

District of Columbia  
Department of Energy and Environment



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

Overnight Meaningful Watershed Educational Experiences for Fifth Grade Students in the  
District of Columbia  
(Short name: Overnight Meaningful Watershed Educational Experience)  
RFA # 2019-1911-WPD

**Publication Date:** 1/18/2019

**Application Deadline:** 3/1/2019 at 4:30pm

Government of the District of Columbia  
Department of Energy and 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 Department of Energy and Environment (“DOEE”) solicits grant applications from eligible entities (called “Applicants”). The goal of this Request for Applications (RFA) is to seek eligible applicants to provide at least 2,200 fifth grade students and their teachers in DC Public Schools (DCPS) and DC Public Charter Schools with an Overnight Meaningful Watershed Educational Experience (OMWEE), a watershed educational curriculum, and support to connecting the OMWEE to classroom learning. The purpose of the OMWEE is to help create a generation of environmental stewards while meeting DC Educational Standards approved by the DC Office of the State Superintendent of Education (OSSE). OMWEEs encourage observation, foster critical thinking, develop problem-solving skills, and instill confidence in students. The Watershed Protection Division (“WPD”) of DOEE will administer this RFA.

### **1.2 Purpose of the Grant**

The purpose of this grant is to continue DOEE's commitment to providing Overnight Meaningful Watershed Educational Experiences (OMWEE) to fifth grade students enrolled in DC Public Schools (DCPS) and DC Public Charter Schools. The OMWEE program offers District students the opportunity to spend a significant amount of time learning about their local watersheds and the Chesapeake Bay while immersed in a non-urban environment. This hands-on outdoor program also provides professional development for teachers, advances the integration of environmental literacy into classroom curriculum, and helps prepare District students to be competitive in the green economy. The project period is one (1) year, with the option of up to two (2) additional years, for a total of three (3) years. \$550,000 is available for the first year for one award.

### **1.3 Source of Funds**

The sources of funds for the grant are District of Columbia Anacostia River Clean Up and Protection Fund and USEPA Chesapeake Bay Implementation Grant.

### **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 Name	Project Amount
Overnight Meaningful Watershed Educational Experiences for Fifth Grade Students in the District of Columbia	\$550,000

### 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 1/18/2019.

### **2.2 Obtaining a Copy of the RFA**

A person may obtain a copy of this RFA at [doee.dc.gov](http://doee.dc.gov) or by requesting a copy through any of the methods listed in Section 2.6. Please add to any note the heading “RE: RFA 2019-1911-WPD.”

### **2.3 Applications: When, What, and Where**

**When:** All applications must be received at the address below by 4:30 p.m. on 3/1/2019.

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:

Five paper copies of the application; and

One electronic copy.

The Department will not receive faxed copies.

**Where:** The paper copies must be filed with DOEE at the following address:

**District of Columbia Department of Energy and Environment**

**RFA – Grants  
1200 First Street NE  
5<sup>th</sup> Floor  
Washington, DC 20002**

**Attn: RFA 2019-1911-WPD**

Email an electronic copy, formatted as a .pdf file, to: [2019OvernightMWEE.grant@dc.gov](mailto:2019OvernightMWEE.grant@dc.gov)



## 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 [2019OvernightMWEE.grant@dc.gov](mailto:2019OvernightMWEE.grant@dc.gov) with "RE: RFA 2019-1911-WPD" in the subject line.

DOEE will publish updates and Questions and Answers (Q&A) regarding the RFA at [doee.dc.gov](http://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 [2019OvernightMWEE.grant@dc.gov](mailto:2019OvernightMWEE.grant@dc.gov) with the subject line "RE: RFA 2019-1911-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.

## 2.6 DOEE Contacts

DOEE can be contacted about this RFA (use the RFA's short name and number whenever possible) by:

- (a) **Emailing** [2019OvernightMWEE.grant@dc.gov](mailto:2019OvernightMWEE.grant@dc.gov) with "RE: RFA 2019-1911-WPD" in the subject line;
- (b) **In person** by making an appointment with (Kara Pennino at (202) 654-6131 and mention this RFA by name); or
- (c) **Write** DOEE at 1200 First Street NE, 5th Floor, Washington, DC 20002, Attention: Kara Pennino RE: RFA 2019-1911-WPD on the envelope.

## SECTION 3. APPLICATION CONTENT

### 3.1 Format

Use the application form at Appendix 6.

### 3.2 Proposal Content

#### (a) Title

Give your proposal a title that describes in a few words what you want to do.

