant is based on the availability of 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 DOEE in writing of this change in material conditions. Another example of change in material conditions that could result in the loss of eligibility would be the loss of the Applicant’s tax-exempt status.

1.7 Definitions

District - The District of Columbia.

Grantee - The person provided a grant by the District, including a sub-grantee.

Person - A natural person or a legal entity, including a partnership, firm, association, joint venture, public or private corporation, trust, estate, commission, board, public or private institution, cooperative, the District government and its agencies, and the federal government and its agencies.

Writing - A tangible or electronic record of a communication or representation, including handwriting, typewriting, printing, photostat, fax, photography, word processing computer output, and e-mail. A "signed" writing includes an electronic symbol or process attached to, or logically associated with a writing, and executed or adopted by a person with the intent to sign the writing.

1.8 Permissible Use of Grant Funds

A Grantee may use grant funds only for allowable grant project expenditures. Grant funds related to work performed will be provided on a reimbursement basis, except that an advance of funds may be provided for grant administration expenses in limited circumstances for good cause approved by DOEE at its sole discretion.

1.9 Grant Monitoring

In its sole discretion, DOEE 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.

1.10 General Terms and Conditions

Appendix 1, “General Terms and Conditions” is incorporated by reference in this RFA. Applicants and Grantees must comply with any and all applicable terms and conditions outlined in Appendix 1.

1.11 RFA Conditions - Promises, Certifications, Assertions, and Assurances

Appendix 2, “Applicant’s Promises, Certifications, and Assurances” (“PCA”), is incorporated by reference in this RFA.

1.12 DOEE’s Authority to Make Grants

DOEE has grant-making authority under:

- The Renewable Energy Portfolio Standard Act of 2004 (D.C. Law 15-340, D.C. Official Code §§ 34-1431-40), including § 34-1436(b) and (c)
- The Water Pollution Control Act of 1984, effective March 16, 1985, as amended, (D.C. Law 5-188; D.C. Official Code § 8-103.01 *et seq.*);
- The District Department of the Environment Establishment Act of 2005, effective February 15, 2006, as amended, (D.C. Law 16-51, D.C. Official Code § 8-151.01 *et seq.*);
- The Comprehensive Stormwater Management Enhancement Amendment Act of 2008, effective March 25, 2009, (D.C. Law 17-371; D.C. Official Code § 8-152.01 *et seq.*); and
- Other applicable laws and regulations.

1.13 Conflicts between RFA and Applicable Law

If any requirement of this RFA conflicts with a provision of any applicable law, including a District or federal law or regulation, the applicable legal provision shall control.

SECTION 2. SUBMISSION OF APPLICATION

2.1 RFA Release Date

The release date of this RFA is 1/22/2021.

2.2 Additional RFA Information

This RFA is issued on DOEE's website at <https://doee.dc.gov/page/grants-and-other-funding>.

The contact person for this RFA is P. Trinh Doan.

2.3 Applications: When and Where

When: All applications must be received at the email address below by 11:59 p.m. on 3/5/2021.

Applications will be dated and recorded as "received" pending review by DOEE for completeness. DOEE considers an application to be "filed" only if all the required materials are submitted. Late or incomplete applications will be considered received, not filed.

What: The contents of the Application are specified in Section 3. Each applicant must submit one electronic copy (e-mail) to riversmartschools2021@dc.gov formatted as a .pdf.

The Department will not receive faxed copies.

2.4 Award Announcement

DOEE expects to notify each Applicant in writing of its award status within six to twelve weeks after the application due date.

2.5 Updates and Questions and Answers (Q & A)

Additional information may become available before the application is due. It is the Applicant's responsibility to stay up to date on the status and requirements of the grant for which it is applying.

DOEE welcomes questions seeking clarification of matters in this RFA. Questions about the RFA should be sent to riversmartschools2021@dc.gov with "RE: RFA 2021-2107-WPD" in the subject line.

DOEE will publish updates and Questions and Answers (Q&A) regarding the RFA at doee.dc.gov. DOEE will also create an email list to send updates and information regarding the RFA. A person can be put on the email list by immediately emailing

riversmartschools2021@dc.gov with the subject line “RE: RFA 2021-2107-WPD – Add me to the email list.”

DOEE will provide the information to those on the email list at the same time the information is uploaded to the DOEE website. Paper copy updates will be available for pickup at DOEE’s offices by appointment. DOEE will not mail out updates or Q&A materials.

The cut-off date for receipt of any questions is one week prior to the application deadline.

