



*Department of Energy & Environment
Government of the District of Columbia*

Community Stormwater Solutions

Grant Writing Workshop Series

September 18th - October 16th, 2018

THEARC 1901 Mississippi Ave SE, Washington DC 20020

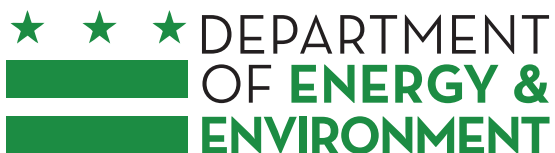
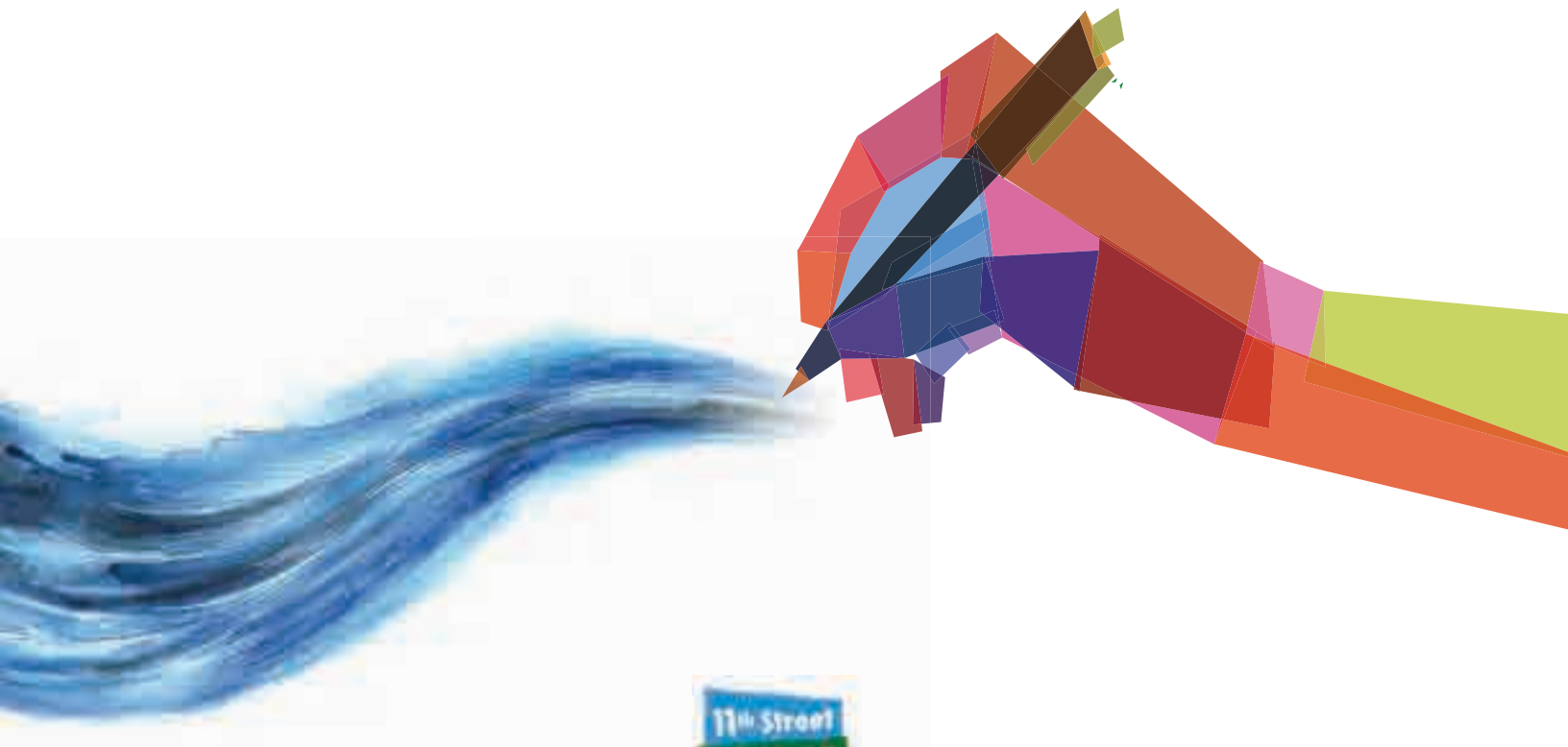


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Stormwater 101

Department of Energy & Environment: Grant Writing Workshop Series

Tuesday, September 18th 2018

5:30 – 8:00 PM

GOALS	Learn about stormwater in the region, stormwater impacts in Washington DC, and innovative ways to make change.
OBJECTIVES	Identify stormwater impacts in local Washington DC communities.
TAKEAWAYS	How does stormwater impact our communities? What are ways we can manage stormwater?
HOMEWORK	Think about a project you would like to implement in your community that would help manage stormwater.

Agenda

- 5:30 PM Registration & Networking**
- 6:00 PM Welcome & Introductions**
- Ashley Milton, *Building Bridges Across the River*
 - Kara Pennino, *Department of Energy & Environment*
- 6:05 PM Introduction to Stormwater Management**
- Anna Robinson, *Watershed Stewards Academy*
 - Aliya Mejias, *Watershed Stewards Academy*
- 6:15 PM DOEE Programs to Restore District Waters and the Chesapeake Bay**
- Katherine Antos, *Department of Energy & Environment*
- 6:25 PM Community Stormwater Solutions Part 1: Tour of Green Infrastructure**
- Emily Rice and Kara Pennino, *Department of Energy & Environment*
 - Ashley Milton, *Building Bridges Across the River*
- 7:00 PM Community Stormwater Solutions Part 2: Grantee Presentations**
- Pamela McKinney, *Capital City Public Charter School*
 - Kimberly Nelson, *Changing Perceptions*; Bill Ferrell, *Dar-Zel Landscaping*; and Earl Charles, *Ancient Greene Landscaping*
 - Krista Schlyer, *Conservation Photographer*
- 7:30 PM Reflection and Q&A**
- 7:50 – 8:00 PM Closing Remarks**



Credit: Krista Schlyer



Credit: Living Classrooms



Credit: Krista Schlyer

STORMWATER 101

September 18, 2018



Credit: Krista Schlyer

AGENDA

1. Welcome & Introductions
2. Introduction to Stormwater Management
3. DOEE Programs to Restore District Waters and the Chesapeake Bay
4. Community Stormwater Solutions Part 1: Site Tour
5. Community Stormwater Solutions Part 2 : Grantee Presentations
6. Reflection and Q&A



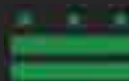
WHAT IS A WATERSHED?



Agriculture

Industrialization

Urbanization



Pervious vs Impervious Surfaces

Pervious

(permeable) surfaces are those that allow water to infiltrate or percolate through (e.g. meadows, forest, bare ground).

Impervious

(impermeable) surfaces are mainly artificial structures on land surfaces through which water cannot infiltrate (e.g. roads, rooftops, parking lots).



An aerial photograph of a city, likely Washington D.C., showing a large parking lot filled with cars in the foreground and several large, multi-story buildings in the background. The image has a slightly faded, historical feel.

43%

Impervious Surfaces in DC

WHEN IT RAINS...







WHY DO WE CARE?