#### (b) 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.

#### (c) Project Activities, Outputs, & Outcomes Table

List the activities outputs, and outcomes of the program. Provide quantifiable measurements including the number of expected students, teachers, and partners engaged throughout the grant period. See Question 9 in application form (Appendix 6) for specification.

#### (d) Project Timeline

Provide a proposed work plan that describes the timeline for program implementation and the responsible parties. See Question 10 in application form (Appendix 6) for specification.

#### (e) OMWEE Schedule

Provide an example OMWEE three (3) days and two (2) nights schedule starting from when the students are dropped-off at the facility and ending when the students are picked-up three (3) days later. See Question 11 in application form (Appendix 6) for specification.

#### (f) 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.”

Budgets must include a “per-student” cost per-trip with an explanation of the expenses that comprise the per-student cost, in addition, to other detailed expenses such as grant management staff time and indirect costs. The majority of expenses are expected to be incurred during the three (3) days and two (2) nights portion of the program and the proposed budget should reflect this. Meals associated with the overnight portion of the

program for participants are considered an allowable cost.

*Note: The applicant does not need to seek funding to transport students to and from the overnight facility. Busses will be provided through the DC Office of the State Superintendent of Education (OSSE) Department of Transportation.*

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.

Matching funds are highly encouraged but not required.

*Note: To ensure equal access, the OMWEE must be free to all participants and participating schools. Therefore, the applicant cannot seek payment from participants and participating schools to be used as matching funds.*

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.

### **(g) 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. 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.

#### 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 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) 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.

#### **(c) 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.

**(d) 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*.)

**(e) 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.

**(f) 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.

**(g) 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.

#### **(h) System for Award Management (SAM) with federal government**

If a project within this RFA is funded wholly or partially by federal funding sources, applicants for that project must be registered in the System for Award Management at [www.sam.gov](http://www.sam.gov) and provide evidence of this registration as part of its application package to DOEE.

### **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 top scorer 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**

Overnight Meaningful Watershed Educational Experiences for Fifth Grade Students in the District of Columbia

#### **Introduction**

The District Department of Energy and Environment (DOEE) launched the Overnight Meaningful Watershed Educational Experience (OMWEE) program in 2013 to provide fifth grade students enrolled in DC Public Schools (DCPS) and DC Public Charter Schools with hands-on, overnight, outdoor educational experiences to connect students with their local watersheds and the Chesapeake Bay. OMWEEs encourage observation, foster critical thinking, develop problem-solving skills, and instill confidence in students. A primary goal of the program is to help create a generation of environmental stewards while meeting DC Educational Standards approved by the DC Office of the State Superintendent of Education (OSSE). The OMWEE supports the District's Environmental Literacy Plan (ELP), adopted by the Council of the District of Columbia as part of the Sustainable DC Omnibus Act of 2014. To date, more than 10,590 students from 104 schools have participated in the OMWEE program.

For a full definition of a meaningful watershed educational experience, see

[https://www.chesapeakebay.net/documents/Revised\\_MWEE\\_definition\\_-\\_FINAL.pdf](https://www.chesapeakebay.net/documents/Revised_MWEE_definition_-_FINAL.pdf)

#### **Project Period**

The project period is one (1) year, with the option of up to two (2) additional years, for a total of three (3) years. \$550,000 is available for the first year for one award.

The project period and funding are subject to the availability of funds. The grant period may be extended and/or funds may be increased 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. If the project period is extended, the award amount could increase in year two (2) and year three (3) to reflect an increase in student participation, depending on available funds.

Matching funds are highly encouraged but not required.

*Note:* To ensure equal access, the OMWEE must be free to all participants and participating schools. Therefore, the applicant cannot seek payment from participants and participating schools to be used as matching funds. This period can be extended and additional funding provided, depending upon the performance of the Grantee and the availability of funds.

#### **Available Funding**

\$550,000

## 7.2 Project Description

DOEE is seeking to continue the OMWEE program during the 2019-2020 School Year. The program should be an integral and ongoing part of classroom activities and curriculum, and not enrichment or ancillary. The following elements should be included:

- Provide a three (3) day and two (2) nights experience to at least 2,200 fifth grade students enrolled in DCPS and DC Charter Schools at a facility located in the Chesapeake Bay Watershed that meets safety and health standards and regulations.
- Align with the Next Generation Science Standards and advances the goals of the DC Environmental Literacy Plan by covering the following topics:
  - Watersheds
  - Pollution prevention
  - Food web
  - Geosphere, biosphere, hydrosphere, and atmosphere interactions
  - Natural systems (e.g. wildlife, plants, and water cycle)
  - Social systems (e.g. communities, transportation systems, and schools)