SECTION 3. APPLICATION CONTENT

3.1 Format

Proposals must be formatted as follows:

- (a) When printed the application is on 8 ½” x 11” paper with one-inch margins;
- (b) Limit each project description to 10 double-spaced pages. Budget tables, flowcharts, photographs, the work plan, and other supporting documentation may be attached in addition to the project description; and
- (c) Scan the document and all of the attachments as one file.

3.2 Proposal Content

DOEE intends to fund a project that will benefit the environment, and, in particular, the environment of the District. The proposal should use the following format and explain, in increasing levels of detail, how the Applicant will accomplish this.

(Note: Before drafting the proposal, please read the project description very carefully to see if there are restrictions for the DOEE 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.)

(a) Cover Sheet

Include a cover sheet in the format specified in Appendix 3. Make certain that the funding amount requested on the cover sheet matches total amount requested in your budget and budget narrative.

(b) Project Summary

Provide a brief one paragraph summary that explains the project. This summary is not part of the 10-page proposal limit.

(c) Project Description

Organize this 10-page section of your application in accordance with the scoring rubric of section 7 of this RFA. As an exposition to the specific line items in the scoring rubric, state the following at the start of the proposal:

(1) Purpose and Objectives

State how this project will benefit the environment and the specific objectives this project will achieve.

(2) Target Audience

Identify the target audience. Who will this project engage? Who will benefit from the project?

(3) Project Outcomes, Outputs, and Activities

The proposal should connect the funded activities to quantifiable outputs and ultimately desired outcomes. This enables reviewers to evaluate what the proposed project will achieve if funded.

Activities are undertaken to achieve the outputs and outcomes. For example, a proposal could request funding to support a tree-planting activity in a city. This activity will yield a quantifiable output.

An *output* is a short-term result achieved as a result of an activity. For example, at the end of the project period, after several sessions of tree-planting, X number of trees will be in the city. This quantifiable output will yield various project outcomes.

A *project outcome* is a medium to long-term result that occurs and/or continues after the project ends. For example, after several sessions of tree-planting activities, this project yielded an output of X number of trees planted in the city. Medium to long-term outcomes of this project include: beautification of the city, increased environmental awareness of residents, and improved air quality.

(4) Methods

Describe how activities will be accomplished.

(5) Measurement of Project Success

Provide quantifiable measurements. For example, a tree planting project might measure the number and kinds of trees planted. A trash removal project might measure the pounds of trash removed. A stormwater project might measure the amount of stormwater captured.

(6) Project Budget

You must submit a numeric budget and a separate budget narrative as part of your application package. For the numeric budget, DOEE strongly urges applicants to use the budget template format provided (Appendix 4). The budget narrative must explain and justify every line item in the numeric budget. 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. For example: “personnel will be paid \$xx per hour times xx hours.”

If the Applicant seeks an advance payment, it must request advance payment in its proposal and explain why an advance payment is requested. See Section 6.2.

Resources provided by the applicant should appear in the column titled “Non-DOEE Match,” meaning the Applicant intends to provide the indicated resources (i.e., the “match,” and that the resources do not come from DOEE). Entries in this column could include both dollars and the value of the in-kind contributions. For example, 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 must be valued at rates consistent with those the Applicant’s organization ordinarily pays for similar work, including salary and fringes. If the grantee or a sub-grantee does not have employees performing similar work, the rates must be valued the same as rates ordinarily paid by employers in the same labor market for similar work.

The Applicant must verify that all costs in the budget are allowable.

Typical allowable costs are:

1. Rental of office space, some vehicles, and some equipment;
2. Employee salaries and benefits;
3. Contractor labor, including professional services;
4. Accounting and bookkeeping services;
5. Communications, including telephone and data services;
6. Printing, reproduction, including signage;
7. Materials and supplies;
8. Computers and printers;
9. Small tools;
10. Some field equipment, typically below \$5,000 in value;
11. Postage and shipping;

12. Necessary travel, meals and lodging; and
13. Insurance.

Non-Allowable costs include:

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.

DOEE will require documentation for grant payments, and the entire grant will be subject to audit.

(d) Applicant

(1) 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. To provide further information, the Applicant can reference its website or attach organizational brochure or resume.

(2) Key personnel

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) Past performance on District Grants/Contracts

Identify District agencies from which the Applicant has received funding as a contractor, grantee, or partner in the past five years and provide specific information including:

- The grant(s) or contract(s) title;
- The District agency/agencies;
- The grant number(s), contract number(s), or other identifier(s);
- The amount(s) paid; and
- What was accomplished as a result of the funding(s).