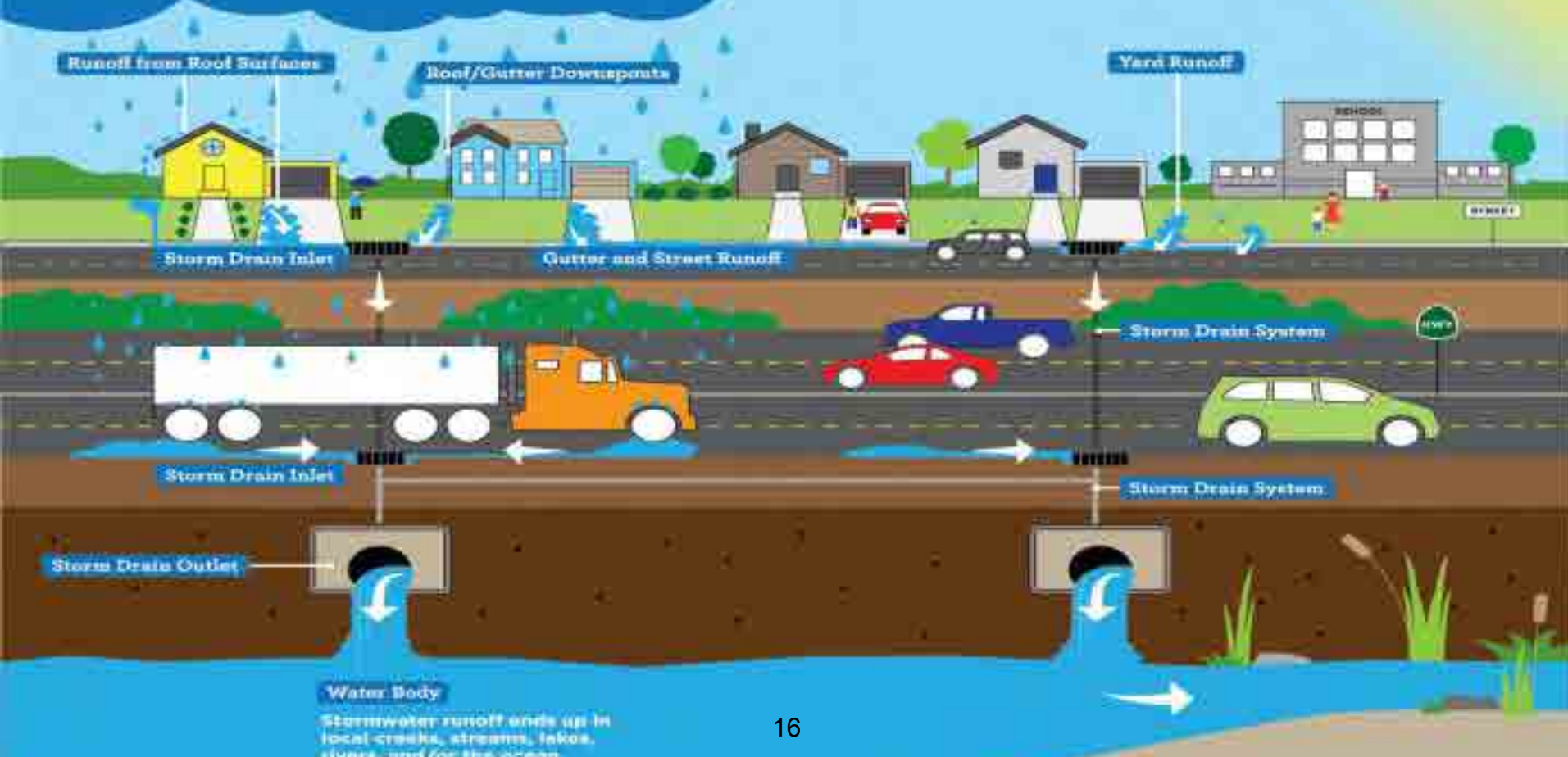








Stormwater Runoff

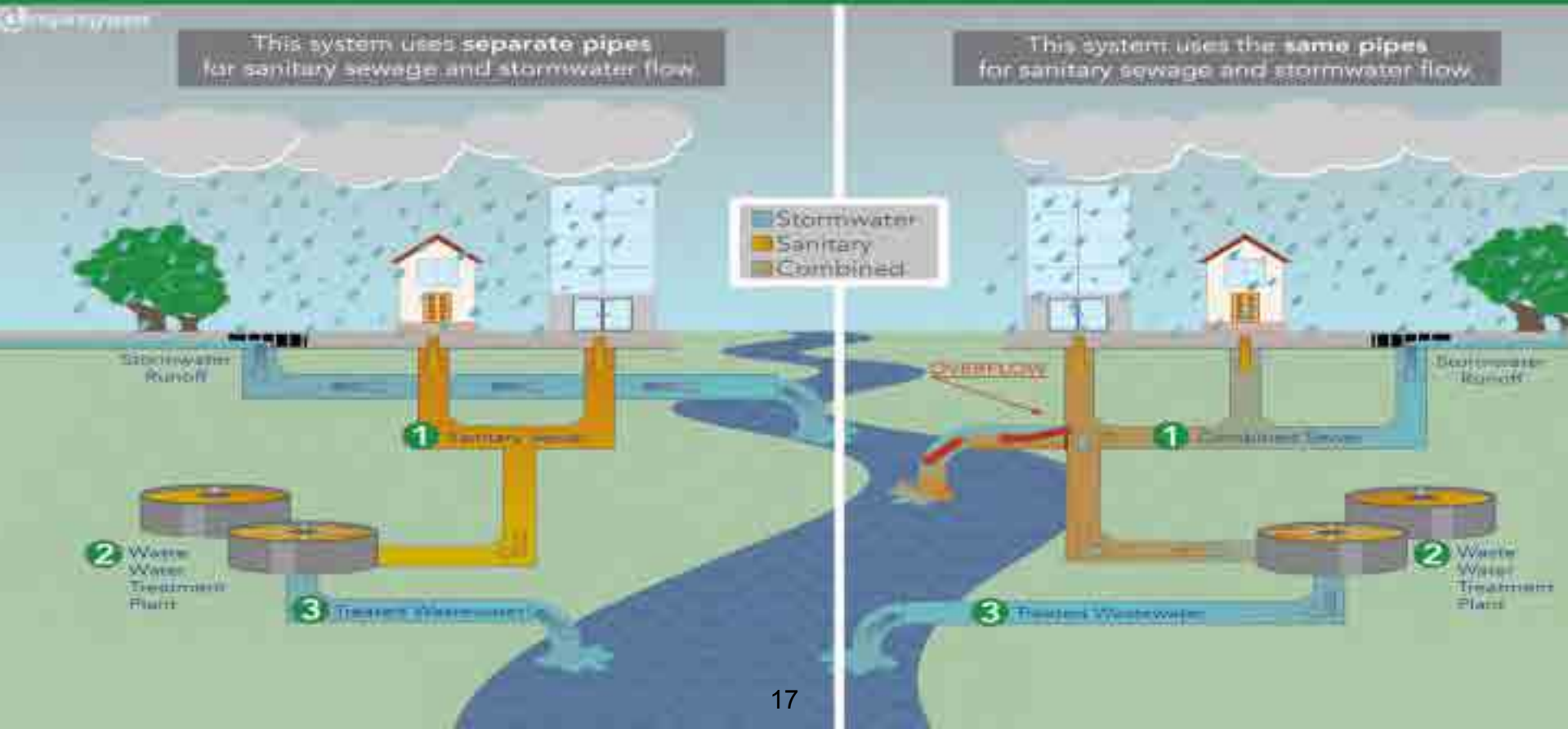


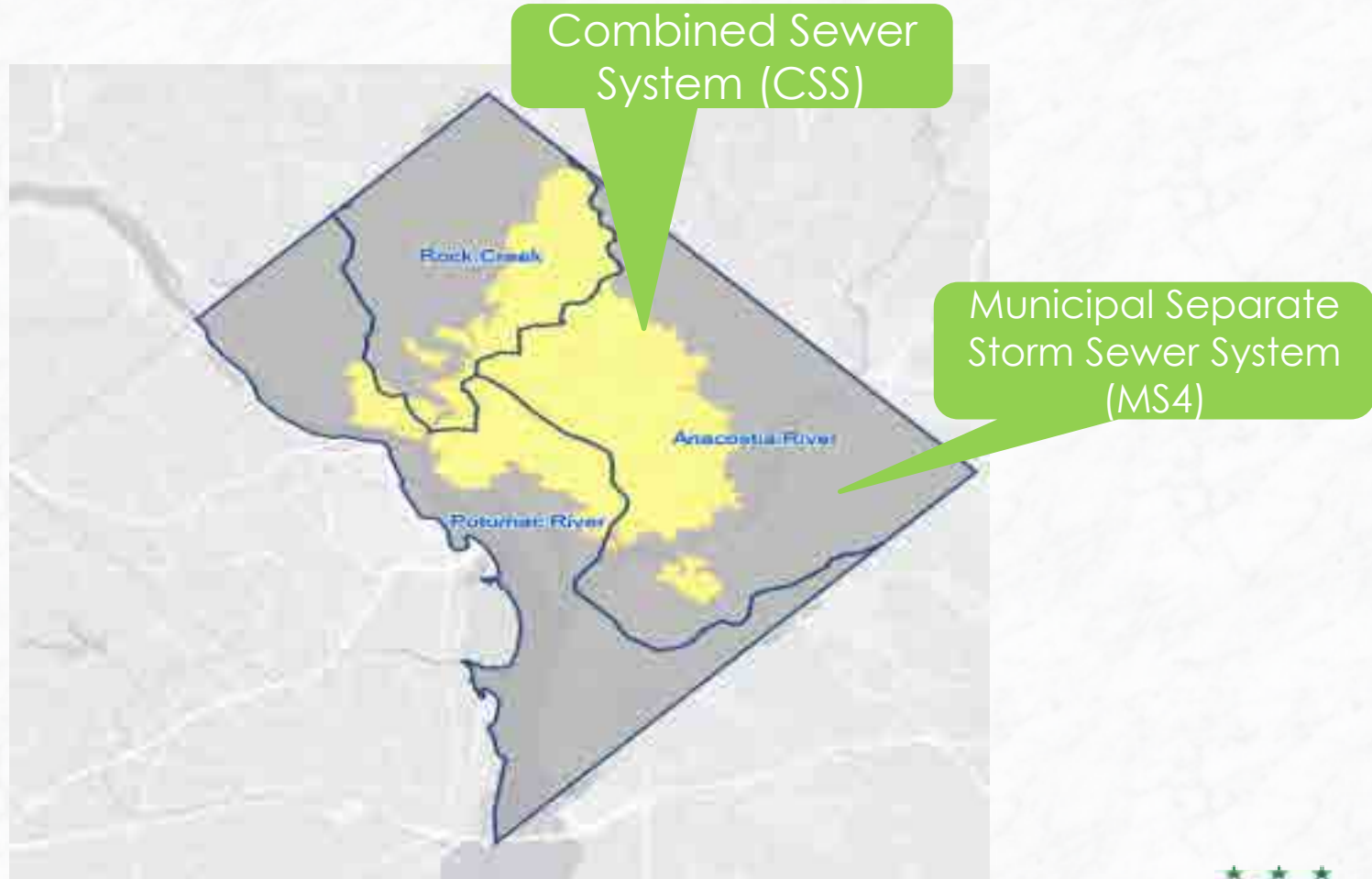
MS4

**MUNICIPAL SEPARATE
STORM SEWER SYSTEM**

CSS

COMBINED SEWER SYSTEM





Green Infrastructure

Green infrastructure allows stormwater to be absorbed into the ground, reducing the impact of stormwater runoff on District water bodies.

These are engineered to **mimic the natural environment**.



Types of Green Infrastructure

Green Roofs



Credit: DesignGreen LLC

Rainwater harvesting



Credit: Jonathan Hsu



Types of Green Infrastructure

Bioretention



Permeable Pavers



DOEE Programs to Restore District Waters and the Chesapeake Bay

Katherine Antos, Branch Chief

Partnering & Environmental Conservation Branch
Department of Energy & Environment

Grant-Writing Workshop

September 18, 2018



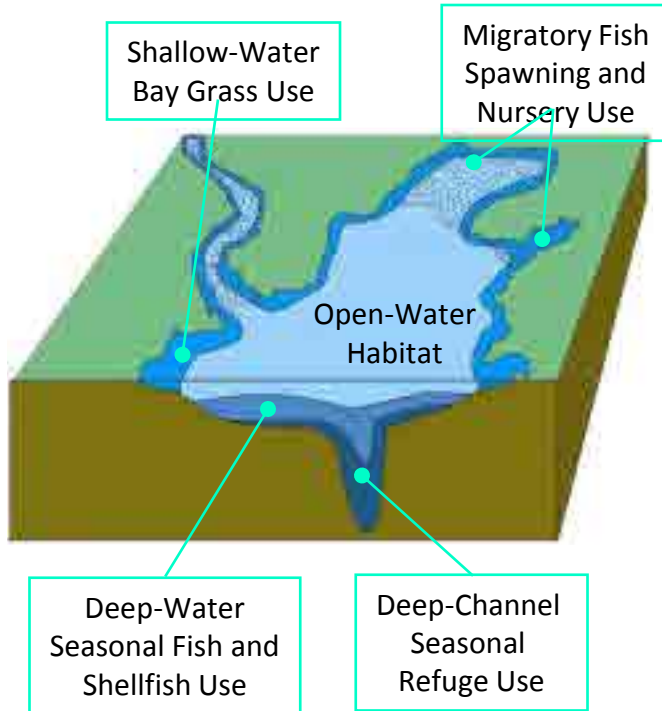
Chesapeake Watershed













You Are Here



Value of Chesapeake To Fish & Wildlife



Oxygen Requirements (mg/L) of Bay Species

6	 Striped Bass: 5-6	 American Shad: 5
5	 White Perch: 5	 Yellow Perch: 5
4	 Hard Clams: 5	 Alewife: 3.6
3	 Crabs: 3	 Bay Anchovy: 3
2	 Spot: 2	 Worms: 1
1		
0		