*To ensure that projects meet the Next Generation Science Standards, proposals should reference specific standards to be met through the project. The Next Generation Science Standards can be found on the OSSE web site: <http://osse.dc.gov/service/next-generation-science-standards-ngss>.*
- Connect standards-based classroom learning with outdoor field investigation to provide students a deeper understanding of the natural environment.
- Provide multi-disciplinary educational experiences that offer a unique opportunity to make strong connections among subject areas and reflect an integrated approach to learning.
- Provide authentic and engaging curriculum that addresses academic standards and initiatives in Science, Technology, Engineering and Math (STEM) and Service Learning.
- Use elements of science and social studies standards to increase knowledge of environmental processes and systems, build skills for understanding and addressing environmental issues, and increase personal and civic environmental responsibilities.
- Encourage observation, foster critical thinking, develop problem-solving skills, time for reflection, and instill confidence in students.
- Provide teacher engagement in a professional development setting prior to the overnight experience.

Proposals that incorporate the following components will be given greater consideration:

1. **Robust and Equitable Recruitment Plan** that equitably engages all fifth grade DCPS and DC Public Charter Schools throughout the District and addresses potential barriers to participation, especially for students that are considered “at risk”. Students that are “at risk” are identified as homeless, in the District’s foster care system, qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP). The plan should include an achievable growth rate and provide preliminary figures for sequential school years. *Note: If the project period is extended, the award amount could increase in year two (2) and year three (3) to reflect an increase in student participation, depending on available funds.*
2. **Waitlist Policy** to be implemented if the number of students scheduled to attend the OMWEE program reaches capacity, as determined by the allowable grant budget.
3. **Letter(s) of Support** from collaborative partner(s), if applicable, that include a description on how partner(s) will work with the lead applicant. When reading these together, the DOEE reviewer should be able to see how the proposal ensures at least 2,200 fifth grade students participate in the program and all other goals are accomplished.
4. **Teacher Engagement Plan** that identifies how the applicant will engage with teachers prior to the overnight trip to provide teachers with training and resources on how to integrate the OMWEE into their curriculum, knowledge of watershed environmental issues, and how to prepare faculty, students, and parents for the trip. Teacher trainings can be scheduled independently or in collaboration with pre-established professional development days. *Note: Participating schools must provide proper supervision and chaperons during the OMWEE.*

Proposals should be age- and grade- appropriate. Proposals that incorporate the following curriculum guidelines and overnight educational experience programing components will be given greater consideration:

1. **Issue Definition:** The OMWEE curriculum should include a student-led environmental question, problem, or issue requiring background research and investigation. The OMWEE should engage students through classroom instruction, data collection, experiments, and conversations with experts. OMWEEs should allow students to reflect on their personal experiences and values related to the issue. This process should be age-appropriate for fifth grade students.

2. **Outdoor Field Experiences:** Students should participate in at least one outdoor field experience sufficient to collect the data required for answering the research questions and informing student actions. The outdoor field experiences should be student-led to the extent possible, with students actively involved in planning the investigation, taking measurements, or constructing the project within appropriate safety guidelines.
3. **Action Projects:** Students should participate in a project during which they take action to address environmental issues at the personal or societal level. These projects should provide students with a better understanding of the actions they can take to protect and conserve natural resources, and allow them to have a sense of control over the outcome of environmental issues. To the extent possible, action projects should be student directed. Action projects can either take place during the overnight trip or in the classroom after the overnight trip.
4. **Synthesis and Conclusions:** Students should analyze and evaluate the results of their investigation of the issue. Conclusions based on research, experiences, data analysis, and alternate hypotheses should be made by the students. Additionally, students should synthesize and communicate results and conclusions to an external audience such as other classrooms, schools, parents, or the community. This allows students to become stewards of their own actions and decisions.
5. **Classroom Integration & Teacher Support:** The OMWEE should be connected to what is occurring in the formal classroom; therefore, teachers should be encouraged to participate in and help students during field experiences, action projects, and other OMWEE programming. In order to support OMWEEs, teachers should have appropriate knowledge of environmental issues and support connecting these issues to their curriculum.
6. **Local Context:** The OMWEE should connect students to their local watersheds and the Chesapeake Bay and offer students the opportunity to explore how individual and collective decisions impact their immediate surroundings.
7. **Sustained Activity:** The OMWEE should include sustained activities that stimulate and motivate the student. Rich learning experiences, especially those involving monitoring, research, and action projects, should be incorporated throughout the programming at an overnight facility that immerses students in an outdoor experience. Experiences such as tours, gallery visits, simulations, demonstrations, or “nature walks” may be instructionally useful, but alone do not constitute a meaningful watershed educational experience.
8. **Team Building:** Activities such as a climbing wall, ropes course, and canoeing provide valuable team-building and problem-solving skills, and install confidence in students.