Briefly describe any disputes, investigations, or audits related to any of these District grants or contracts, grants, or partnerships in the past five years.

(4) Partners

Sometimes partnerships can improve the success of a project. These partnerships might be with government agencies, nongovernmental organizations (NGOs), companies, or individuals. If a partner is to be involved in the project, the Applicant must describe the partner's involvement and resource commitments. The proposal must identify and attach a letter of support on the partner's letterhead, signed by an authorized official if the partner is a government agency, NGO, or business entity.

In lieu of a letter, an Applicant may attach an email from the partner (or an authorized official if the partner is a government agency, NGO, or business entity) that states support of the project and identifies the partner's name, address, website, and a contact name, telephone number, and email address.

For the following types of partners, provide the documentation indicated.

i. District of Columbia Public Schools

If the Applicant will work with the District of Columbia Public Schools (DCPS), 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.

ii. 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.

iii. 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, describing the partner's involvement and resource commitments, and explaining the activities and/or services the partner will provide. The letter should demonstrate that the partnering organization understands the project presented for funding and the activities and/or services that the partner will provide. Under the grant terms and conditions, any grant-related work or activity that is contracted, subcontracted or subgranted must be in compliance with applicable District laws, including business licensing requirements and documentation of the partner's tax exempt status.

iv. 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. DOEE will accept more informal statements generated by responsible NPS officials, including emails.

3.3 Work Plan

The application must include a proposed work plan that describes the timeline for project implementation.

3.4 Required Documents

Each of the following documents must be filed as part of the proposal package. If the document is not in this filing, DOEE may classify the grant application as “received” but not “filed,” as specified in Section 2.3. However, if a government agency must issue a required document, and the Applicant has requested the document but not received it, DOEE may accept a copy of the Applicant’s request to the agency for the purpose of deeming the Application “filed.”

(a) Certificate of Good Standing

Each Applicant must submit a current Certificate of Good Standing from the District Department of Consumer and Regulatory Affairs. DOEE requires that the submitted Certificate of Good Standing reflect a date within a six-month period immediately preceding the application’s submission.

(b) Certificate of Clean Hands

The Grantee shall submit a validated Certificate of Clean Hands (CCH) from the DC Office of Tax and Revenue. The CCH can be obtained through MyTax.DC.gov

(c) Promises, Certifications, Assertions, and Assurances

Each Applicant must sign and submit the “Promises, Certifications, Assertions, and Assurances” (“PCA”) in Appendix 2. Signing the PCA is a condition of eligibility for this grant. If the Applicant is not prepared to sign the PCA, it should not apply for a grant. Compliance with the promises, certifications, and assurances in the PCA is a continuing condition of eligibility for this grant.

The PCA must be signed by the Applicant or, if the Applicant is an organization, by a duly authorized officer of the organization.

The PCA also includes a sworn statement verifying that the Applicant is not in arrears (i.e. is “current”) on all obligations outstanding to the District, including all District agencies. The Applicant must be “current” as of the date of the application and the date of a grant award.

DOEE requires, as a condition of continuing eligibility, that a grantee stay current on such obligations during the period of the grant.

(d) IRS W-9 Tax Form

The Applicant must submit a current completed W-9 form prepared for the U.S. Internal Revenue Service (IRS). DOEE defines “current” to mean that the document was completed within the same calendar year as that of the application date.

(e) Tax Exemption Affirmation Letter

The tax exemption affirmation letter is the IRS’s determination letter of non-profit status. If this letter is 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 application for tax-exempt status. If the group has a supporting organization with an IRS tax-exempt status determination, then that organization’s tax exemption affirmation letter should also be submitted.

If there is no IRS tax exemption affirmation letter because the organization is a religious organization, then the Applicant may submit the best evidence it can of its status. Examples of potential best evidence for this purpose include, but are not limited to (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; (iii) the Applicant’s most recently submitted state sales or other tax exemption form, if it exists (Form 164 in the District of Columbia); or (iv) the state’s issued tax exemption certificate or card, if it exists. (*See IRS publication no. 1828, Tax Guide for Churches and Religious Organizations.*)

(f) Applicant’s Current Fiscal Year Budget

The Applicant must submit its full budget, including projected income, for the current fiscal year, using a format at least as detailed as that presented in Appendix 4. Also, the Applicant should submit a comparison of budgeted versus actual income and expenses of the fiscal year to date.