What the Chesapeake Needs

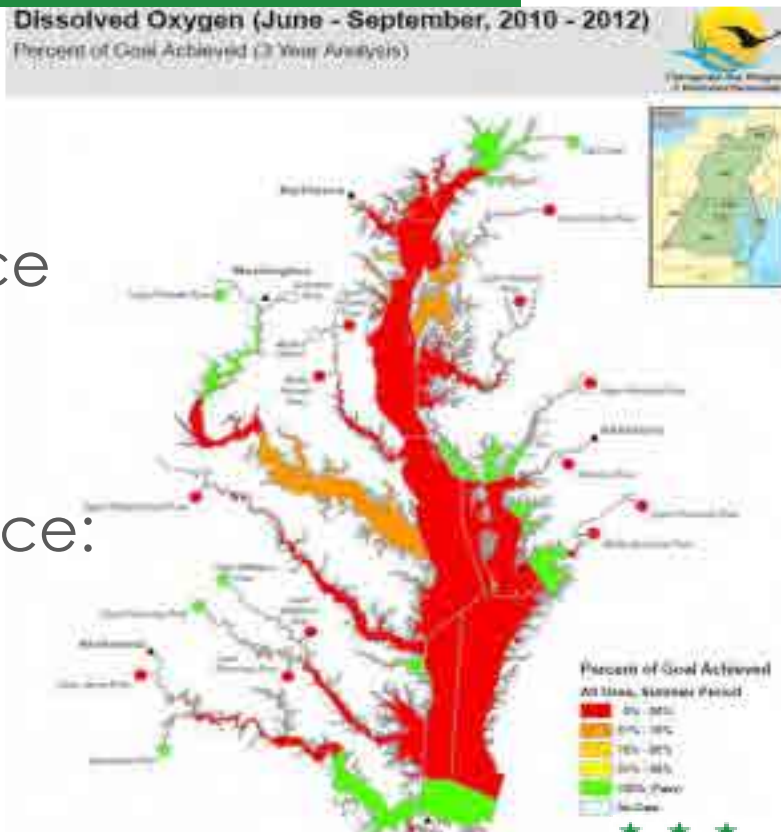
Enough Air: Dissolved Oxygen

Enough Light: Water Clarity
Bay Grass Abundance

Not Too Much Algae: Chlorophyll a

To make this happen we must reduce:

- Nitrogen
- Phosphorus
- Sediment pollution

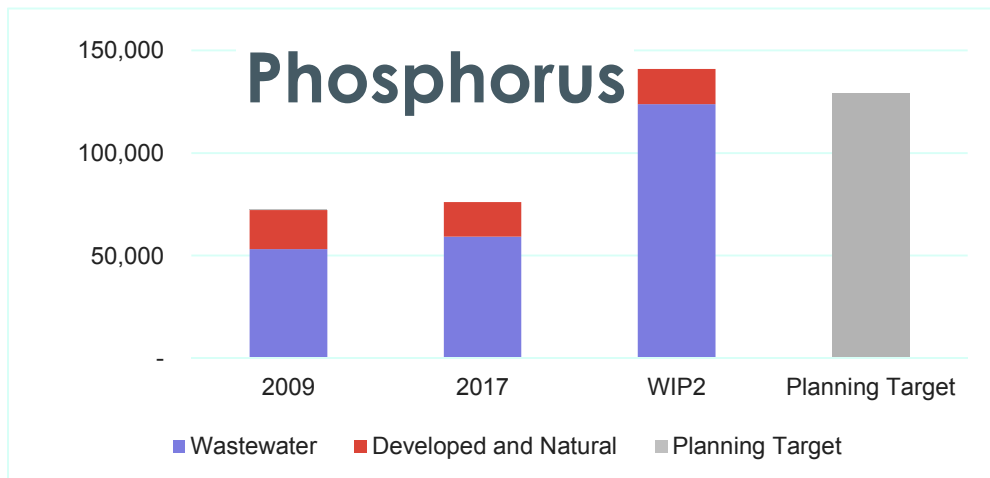
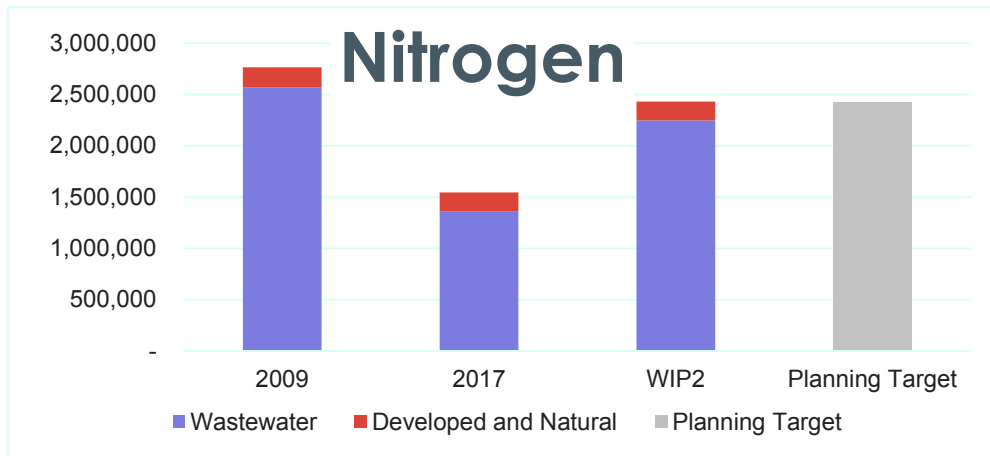


Chesapeake Pollution Diet: Bay TMDL

- ✓ Science tells us how much pollution Bay is receiving now and how much to reduce
- ✓ Chesapeake partnership divides that among states/DC
- ✓ State/DC writes a “watershed implementation plan” (WIP) to achieve the diet

Each State/DC currently updating its WIP cleanup strategy





- ~90% pollution is from wastewater
- Much progress already
- Wastewater pollution will increase with growth
- Still more work to be done to reduce stormwater pollution



Targeted Area For Local Benefits

Prioritize actions that:

- Help meet pollution diets for DC streams
- Protect existing or planned stream restoration sites
- Support residents and community assets vulnerable to extreme weather events



DOEE Watershed Restoration Programs



Grant Programs

- GZEP Watershed Protection Projects
- Clean Water Construction
- Community Stormwater Solutions
- Innovative LID
- RiverSmart Communities
- RiverSmart Schools
- Stormwater Retention Credit (SRC) Aggregator Startup



Credit: Dance Place



Rebate Programs



- Permeable Pavers
- RiverSmart Homes Rain Barrel
- RiverSmart Homes Rain Garden
- RiverSmart Rooftops



Other Programs

- Adopt Your District
- Large Parcel Tree Planting
- Stormwater Retention Credit (SRC) PriceLock
- Stormwater Retention Credit (SRC) Site Evaluation
- Watershed Stewards Academy



Bottom Line

- Can't meet pollution diet without actions by residents, businesses, churches, and community organizations
- DOEE has many programs to improve health of our waterways
- DOEE is currently updating its Watershed Implementation Plan to clean up the Chesapeake Bay and support local priorities
- Here to help you access these programs and learn how we can make them more effective



Katherine Antos

Branch Chief

Partnering & Environmental Conservation Branch

Department of Energy & Environment

katherine.antos@dc.gov

(202) 574-7606



Community Stormwater Solutions Grants



Credit: Building Bridges Across the River



Credit: Dance Place



Credit: Department of Energy and Environment

Program History

- An annual grant, launched in 2016
- In total, awarded 30 grants over three grant cycles and totaling nearly \$550,000
- Each year, we receive ~ 30 proposals and award ~ 10 grants
- Project budgets have ranged from \$2,000, with max being \$20,000

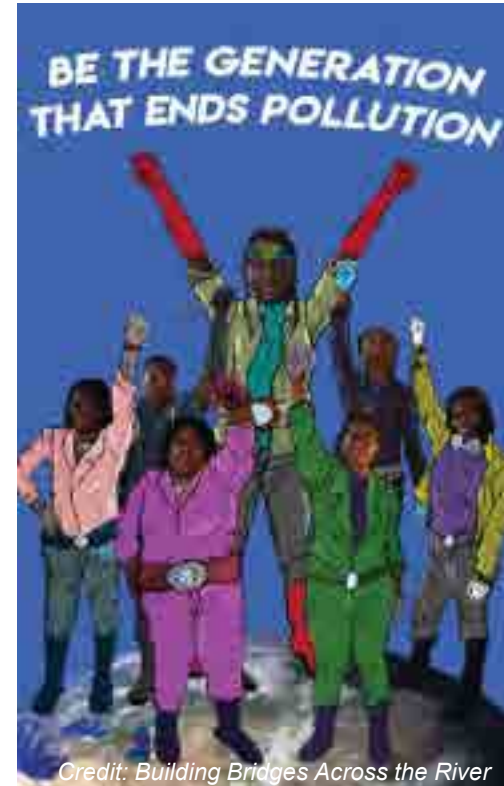


Credit: National Housing Trust



Program Goals

- Reduce impacts of stormwater runoff on the District's watersheds
- Fund community-oriented and inspired projects
- Expand DOEE's work with community partners and strengthen existing relationships
- Provide assistance to newer organizations to help them build capacity