## **7.3 Project Outcomes, Outputs, and Deliverables**

### **Project Outcomes**

- Fifth grade students enrolled in DCPS and Charter Schools will increase their knowledge of the watershed ecology and sources of pollution to the Rock Creek, Anacostia, and Potomac Watersheds and the Chesapeake Bay;
- Fifth grade students enrolled in DCPS and Charter Schools will better understand how individual and collective decisions impact their immediate surroundings and the Rock Creek, Anacostia, and Potomac Watersheds and the Chesapeake Bay;
- Fifth grade students enrolled in DCPS and Charter Schools will better understand actions to protect and conserve natural resources, strategies to reduce pollution, and controls over the outcomes of environmental issues;
- Fifth grade teachers at DCPS and Charter Schools will have an additional support and professional development to meet Next Generation Science Standards and ELP goals; and
- Fifth grade students enrolled in DCPS and Charter Schools will have successfully completed an outdoor environmental stewardship project or a field study by having spent three (3) days and two (2) nights in a non-urban setting.

### **Project Outputs**

- At least 2,200 fifth grade students enrolled in DCPS or Charter Schools throughout the city will have a hands-on overnight meaningful outdoor watershed educational experience connecting them to their local watersheds and the Chesapeake Bay during 2019-2020 school year;
- Each participating school will receive at least one classroom visit before and at least one classroom visit after the overnight experience;
- Teachers in participating schools will be engaged before the overnight experience to help them to incorporate curriculum, prepare students and parents, and actively participate and lead some segments of the OMWEE;
- An up-to-date transportation schedule will provide dates, attendance, and other information to OSSE, using a template provided by DOEE; and
- Healthy meals will be provided to students and their teachers while on the OMWEE.

### **Deliverables**

- Documentation of the number of students who participated in each pre-visit, OMWEE, and post-visit;
- Documentation of the number of teachers participating in pre-OMWEE engagement;
- Proof of employee(s)' DCPS, Charter School- and DOEE-approved background check(s);
- Documentation of other DOEE-required metrics on a DOEE report form;
- Copy of the curriculum used;
- OMWEE three (3) day and two (2) nights example schedule;

- Pre- and post-MWEE student and teacher survey with both opinion and fact-based questions;
- Quarterly status reports using DOEE template, showing accomplishments, progress to date, summary of surveys, lessons learned, and detailing the completion of project objectives;
- A final report, including pictures of the project; and
- Bi-weekly check-ins with DOEE grant manager

### Proposal Scoring

All proposals will be scored according to the criteria below.

Scoring Criteria	Points
The proposed OMWEE activities meet or exceed the curriculum guidelines and overnight educational experience programming components for at least 2,200 fifth grade DCPS and DC Public Charter School students.	20
Includes letter(s) of support from collaboration partners and a description of how they will work with the lead applicant to ensure at least 2,200 fifth grade students participate in the OMWEE.	15
Includes a wait-list policy and a robust recruitment plan that equitably engages all fifth grade DCPS and DC Public Charter Schools throughout the District and addresses potential and actual barriers to participation.	15
Details a curriculum that helps students and teachers meet at least two Next Generation Science Standards.	15
Includes an engagement strategy for teachers in a professional development setting prior to the overnight experience.	15
Presents an adequate and reasonable justification for the funds requested, that includes the details of the cost per-student.	10
Includes robust matching fund(s) and provides adequate documentation of the source of the match.	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, <b>and</b> 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 a Project Activities, Outputs, & Outcomes Tables as described in section 3.2 of the RFA?	
9.	Does the application package include a Project Timeline Table as described in section 3.2 of the RFA?	
10.	Does the application package include an OMWEE Schedule as described in section 3.2 of the RFA?	
11.	Does the application package include the first page and signed last page of the DOEE Promises, Certifications, Assertions, and Assurances?	
12.	Does the application package include a Certificate of Good Standing that reflects a date within 6 months of the deadline date?	



13.	Does the application package include IRS W-9 Tax Form?	
14.	Does the application package include a Tax Exemption Affirmation Letter?	
15.	Does the application package include the applicant's current fiscal year budget?	
16.	Does the application package include the applicant's most recent audited financial statements?	
17.	Does the application package include a Separation of Duties Policy as described in section 3.4.g. of the RFA?	
18.	Is the applicant registered in the System for Award Management (SAM)?	
19.	If applicable, does the application package include letters of support from other entities?	
20.	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 – N/A

Appendix 6 – Overnight MWEE Application