(g) Applicant’s Financial Statements

If the Applicant has undergone an audit or financial review, it must provide the most recent audited financial statements or reviews. If audited financial statements or reviews are not available, the Applicant must provide its most recent complete year’s unaudited financial statements.

(h) Separation of Duties Policy

The Applicant must state how the organization separates financial transactions and duties among people within the organization in order to prevent fraud 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 purposes of the application. The applicant should state which of these situations apply.

This statement should:

- Describe how financial transactions are handled and recorded;
- Provide the names and titles of personnel involved in handling money;
- Identify how many signatures the financial institution(s) require on the organization's checks and withdrawal slips; and,
- Address other limits on staff and board members' handling of the organization's money.

(i) System for Award Management (SAM) with Federal Government

Applicants must be registered in the System for Award Management at www.sam.gov and provide evidence of this registration as part of its application package to DOEE.

(j) Federally Negotiated Indirect Cost Rate Agreement

If this solicitation is funded in any part by federal funds and the applicant elects to include their Federally Negotiated Indirect Cost Rate in the application budget, the federal approval must accompany the application.

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.

The panel will recommend the most responsive application for award of the grant.

Review panels vary in size, but typically are made up of three to five people. At least two members of the review panel will be from DOEE staff. Whenever practicable, each panel will include at least one person from outside of DOEE.

4.2 Scoring Criteria

The reviewers score each proposal according to a list of criteria and the points available for each criterion. See section 7 of each project.

The applicant should read the grant description carefully to determine if matching funds or resources are required or if preference points are offered for matching funds.

SECTION 5. GRANTEE DOCUMENT REQUIREMENTS

5.1 Submissions if Applicant Will Receive the Grant

Upon acceptance of a grant award, the Grantee must provide the following documents.

(a) Certificate of Insurance

The Grantee shall submit a certificate of insurance giving evidence of the required coverage outlined in Appendix 1, General Terms and Conditions. DOEE 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

Upon acceptance of the grant award the Grantee shall notify DOEE of any changes that may have occurred to its organization since the time of submission of its original application. See also Section 1.6.

SECTION 6. FILING REQUIREMENTS GENERAL PROVISIONS

6.1 Reporting Requirements

The grantee must submit the following reports as a condition of continuing eligibility for funding.

(a) Quarterly Status Reports

DOEE will provide a quarterly status report template with the grant award. These reports, which discuss grant activities for the preceding quarter, will be due on each of the following dates.

Quarter 1 (January - March):	April 15
Quarter 2 (April - June):	July 15
Quarter 3 (July - September):	October 15
Quarter 4 (October - December):	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, provide a financial update, and describe unforeseen changes to project timetable, staffing, or partnerships, as well as any other changes that may affect project outcomes.

(b) Final Report

DOEE will provide a final report template with the grant award. This report includes quantification by the grantee of the project's outputs and describes the extent to which project outcomes met or will meet the objectives of the funded proposal. The template requires submission of data and analysis of the data.

6.2 Reimbursement of Project Expenditures and Disbursement of Funds

DOEE will not reimburse the Grantee for any work undertaken before DOEE notifies the recipient of the final award of the grant.

DOEE will reimburse the Grantee only for expenditures incurred to perform work under the grant. In limited cases, DOEE may advance funds at the beginning of the grant period for good cause approved by DOEE at its sole discretion. If the Applicant seeks an advance payment, it must request such payment in its proposal and explain why an advance payment is being requested.

DOEE 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 an invoice at any time during the fiscal year for work performed within that same fiscal year. Each request/invoice must include supporting documentation.

Reimbursements will be mailed to the address on file for the grantee. DOEE may make electronic payments in lieu of mailing checks. DOEE generally pays grant invoices 30 days after DOEE receives them.

DOEE will withhold the final 10% invoiced under a grant until all required activities have been completed, including receipt of the final report.

SECTION 7. PROJECTS PROPOSED FOR GRANT FUNDING

7.1 Summary: Project Title and Available Funds

Project Name

RiverSmart Schools Small-Scale Schoolyard Conservation and Teacher Training Program

Introduction

Stormwater runoff is a major contributor of pollution to the District's waterways and the Chesapeake Bay. Stormwater is generated during rain events as precipitation runs off impermeable surfaces, such as roofs, sidewalks, and roadways. The high volumes and velocities of urban stormwater runoff erode local waterways, polluting and clogging rivers downstream. Roof surfaces, parking lots, and turf grass are significant sources of stormwater pollution.