Credit: Building Bridges Across the River



Types of Projects

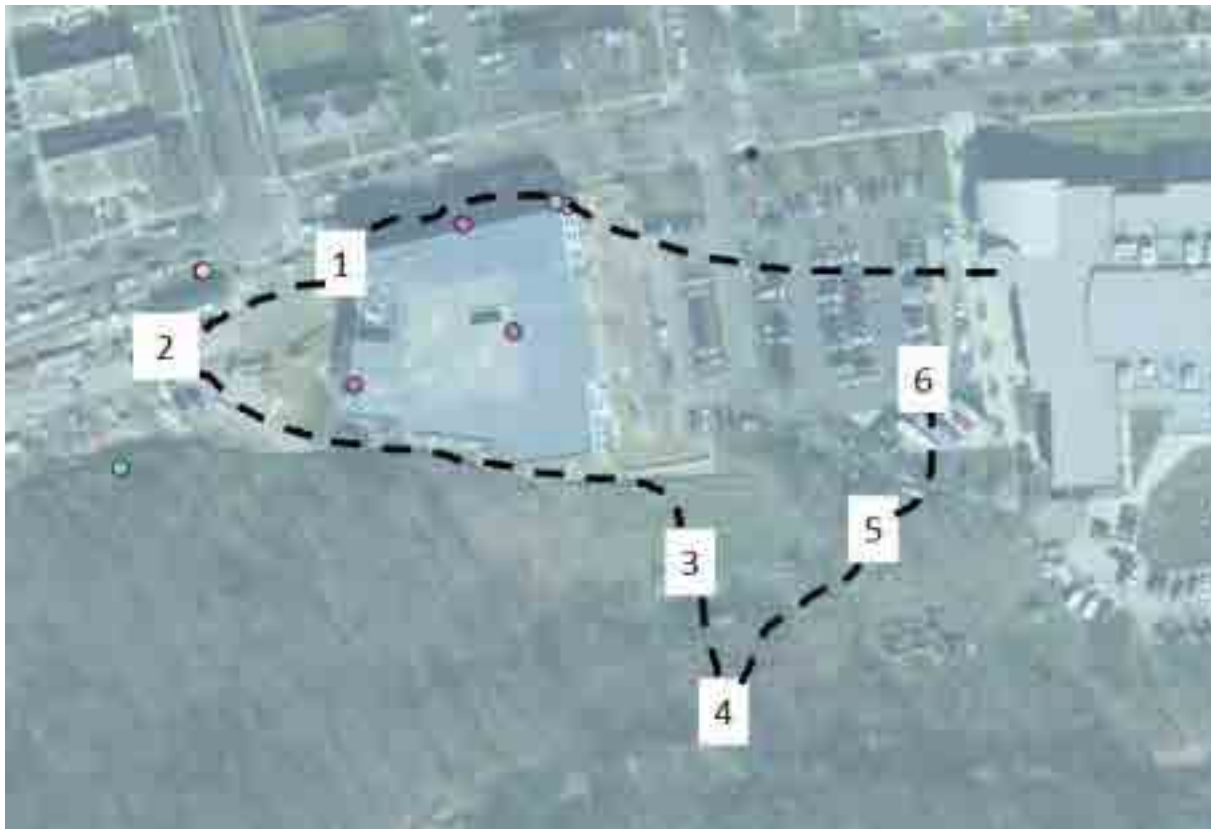
- Install green infrastructure
- Maintain existing green infrastructure
- Provide pathways to green jobs
- Restore native habitat
- Litter clean up
- Engage communities, raise awareness, and bring about behavior change



Credit: Bona Terra



Green Infrastructure Site Tour





Trash Talk

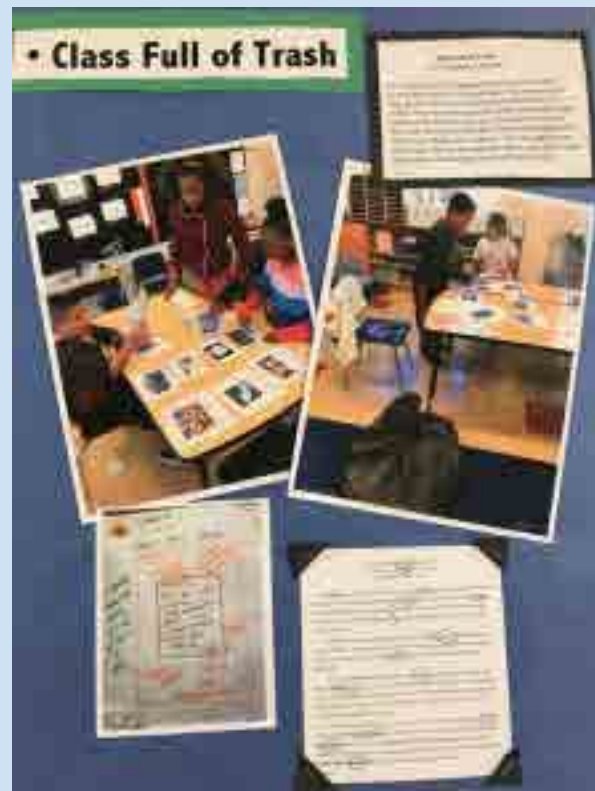
FY18 DOEE Community Stormwater Solutions Grant

18 September 2018
DOEE Grant Writing Workshop

Pamela McKinney
Capital City PCS

Trash Talk - First Steps

- **Discussed with leadership areas of need**
 - What would we want our students to learn if we had the funds to make it possible?
- **Focused on 5th Grade**
 - Tied into the Overnight Meaningful Watershed Educational Experiences Program
 - Trash-focused science curriculum
- **Partnered with Alice Ferguson Foundation**



Trash Talk – Planned Activities

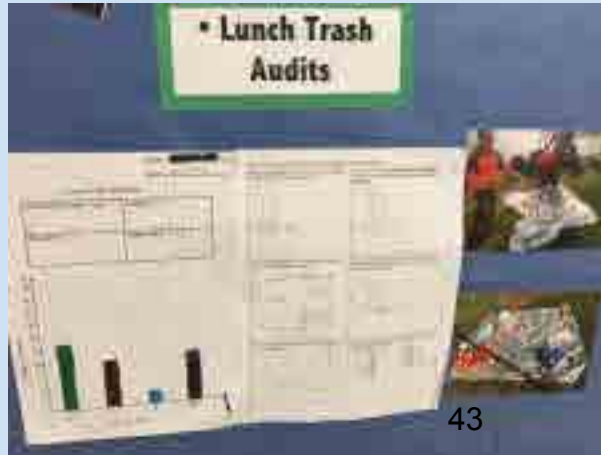
- **Trash Audits**
- **Fieldwork trips**
 - Hard Bargain Farm - sustainable farming, introduction to watersheds & pollution
 - Ft. Totten Transfer Station
 - Prince George's Composting Facility
 - Montgomery County Recycling Center
- **In-class activities with AFF**
- **Student-led action projects**
 - Presented to DOEE, CCPCS Operations Staff, & Board of Directors



Trash Talk – Student Data

- Collected 30 lbs of trash on school grounds
- 63% of cafeteria waste could have been composted
- 5.7 lbs of recycling is throw out each lunch period

This trash sometimes ends up on our school grounds & eventually in our water systems.



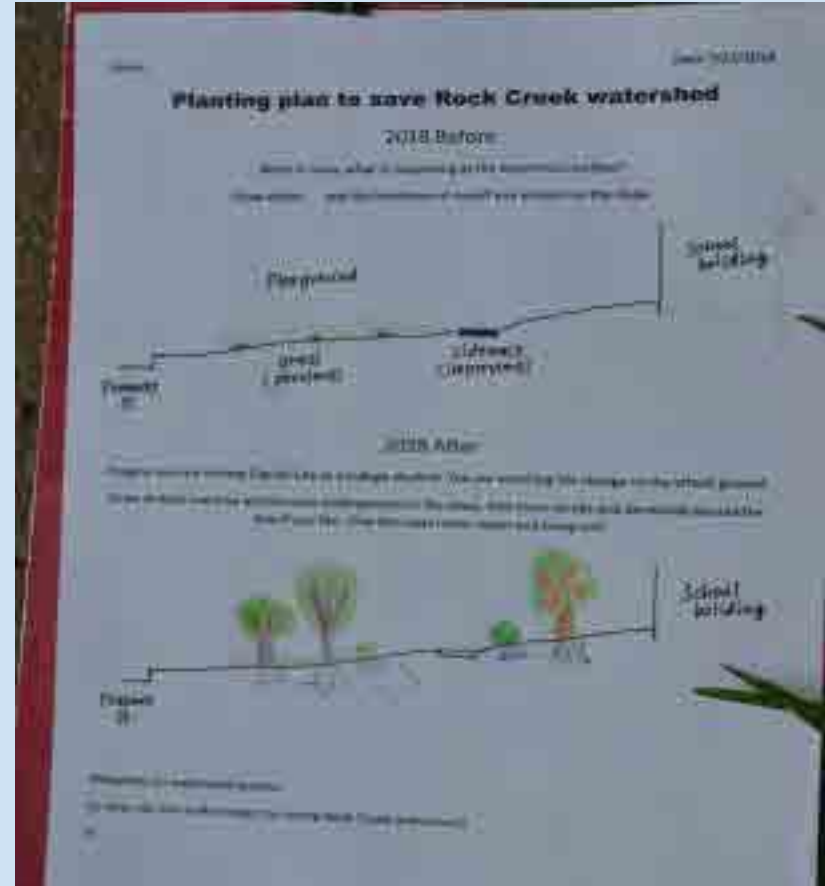
Trash Talk – Additional Activities

- Green Team
- School-wide cleanups
- Summer program focused on stormwater runoff & pollution
- Native plantings
- High School joining efforts



Contact Information

Pamela McKinney, Director of Development
Capital City Public Charter School
pmckinney@ccpcs.org
202-808-9748





CHANGING
Perceptions

Goals of the Grant

3 Key Goals

Signature Riversmart Showpiece

- Beautifully designed, environmentally friendly showpiece at our non-profit's headquarters
- Large bayscape around the property, upgraded rain garden, native plant education
- Show people can have great design that also reduces stormwater runoff

Community Involvement

- No litter pledge and community clean ups
- Riversmart home sign ups

Economic opportunity: Business launches and Job Training

- Training, mentorship, and experience to launch 2 Riversmart businesses
- On the job training and teaching to build Riversmart landscaping ability



Why We Chose to Seek Funding

Show Power of the Riversmart Program (that we have already seen)

- Pathway to business ownership
- Impact on local environment

Opportunity for Real Life Experience



Lessons Learned

Importance of Mentorship

Ending Thoughts



Conservation Photographer, Krista Schlyer





River of Resilience

A journey from Headwaters to Confluence on the Anacostia River

The Anacostia River story map commemorates the Year of the Anacostia by exploring the history and restoration of a national river watershed.