DOEE's RiverSmart Schools program works with DC Public Schools, Public Charter Schools, and parochial schools to install stormwater green infrastructure retrofits at school sites across the District. The program includes large-scale outdoor classrooms and smaller scale schoolyard conservation projects. Through this RFA, DOEE seeks to fund at least 10 small-scale green infrastructure and conservation landscaping projects and maintenance support for five previously installed schoolyard conservation sites. In addition, DOEE seeks to fund teacher trainings, student education, and community outreach to promote appropriate use and foster stewardship.

Project Period

The project period begins on the date of the Director's signature on the award letter and runs through March 31 of each year. The period is 24 months, with the option of two additional years, for a total of four years (48 months).

Available Funding

Sixty-five thousand dollars (\$65,000) total is available for one award. Roughly half of the total award will be available in the first year of the grant.

The grant period and/or the grant amount may be extended and/or increased based on the availability of funds, the grantee's performance, the grantee's capacity to maintain or increase the scope of the project, and the District's need for the scope of the project to be maintained or increased.

Funding for this project comes from a U.S. Environmental Protection Agency (U.S. EPA) Chesapeake Bay Implementation Grant (CFDA 66.466)

Project Description

DOEE is seeking proposals from eligible applicants to manage and implement outreach, teacher trainings, installation of small-scale schoolyard green infrastructure and conservation

landscaping retrofits at a minimum of 10 District public, charter, or parochial schools over a two-year grant period.

Due to Public Health Emergency protocols for schools, applicants should acknowledge potential audience limitations (e.g. access to technology), describe alternate methods for outreach, engagement, and programming (e.g. virtual programming), and include project flexibilities.

Applicants are strongly encouraged to develop meaningful and mutually beneficial partnerships that honor the strengths of community partners. It is recommended that these partners be programmatically recognized for their contributions to programming. Applications are encouraged to apply [NAAEE's Community Engagement Guidelines for Excellence](#) in developing their project plans for engagement of target audiences.

Participating schools will be selected by DOEE and the grantee through a competitive application process. The selected grantee will also provide maintenance support for five previously installed schoolyard conservation sites. DOEE will assist the grantee in selecting the five sites that will receive maintenance support.

Proposals must include a plan that incorporates the following elements:

1. Outreach

- a) Conduct equitable outreach to Wards 7 and 8 DC public, charter, and parochial schools to solicit applications to participate in the program.
- b) Coordinate with DOEE to recruit and develop a Green Team for each school to involve the surrounding community with site preparation, plantings, and maintenance of the new landscape feature (past teams were comprised of three teachers, one administrator, one maintenance staff, and one parent and/or community member).
- c) Develop strategies to involve the community and facilitate team building.
- d) Coordinate a design charrette, cleanup days, and planting days at each site.
- e) Work closely with DOEE, the DC Environmental Education Consortium schoolyard greening committee, and the Office of the State Superintendent of Education School Garden Program to integrate sites into the city-wide schoolyard greening efforts, such as School Garden Week, garden tours, training workshops, and other opportunities.

2. Teacher Training and Curriculum Integration:

- a) Recruit at least two teachers at each site to lead each selected school's conservation project.
- b) Ensure participating teachers receive 16 hours of training that strengthens their outdoor environmental education skills and ensures they understand how to use the schoolyard conservation site.
- c) Provide a hands-on curriculum for teachers to incorporate into their classes that includes the following topics:

- i. Nonpoint source water pollution (stormwater runoff) and green infrastructure methods to reduce stormwater runoff;
 - ii. Impacts of stormwater runoff on the Anacostia and Potomac Rivers and the Chesapeake Bay;
 - iii. Lessons on native plants, trees, habitat, conservation landscaping practices, and soils;
 - iv. Age-appropriate guidance for using the site to teach the District math, science, and reading; and
 - v. General guidance for teaching outdoors and team-building activities.
- d) Connect the curriculum to District math, science, and reading standards.
 - e) Provide indoor/outdoor classroom teaching assistance to the teachers covering the above topics.
 - f) Coordinate watershed field trip experiences for each participating school to learn about the watershed.
 - g) The Application must include a sample lesson plan and draft schedule of teacher trainings, including the topics covered.

3. Maintenance of Past Schoolyard Conservation Sites

- a) Work with DOEE to identify five past schoolyard conservation sites to receive plants, tools, and materials for maintenance.
- b) Coordinate with selected schools to determine site needs and procure all materials.
- c) Budget for up to \$5,000 in maintenance materials, to be spent across the five sites.

4. Program Evaluation

- a) Conduct pre-and-post assessment of student watershed knowledge for participating students.
- b) Collect feedback from teachers to evaluate program success.
- c) Draft (and provide in the grant application) the student and teacher evaluations.

5. Celebration

- a) Work with participating teachers, parents, and community stakeholders at each of the five sites to execute a culminating event to present and celebrate the projects, exchange ideas, and talk about how they have integrated the projects into their curriculum.

Project Outcomes

1. Increased awareness among teachers, students, and the school community of: the use of conservation landscaping and how to manage stormwater runoff; improving wildlife habitat; the benefits of native plants; and water resource management.
2. Increased involvement among the school community and surrounding community in caring for their school grounds.
3. Increased awareness among the school community of the connection of green spaces in the District to the local environment, waterways, and Chesapeake Bay.
4. An engaged and sustaining conservation site team for each school.

Project Outputs

1. Train 30 teachers to teach students in an outdoor environment to understand conservation landscaping, green infrastructure, and how to improve wildlife habitat and local water quality.
2. Conduct at least 15 classroom visits.
3. Educate approximately 130 students.
4. Establish at least 10 schoolyard conservation site Green Teams, each of which actively works on its respective site.
5. Maintain at least five past-developed schoolyard conservation sites.

Deliverables

1. Evaluation results from student pre- and post-project assessments and teacher evaluations.
2. One culminating event to celebrate the project and exchange ideas.
3. Final reporting detailing:
 - a) The classroom visits conducted;
 - b) Students trained;
 - c) Conservation site Green Teams established; and
 - d) Maintenance on schoolyard conservation sites.

Scoring Criteria	Points
The application is well written with clear goals and objectives.	10
The project budget has a high investment of resources and time in working with the school teams, teachers, and students.	15
The method for providing technical assistance to outdoor teaching is excellent.	15
The outreach strategy equitably engages local community, parents, and any other potential partners in building and maintaining conservation site teams.	15
The following drafts are included and are well-written and demonstrate a high degree of understanding of the program goals: a sample lesson plan and schedule for teacher trainings, the teachers' and students' evaluations.	15
The application demonstrates the applicant's excellent past experience with and knowledge of teaching environmental education and gardening that emphasizes wildlife habitat, native plants, green infrastructure, and conservation landscaping.	10
Demonstrates excellent experience designing schoolyard conservation sites for educational purposes.	10
The application presents an adequate and reasonable justification for the funds requested.	10

SECTION 8. CHECKLIST FOR APPLICANTS

<p>Instructions for applicants: Ensure that the answers to all of the questions below are answered. In the column to the right, indicate Yes, No, or NA for not applicable. Include this completed document with application submission.</p>		
1.	Is the cover sheet (appendix 3) completed and signed – and included as part of the application?	
2.	Is a Table of Contents included in the application?	
3.	Is the applying organization eligible for funding from DOEE according to section 1.6 of the RFA?	
4.	Is the proposal formatted in accordance with section 3.1 of the RFA?	
5.	Does the proposal include a project description and all of the information required of the scoring rubric outlined in section 7 of the RFA?	
6.	Is a numeric budget, and budget narrative justifying each line item, included in the application?	
7.	Do the line items in the proposal budget consider the allowable and non-allowable costs in section 3.2 of the RFA?	
8.	Does the application package include the first page and signed last page of the DOEE Promises, Certifications, Assertions, and Assurances?	
9.	Does the application package include a Certificate of Good Standing that reflects a date within 6 months of the deadline date?	
10.	Does the application package include a valid Certificate of Clean Hands?	
11.	Does the application package include IRS W-9 Tax Form?	
12.	Does the application package include a Tax Exemption Affirmation Letter?	
13.	Does the application package include the applicant’s current fiscal year budget?	
14.	Does the application package include the applicant’s most recent audited or unaudited financial statements?	
15.	Does the application package include a Separation of Duties Policy as described in section 3.4.g. of the RFA?	
16.	Is the applicant registered in the System for Award Management (SAM)?	
17.	If applicable, does the application package include letters of support from other entities?	
18.	If applicable, does the application include resumes of key personnel mentioned in the proposal?	

APPENDICES

Appendix 1 – General Terms and Conditions

Appendix 2 – Promises, Certifications, Assertions, and Assurances

Appendix 3 – Cover Sheet

Appendix 4 – Example of Grant Budget

Appendix 5 – Points for Local Entities

Appendix 6 – Insurance Requirements