<http://storymaps.esri.com/stories/2018/anacostia/>

The **Anacostia River
Watershed Photo Database**

was created to assist
Anacostia River restoration
advocates in their work.

The 200-image database
includes a range of
watershed themes and is
available for free to promote
your group's efforts towards
river restoration.

To find out more, and register
for the database, visit:

**[ANACOSTIAPHOTOS.PHOTOSHELTER
.COM/P/INSTRUCTIONS](https://ANACOSTIAPHOTOS.PHOTOSHELTER.COM/P/INSTRUCTIONS)**



WHAT'S NEXT?



Stormwater 101 *September 18th*

Learn how stormwater impacts your neighborhood, rivers, and the Chesapeake Bay and opportunities to fund community projects. Includes a site tour of green infrastructure at THEARC.

Project Description & Partners *September 23th*

Join this workshop for the opportunity to work with community partners and learn how to write a strong project description. We will answer questions like "What does a grant application look like?" and "What should be included in a project description?"

Work Plan & Required Documents *October 2nd*

Ever wonder what is the difference between outputs and outcomes? Overwhelmed by the amount of additional documents required with a proposal? Join this workshop and learn how to write a strong work plan and an explanation of the required supporting documents.

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You got the grant, now what? *October 16th*

Congratulations! You got the grant, but now what? Join this workshop and learn what happens after you are awarded a grant and what is required.

Questions? Contact Kara Pennino at
kara.pennino@dc.gov or 202-654-6131



Project Description & Partners

Department of Energy & Environment: Grant Writing Workshop Series

Tuesday, September 25th 2018

5:30 – 8:00 PM

GOALS	Learn what is a RFA, what a grant application looks like, how to write a project description, and the importance of community partners.
OBJECTIVES	Write a grant project description for a DOE Community Stormwater Solutions grant.
TAKEAWAYS	Ideas grow better when a team forms a collaborative partnership.
HOMEWORK	Refine project description. Think about potential partners.

Agenda

5:30 PM	Registration & Networking
6:00 PM	Welcome & Introductions <ul style="list-style-type: none">• Ashley Milton, <i>Building Bridges Across the River</i>• Kara Pennino, <i>Department of Energy & Environment</i>
6:05 PM	Last Week Recap
6:10 PM	Request for Application & Community Stormwater Solutions Grant Application 101 <ul style="list-style-type: none">• Emily Rice, <i>Department of Energy & Environment</i>
6:25 PM	Grant Project Description 101 <ul style="list-style-type: none">• Kara Pennino, <i>Department of Energy & Environment</i>
6:35 PM	Community Stormwater Solutions Grantees <ul style="list-style-type: none">• Kayla David, <i>Alice Ferguson Foundation</i>• Emily Conrad, <i>Anacostia Watershed Society</i>
6:45 PM	Workbook Activity Part 1: Grant Application Review
7:00 PM	Workbook Activity Part 2: Practice Writing
7:40 PM	Elevator Speech <ul style="list-style-type: none">• Emily Rice, <i>Department of Energy & Environment</i>
7:45 – 8:00 PM	Closing Remarks



Project Description & Partners

September 25, 2018



AGENDA

1. Welcome & Introductions
2. Last Week Recap
3. Request for Proposal & Community Stormwater Solutions Grant Application 101
4. Grant Proposal Description 101 & Workbook Activates
5. Community Stormwater Solution Grantees
6. Elevator Speech



What is an RFA?

“RFA” is short for Request for Applications.

It is a public announcement of an availability of funds for one or more projects.

The RFA describes:

- Amount of funding available
- Who is eligible to apply
- What types of projects are eligible
- What funding can/cannot be used for
- When and how to apply
- What to submit with your proposal
- Proposal scoring criteria



How would I hear about a new RFA?

Three ways of getting the same info:

1. Check the *DC Register* for a “Notice of Available Funds” or “NOFA.”

<https://www.dcregs.dc.gov/>

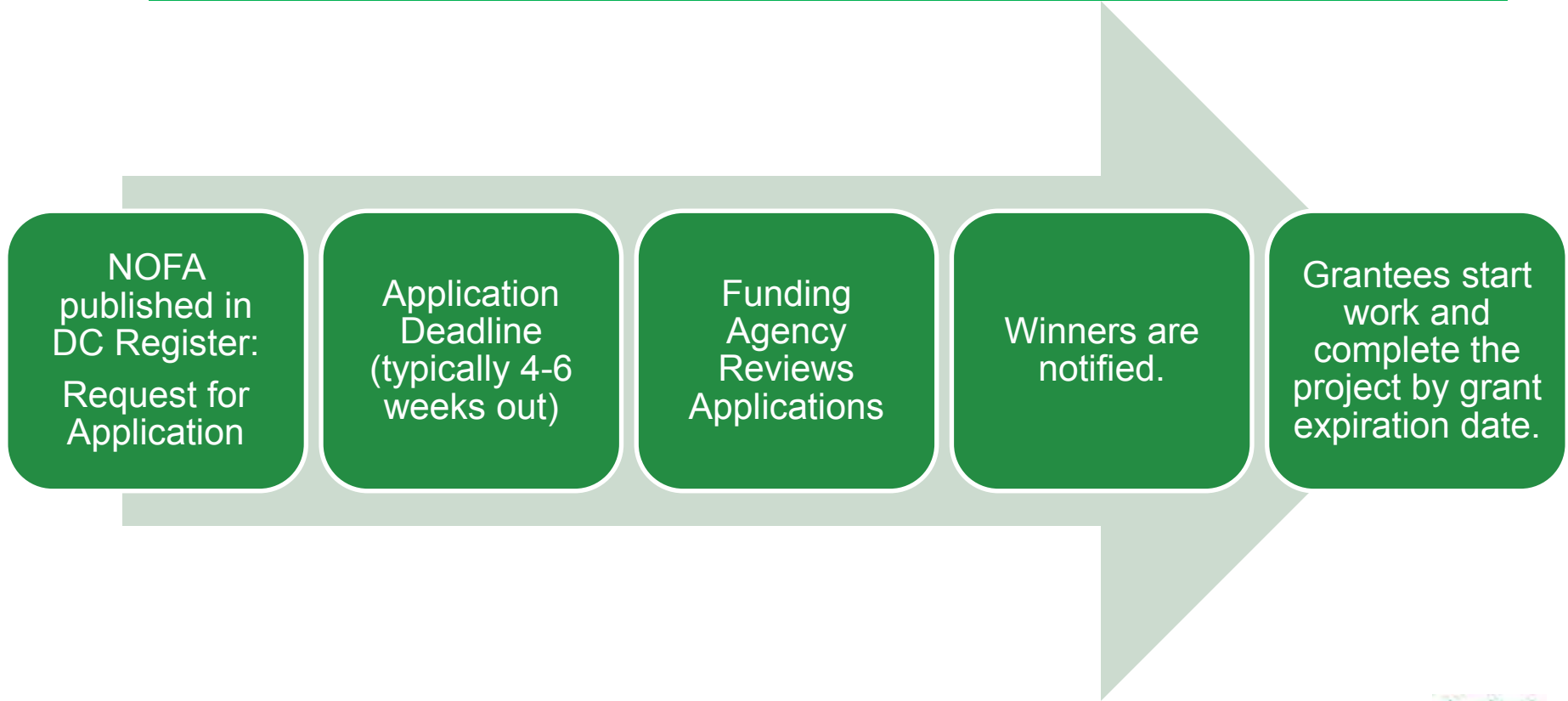
2. Sign up for the Office of Partnerships and Grant Services Weekly Funding Alert.

<https://opgs.dc.gov/>

3. Check the Agency's website.



Typical RFA Timeline



Community Stormwater Solutions Grants



Credit: Building Bridges Across the River



Credit: Dance Place



Credit: Department of Energy and Environment

PROGRAM HISTORY

- An annual grant, launched in 2016
- In total, awarded 30 grants over three grant cycles and totaling nearly \$550,000
- Each year, we receive ~ 30 proposals and award ~ 10 grants
- Project budgets have ranged from \$2,000, with max being \$20,000
- Total funding available per year ~ \$200,000

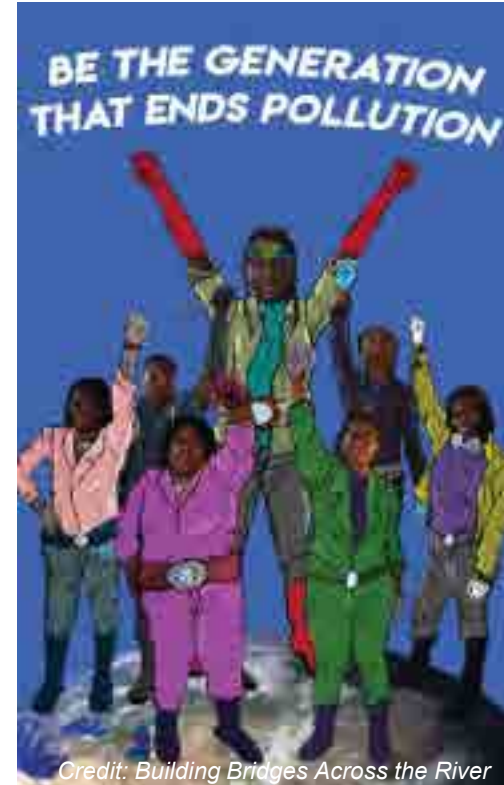


Credit: National Housing Trust



PROGRAM GOALS

- Reduce impacts of stormwater runoff on the District's watersheds
- Fund community-oriented and inspired projects
- Expand DOEE's work with community partners and strengthen existing relationships
- Provide assistance to newer organizations to help them build capacity



WHO CAN APPLY?

- Nonprofits
- Faith-based organizations
- Government agencies
- Schools, universities, and other educational institutions
- Businesses

Applicants and projects must be physically located in the District.

Individuals and other unincorporated groups are encourage to partner with an eligible applicant as a “fiscal agent.”



TYPES OF PROJECTS



Credit: Building Bridges Across the River



Credit: Anacostia Watershed Society

1. Install Green Infrastructure

Green infrastructure allows stormwater to be absorbed into the ground, reducing the impact of stormwater runoff on District water bodies. Coupled with significant community engagement, even small installations can make a big difference.



2. Maintain Existing Green Infrastructure

Green infrastructure already exists at many schools, residential properties, commercial buildings, and along roadways, but maintaining them so that they function as designed is an on-going challenge.



3. Provide Pathways to Green Jobs

Jobs focused on trash prevention, watershed health, and stormwater management are emerging job fields. Proposals in this category should focus on training and connecting the District workforce to these types of jobs.



4. Restore Native Habitat

Many of District's natural areas are overrun by **invasive plant** species. Proposals in this category should focus on removing invasive species, replanting with natives, engaging residents, and creating new native habitats.



Credit: Krista Schlyer



5. Litter Clean Up

Trash is one of the leading causes of pollution in the District's water bodies. Storm drains in the Municipal Separate Storm Sewer System (MS4) areas of the District lead directly to our streams. Projects involving trash cleanups should take place in the MS4.



6. Pollution Prevention

Stormwater runoff is the leading cause of stream impairment in urban areas. Many outdoor activities (product storage, manufacturing processing, loading/unloading operations, pet care) contribute to degraded water quality when proper measures are not followed.



7. Engage, raise awareness, change behavior



IMPORTANCE OF PARTNERSHIPS

Partnerships help make good projects great!

Benefits

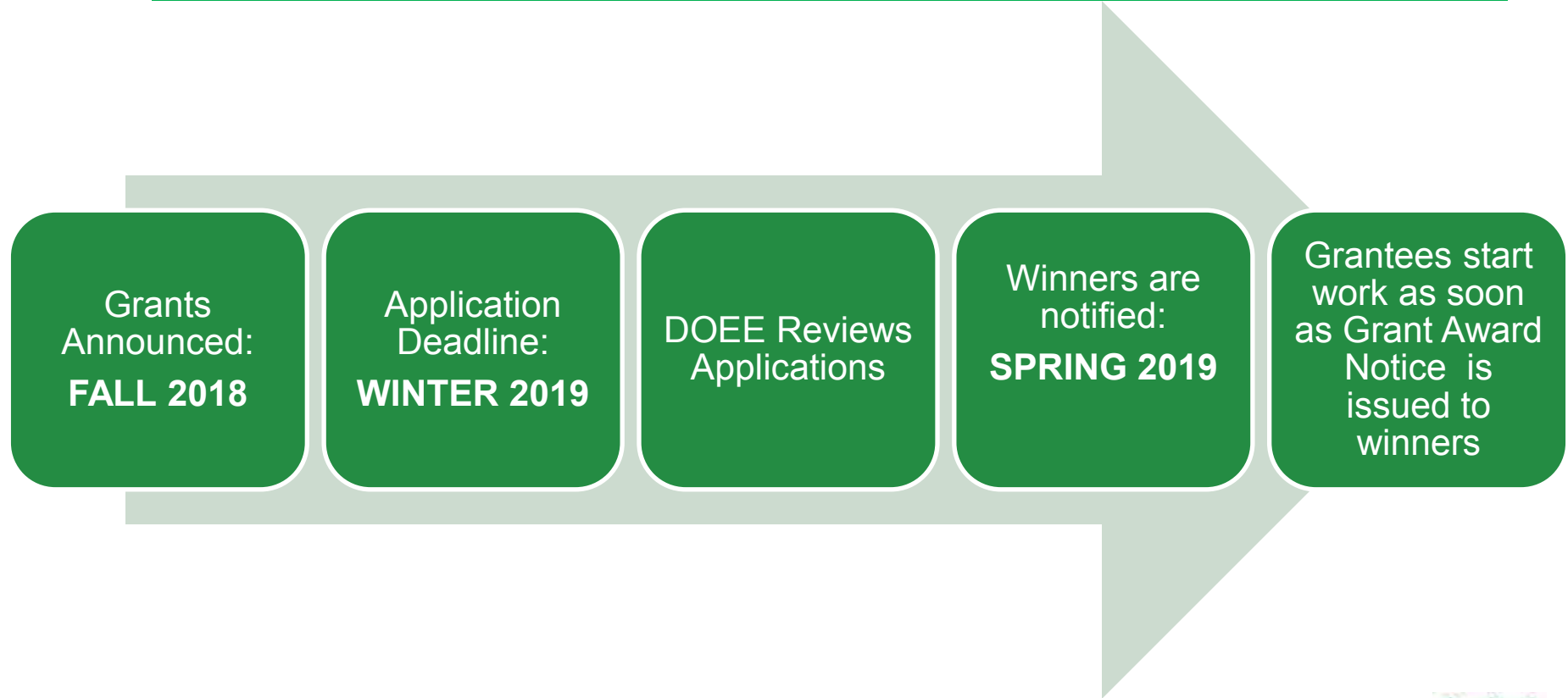
- Leverages strengths of individual partners/on-the-ground expertise
- Improves efficiency (materials and administrative costs)
- Expands your project's reach (# of people or communities you reach, acres restored, trash collected)

Potential Barriers to Successful Partnerships

- Too many cooks in the kitchen
- Communication challenges
- Financial and time commitments outweigh potential benefits



COMMUNITY STORMWATER SOLUTIONS TIMELINE



PROJECT DESCRIPTION 101



Credit: Dance Place



Credit: Living Classrooms



WHERE TO START

1

Read the RFA

2

Engage with the community
& partners

3

Create an outline



Credit: Living Classrooms



DEVELOPING YOUR PROJECT

- 1 Why is the work important?
- 2 What do you intend to do?
- 3 How are you going to achieve the goal?
- 4 What are the intended outcomes, outputs, and deliverables?

Background

Problem

Goals

Strategy

Objectives



Why is the work important?

EXAMPLE:

Make Believe Island is home to the endangered Blue Badger. Recent studies have shown litter pollution on the island is negatively impacting the badgers' natural habitat and a contributor to the declining population.

Background

Problem



What do you intend to do?

EXAMPLE:

The goals of project “Bring Back Blue Badgers” are to cleanup and prevent litter and restore the native habitat on Make Believe Island.

Goals



Credit: Living Classrooms



How are you going to achieve the goal?

Example:

Blue Badgers, Inc. will achieve the project goals by organizing three community cleanups, creating educational litter prevention signs, and restoring the native habitat on Make Believe Island.

Strategy



Credit: Anacostia Watershed Society



What? When? Where? Why? Who?

EXAMPLE:

The three community cleanups will take place on April 30th, May 2nd, and June 28th, 2019 at the south east entrance of Make Believe Island. This location was picked because it is a trash hotspot and it is close to a storm drain in the MS4. Community partners including Washington, DC Badger Society, will help conduct outreach to recruit volunteers by sending newsletters.

Strategy



Credit: Earth Conservation Corps



What are the intended outputs, outcomes, and deliverables ?

- **Output:** 200 bags of trash collected at community cleanups.
- **Outcome:** Increase the population of Blue Badgers on Make Believe Island.
- **Deliverable:** Litter prevention signs on Make Believe Island.

Objectives



Credit: Krista Schlyer



KEY POINTS

- Make sure the goals and activities are inline with the priority points in the RFA
- Be specific
 - *Who? What? Where? When? Why?*
- Be clear
- Use the active voice
- Don't forget about partners!



HEARING FROM PAST GRANTEES



Credit: Capital City Public Charter School



Credit: Krista Schlyer







Elevator Speech

- A very brief description of the project
- 3-5 sentences
- Conveyed to someone with no knowledge of the project in less than one minute

“GreenDC LLC is seeking funding to develop a Green Infrastructure Maintenance Program within our existing Clean Team Program. Funding will be used to hire a green infrastructure maintenance specialist to train existing staff on how to properly maintain the stormwater planters, street trees, and permeable pavement recently installed along the Z Street Main Street Corridor. Funding will also be used for costs of tools, plants, and other maintenance supplies, and Green Infrastructure Training and Certificate for five staff.”



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You got the grant, now what? *October 16th*

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WORKBOOK ACTIVITY 1

PART 1:

GRANT APPLICATION EXAMPLE 1: *Litter Letter Project*

Identify the top STRENGTHS in the project description:

Identify the top opprotunities for IMPROVEMENT in the project description:

GRANT APPLICATION EXAMPLE 2: *The Trash Gardens: Art, Education, & Litter Clean-Ups*

Identify the top STRENGTHS in the project description:

Identify the top opprotunities for IMPROVEMENT in the project description:

WORKBOOK ACTIVITY 1

PART 2:

BACKGROUND & PROBLEM: *Why is the work important?*

Example:

- » Make Believe Island is home to the endangered Blue Badger. Recent studies have shown litter pollution on the island is negatively impacting the badgers' natural habitat and a contributor to the declining population.

BACKGROUND & PROBLEM:

GOALS: *What do you intend to do?*

Example:

- » The goals of project “*Bring Back Blue Badgers*” are to cleanup and prevent litter and restore the native habitat on Make Believe Island.

GOALS:

STRATEGY: *How are you going to achieve the goal? Who? What? Where? When? Why?*

Example:

- » Blue Badgers, Inc. will achieve *Bring Back Blue Badgers* goals by organizing three community cleanups, creating educational litter prevention flyers, and restoring the native habitat on Make Believe Island.
- » The three community cleanups will take place on April 30th, May 2nd, and June 28th, 2019 at the south east entrance of Make Believe Island. This location was picked because it is a trash hotspot and it is close to a storm drain in the MS4. Community partners including Washington, DC Badger Society, will help conduct outreach to recruit volunteers by sending newsletters.

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

OUTCOMES & OUTPUTS & DELIVERABLES: *What are the outputs, outcomes, and deliverables from the activities?*

- » OUTPUT: 200 bags of trash collect at community cleanups
- » OUTCOME: Increase the population of Blue Badgers on Make Believe Island
- » DELIVERABLE: 5 litter prevention signs on Make Believe Island

[illegible]

Work Plan & Required Documents

Department of Energy & Environment: Grant Writing Workshop Series

Tuesday, October 2nd 2018

5:30 – 8:00 PM

GOALS	Learn how to draft a comprehensive work plan and what the necessary documents for a complete application package are.
OBJECTIVES	Develop a template request for supporting documents and a plan of work activities with a beginning, middle, and end for a set period of time.
TAKEAWAYS	Plan ahead and request help early!
HOMEWORK	Refine you work plan and beginning compiling required documents.

Agenda

5:30 PM	Registration & Networking
6:00 PM	Welcome & Introductions <ul style="list-style-type: none">Kara Pennino, Department of Energy & Environment
6:05 PM	Last Week Recap
6:10 PM	Project Work Plan 101
6:35 PM	Community Stormwater Solutions Grantee <ul style="list-style-type: none">Erin Garnaas-Homes, Anacostia Waterfront Trust
6:45 PM	Workbook Activity Part 1: Work Plan
7:10 PM	How to Measure Success
7:20 PM	Workbook Activity Part 2: Outputs, Outcomes, and Deliverables
7:40 PM	Required Documents
7:45 PM	Closing Remarks



Work Plan & Required Documents

October 2nd, 2018



AGENDA

1. Welcome & Introductions
2. Last Week Recap
3. Project Work Plan 101
4. Community Stormwater Grantee
5. Workbook Activities
6. Required Documents





LAST WEEK...



What is an RFA?

“RFA” is short for Request for Applications.

It is a public announcement of an availability of funds for one or more projects.

The RFA describes:

- Amount of funding available
- Who is eligible to apply
- What types of projects are eligible
- What funding can/cannot be used for
- When and how to apply
- What to submit with your proposal
- Proposal scoring criteria



COMMUNITY STORMWATER SOLUTIONS GRANT

- An annual grant, launched in 2016
- Up to \$20,000 per grant
- Applicants and projects must be physically located in the District
- Type of Projects:
 - Install Green Infrastructure*
 - Maintain Existing Green Infrastructure*
 - Pathways to Green Jobs*
 - Restore Native Habitat*
 - Litter Clean Up*
 - Pollution Prevention*
 - Engage, raise awareness, change behavior*



DEVELOPING YOUR PROJECT

- 1 Why is the work important?
- 2 What do you intend to do?
- 3 How are you going to achieve the goal?
- 4 What are the intended outcomes, outputs, and deliverables?

Background

Problem

Goals

Strategy

Objectives



KEY POINTS

- Make sure the goals and activities are inline with the priority points in the RFA
- Be specific
 - *Who? What? Where? When? Why?*
- Be clear
- Use the active voice
- Don't forget about partners!



PROJECT WORK PLAN



WHAT



WHEN



WHO



PROJECT WORK PLAN

WORK PLAN (Duplicate as needed for each Project Goal)

Applicant:		Project Title:	
GOAL 1:			
Specific and Measurable Objectives & Activities:			
Objective #1:			
Key activities needed to meet this objective:		Responsible Staff	Timeframe
<ul style="list-style-type: none">_______________			
Objective #1:			
Key activities needed to meet this objective:		Responsible Staff	Timeframe
<ul style="list-style-type: none">_______________			
Objective #3:			
Key activities needed to meet this objective:		Responsible Staff	Timeframe
<ul style="list-style-type: none">_______________			

* Document Citation: Setajar Associates Grant Writing



LAST WEEK...

EXAMPLE:

The goals of project “Bring Back Blue Badgers” are to cleanup and prevent litter and restore the native habitat on Make Believe Island.

Goals



Credit: Living Classrooms



EXAMPLE WORK PLAN

Applicant: Blue Badgers, Inc.	Project Title: Bring Back Blue Badgers
GOAL 1: Three Community Cleanups	

Specific and Measurable Objectives & Activities:
Stratgey#1: Recruit 15 volunteers

<u>Key activities needed to accomplish this:</u>	<u>Responsible Staff</u>	<u>Timeframe</u>
<ul style="list-style-type: none">• Confirm date, time, and location of community cleanups• Create event flyers• Share event with community partners• Market event on social media and listservs	Susan Stormwater Walter Waters	April 2019 – May 2019

EXAMPLE WORK PLAN

Applicant: Blue Badgers, Inc.	Project Title: Bring Back Blue Badgers
GOAL 1: Three Community Cleanups	

Strategy #2: Collect 200 bags of trash		
<u>Key activities needed to accomplish this strategy:</u>	<u>Responsible Staff</u>	<u>Timeframe</u>
<ul style="list-style-type: none">Buy 200 trash bagsRecord number of trash bags collected at cleanups	Holly Helper	May 2019



WORK PLAN TIPS



Be Clear.



Be Concise.



Be Consistent.



Credit: Krista Schlyer





HOW TO MEASURE SUCCESS



Outputs are quantifiable.

200 bags of trash.



Outcomes are the larger goals. Think big picture.

Increased population of Blue Badgers on Make Believe Island.



Deliverables are tangible.

Litter prevention signs on Make Believe Island.





REQUIRED DOCUMENTS

With your proposal, you must submit a number of required documents.

For all DOEE grants, these documents are listed in Section 3.4 of the RFA.

For Community Stormwater Solutions Grants, you will upload these into the “Attachments” section of the ZoomGrants online application system.

Begin compiling these documents early!

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1.1 INTRODUCTION	4
1.2 PURPOSE OF THE GRANTS	4
1.3 SOURCE OF FUNDS	4
1.4 COMPETITION FOR A GRANT AWARD	4
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1.6 ELIGIBILITY	5
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REQUIRED DOCUMENTS CHECKLIST

- ☐ Certificate of Good Standing
 - obtained from DCRA
- ☐ Signed Promises, Certifications, Assertions, and Assurances document
 - The “PCA” is an appendix to the RFA and details the terms of a grant.
- ☐ IRS W-9 Tax Form
- ☐ Tax Exemption Affirmation Letter
- ☐ Applicant's Current Fiscal Year Budget
- ☐ Applicant's Financial Statements
- ☐ Separation of Duties Policy
- ☐ If project is at a DCPS, letter of support from Principal
- ☐ If project is on NPS land, letter or email of support from lead NPS staff



LETTER OF SUPPORT

- ❑ Ask in advance – Use your elevator speech!
- ❑ Provide template with description of your project
- ❑ Organization's letterhead (logo and address)
- ❑ Date
- ❑ Contact Information
- ❑ Signature



SUPPORTING DOCUMENTS

Supporting documents strengthen a proposal by providing additional details so that the review panel can more fully understand the project.

Common types of supporting documents:

- ☐ Letters of Support from organizations, individuals, association, or any entity that you have listed in the proposal as supporting the project.
- ☐ Maps
- ☐ Images
- ☐ Diagrams



WHAT'S NEXT?



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Learn how stormwater impacts your neighborhood, rivers, and the Chesapeake Bay and opportunities to fund community projects. Includes a site tour of green infrastructure at THEARC.

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Work Plan & Required Documents *October 2nd*

Ever wonder what is the difference between outputs and outcomes? Overwhelmed by the amount of additional documents required with a proposal? Join this workshop and learn how to write a strong work plan and an explanation of the required supporting documents.

Budget & Narrative *October 9th*

Budgeting not your strong suit? No worries! Join this workshop to learn the most critical aspects of a good budget and how to successfully write a budget narrative to explain how you will be spending the money.

You got the grant, now what? *October 16th*

Congratulations! You got the grant, but now what? Join this workshop and learn what happens after you are awarded a grant and what is required.

Questions? Contact Kara Pennino at
kara.pennino@dc.gov or 202-654-6131



EXAMPLE WORK PLAN

Applicant: Blue Badgers, Inc.		Project Title: Bring Back Blue Badgers
GOAL 1: Three Community Cleanups		
Specific and Measurable Objectives & Activities:		
Strategy #1: Recruit 15 volunteers		
<u>Key activities needed to accomplish this strategy:</u>	<u>Responsible Staff</u>	<u>Timeframe</u>
<ul style="list-style-type: none"> Confirm date, time, and location of community cleanups Create event flyers Share event with community partners Market event on social media and listservs 	Susan Stormwater Walter Waters	April 2019 – May 2019
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* Document Citation: Seliger Associates Grant Writing.

WORKBOOK ACTIVITY 2 PART 1:

Project Work Plan

Applicant:	Project Title:	
<u>GOAL 1:</u>		
Specific and Measurable Strategies & Activities:		
Strategy #1:		
<u>Key activities needed to accomplish this strategy:</u>	<u>Responsible Staff</u>	<u>Timeframe</u>
<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 		
Strategy #2:		
<u>Key activities needed to accomplish this strategy:</u>	<u>Responsible Staff</u>	<u>Timeframe</u>
<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 		
Strategy #3:		
<u>Key activities needed to accomplish this strategy:</u>	<u>Responsible Staff</u>	<u>Timeframe</u>
<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 		

** Document Citation: Seliger Associates Grant Writing.*

WORKBOOK ACTIVITY 2 PART 2:

Project Work Plan

How will you measure success?

Activities are the small steps taken during a grant period (<i>cleanups, plants, workshops, etc.</i>)	Outputs are quantifiable (<i>200 bags of trash collected at cleanups</i>)	Outcomes are the larger goals. Think big picture. (<i>Make Believe Island is a cleaner environment. Increase the population of Blue Badgers on Make Believe Island</i>).

Deliverables are tangible (*Litter prevention signs on Make Believe Island*).

-
-
-
-
-

Budget & Budget Narrative

Department of Energy & Environment: Grant Writing Workshop Series

Tuesday, October 9th 2018

5:30 – 8:00 PM

GOALS	Learn how to write a grant budget and narrative.
OBJECTIVES	Determine cost for activities and associated justification that connects to the overall project goal.
TAKEAWAYS	Calculate all cost; personnel, direct, matching, and in-kind. Draft budget narrative.
HOMEWORK	Develop a budget and budget narrative for a community stormwater project.

Agenda

- 5:30 PM Registration & Networking**
- 6:00 PM Welcome & Introductions**
- Ashley Milton, *Building Bridges Across the River*
 - Kara Pennino, *Department of Energy & Environment*
- 6:05 PM Last Week Recap**
- Kara Pennino, *Department of Energy & Environment*
- 6:10 PM Budget & Budget Narrative 101**
- Emily Rice, *Department of Energy & Environment*
 - Kara Pennino, *Department of Energy & Environment*
- 6:45 PM Community Stormwater Solutions Grantee**
- Rebecca Stack, *Design Green LLC*
- 7:00 PM Workbook Activity Part 1 & 2**
- 7:40 PM Scoring Criteria**
- 7:50 PM What's Next?**
- Ashley Milton, *Building Bridges Across the River*
- 7:55 PM Closing Remarks**
- 8:00 PM**



Budget 101

October 9, 2018



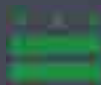
AGENDA

1. Welcome & Introductions
2. Last Week Recap
3. Budget 101
4. Budget Narrative
5. Community Stormwater Solutions Grantee
6. Workbook Activities





LAST WEEK...



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LETTER OF SUPPORT

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- ❑ Provide template with description of your project
- ❑ Organization's letterhead (logo and address)
- ❑ Date
- ❑ Contact Information
- ❑ Signature



BUDGET 101

WHAT else is it called?

- Budget Summary
- Budget Request

WHEN is it used?

- Always

WHY is it used?

- A budget tells the funder specifically what you are requesting for funding, item by item.
- A budget is **NOT** a lump sum.



Credit: Building Bridges Across the River



BUDGET INCLUDES:

- ✓ Salary (Personnel)
- ✓ Benefits
- ✓ Indirect Costs
- ✓ Travel
- ✓ Contractual Services
- ✓ Materials & Supplies
- ✓ Equipment
- ✓ Matching Funds
- ✓ In – Kind Donations



ALLOWABLE COSTS:

- ✓ Rental of office space, some vehicles, and some equipment;
- ✓ Employee salaries and benefits;
- ✓ Contractor labor, including professional services;
- ✓ Accounting and bookkeeping services;
- ✓ Communications, including telephone and data services;
- ✓ Printing, reproduction, including signage;
- ✓ Materials and supplies;
- ✓ Computers and printers;
- ✓ Small tools;
- ✓ Some field equipment, typically below \$5,000 in value;
- ✓ Postage and shipping;
- ✓ Fiscal Agent Fees
- ✓ Necessary travel, meals and lodging; and
- ✓ Insurance.

FOUND IN RFA!



NON-ALLOWABLE COSTS:

- X Major equipment, like vehicles
- X Lobbying, including salaries,
overheads, and out of pocket
expenses
- X Entertainment
- X Interest payments on loans
- X Food
- X Land purchases

FOUND IN RFA!



EXAMPLE BUDGET TABLE

Budget Category	Requested Funds	Matching Funds	In-Kind Donations	Total Project Cost
<i>Personnel</i>				
Susan Stormwater	\$6,000.00			
Walter Waters	\$4,000.00	\$4,000.00		
Holly Helper		\$2,000.00		
Student Volunteer			\$1,000.00	
Indirect (6%)	\$600.00			
Benefits (15%)	\$1,500.00			
<i>Direct Costs</i>				
Contractor	\$1,250.00	\$2,000.00		
Travel	\$150.00			
Planting Supplies	\$5,500.00		\$500.00	
Cleanup Supplies	\$500.00			
Litter Prevention Signs		\$1,000.00		
TOTAL	\$19,500.00	\$9,000.00	\$1,000.00	\$29,525.00



INDIRECT COSTS

Costs that are difficult, or impossible, to assign to a specific project. Sometimes called “overhead”. Indirect costs are usually a percentage of the budget.

Examples:

- Utilities (heating, lighting, AC)
- Chairs
- Internet
- Phone



Credit: Krista Schlyer



BENEFITS

Benefits typically include social security, retirement, and health insurance. These costs are a percentage of the total salary requested.



Credit: Dance Place



IN-KIND COSTS

Payment made in the form of goods and services, rather than cash. Think of “In-Kind Costs” as a type of donations.

EXAMPLES:

- Volunteer hours
- Materials
- Food & Beverages
- Facilities
- Volunteered Employee Time



Credit: Dance Place



MATCHING FUNDS

Matching Funds are funds from other sources that will help pay for the project. Types of other sources typically include additional grants or donations.



Credit: Anacostia Watershed Society



BUDGET NARRATIVE

Budget Narrative explains and justifies **every** line item in the budget.

PERSONNEL EXAMPLE:

Total Salary Request: \$10,000

- Susan Stormwater: **Request** \$6,000 for 200 hours at \$30 / hour.
- Walter Waters: **Request** \$4,000 for 160 hours at \$25/hour.
Match: \$4,000 for 160 hours at \$25/hour.

Total Benefits Request: \$1,500

- Benefits are 15% of total salary request. $\$10,000 \times 0.15 = \$1,500$



BUDGET NARRATIVE

Budget Narrative explains and justifies **every** line item in the budget.

TRAVEL EXAMPLES:

- **Total Travel Request: \$150**
- Fuel: Travel to and from Make Believe Island from Blue Badgers, Inc. office.
Estimated 20 trips to the island, total of 200 miles (10 miles/trip).
 $200 \text{ miles} \times \$0.54 = \mathbf{\$108}$
Note: \$0.54 is the standard mileage reimbursement rate
- Metro & Bus Fair: Estimated at **\$42**



BUDGET NARRATIVE

Budget Narrative explains and justifies **every** line item in the budget.

CONTRACTOR EXAMPLES:

Total Contractor Request: \$1,250

- Contractor 1: Graphic design artistic, Ryan Rain: \$1,250 for 100 hours at \$125 / hour.
Activities: Design litter prevention signs.
- Contractor 2: Matching funds of \$2,000 to hire invasive plant removal expert.



BUDGET NARRATIVE

Budget Narrative explains and justifies **every** line item in the budget.

SUPPLIES EXAMPLES:

Total Supplies Request: \$6,000

- Planting Supplies: **Request \$5,500**: 20 native trees, 130 shrubs, and 20 TreeGuard watering systems at \$19/guard.
In-Kind \$500: Mulch valued at \$30 / cubic feet donated by HomeDepot. See attached Letter of Support.
- Cleanup Supplies: **Requested \$500**: Trash bags, recycling bags, and gloves.



KEY POINTS

- **Be realistic.** Do not overstate or understate.
- **Be thorough.** Any forgotten costs will cost you, literally.
- **Be accurate.** Don't make up figures – get real costs.
- **Be consistent.** Make sure your budget includes all activities listed in your project description and work plan.



MORE KEY POINTS

- **Follow directions.** Refer back to the Request for Application (RFA). If you have questions, ask.
- **Report everything.** Cost out the total amount the project is going to cost, not just what you are asking from this one grant.
- **Double check!** Double check your math and make sure your budget total is accurate.







Design, Engineering, Permitting

Project and Program Management

Training and Science
Communication

Engineering driven by ecological principles to revitalize the urban landscape, an interdisciplinary approach:
Civil Engineers, Landscape Architects, Urban Planners, Arborists, Ecologists, Educators, Coders, Graphic Designers

COMMUNITY STORMWATER SOLUTION

Prime Inspector Green

Mobile application, inspired by the Public's enthusiasm for Pokémon Go.

Novel student engagement tool with bioretention and associated maintenance issues through play.

Partner RiverTools

Maintenance training toolkit for RiverSmart Schools stewards.

A set of narrated PowerPoint presentations and an accompanying field manual to introduce schoolyard LID caretakers to stormwater fundamentals.

BUDGET

- Start with the **Outcomes**
- Work your way back through the **Milestones**
- Draw on existing **Expertise**
- Allocate resources for **Revisions**
- Consider the **small** things
- Integrate a **Contingency** factor



NARRATIVE

- Connect request to time and expertise
- Discuss indirect, match, contingency

WORKBOOK ACTIVITY 3: PART 1

DIRECTIONS:

1. Open you binder to the Grant Application Example 1: *Litter Letter Project*
2. Turn to page 6
3. Read the **Budget Table** and **Budget Narrative**
4. Identify the strengths and opportunities for improvements in the **Budget Table** and **Budget Narrative**
5. Record strengths and opportunities for improvements in Workbook Activity 3: Part 1



WORKBOOK ACTIVITY 3: PART 2

DIRECTIONS:

1. Create a draft **Budget Table** using the template provided
2. Practice writing a **Budget Narrative** from budget items listed in your budget table

	Budget Category	Requested Funds	Matching Funds	In-Kind Donations	Total
EXAMPLE:	<i>Personnel Costs:</i>				
Employee 1		\$ -	\$ -	\$ -	\$ -
Employee 2		\$ -	\$ -	\$ -	\$ -
Employee 3		\$ -	\$ -	\$ -	\$ -
Volunteer		\$ -	\$ -	\$ -	\$ -
Benefits (at __%)		\$ -	\$ -	\$ -	\$ -
Indirect Costs (at __%)		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
	<i>Direct Costs:</i>				
Contractor *		\$ -	\$ -	\$ -	\$ -
Insurance		\$ -	\$ -	\$ -	\$ -
Travel		\$ -	\$ -	\$ -	\$ -
Equipment *		\$ -	\$ -	\$ -	\$ -
Materials & Supplies *		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
*Each category gets its own budget line	TOTAL:	\$ -	\$ -	\$ -	\$ -



SCORING CRITERIA

Proposal Scoring

All proposals will be scored according to the criteria below:

Scoring Criteria	Points
Presents an achievable plan for executing the project	15
Presents a reasonable budget for the work proposed	15
Involves members of an identified community in the development and execution of the project as evidenced through letters of support	15
Uses art or another creative solution	5
Will lead to behavior change	5
Furtheres existing DOEE efforts or stated priorities to reduce the impacts of stormwater runoff	10
Is cost effective (more bang for the buck)	10
Presents a meaningful way to educate the public on a stormwater-related issue	5
Will produce quantifiable outcomes	5
Demonstrates experience managing funds and reporting properly	5
Benefits the District's MS4 area, directly or indirectly	5
Benefits the Anacostia River or supports the "Year of the Anacostia"	5

FOUND IN RFA!

CRITERIA IS SPECIFIC TO EACH RFA.



WHAT'S NEXT?



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WORKBOOK ACTIVITY 3

PART 1:

DIRECTIONS:

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3. Read the **Budget Table** and **Budget Narrative**
4. Identify the strengths and opportunities for improvements in the **Budget Table** and **Budget Narrative**
5. Record strengths and opportunities for improvements below

Litter Letter Project **Budget Table and Budget Narrative**

STRENGTHS:

OPPROTUNITIES FOR IMPROVEMENT:

TURN PAGE OVER 

DIRECTIONS:

1. Open you binder to the Grant Application Example 2: *The Trash Gardens: Art, Education, & Litter Clean-Ups*
2. Turn to page 5
3. Read the **Budget Table** and **Budget Narrative**
4. Identify the strengths and opportunities for improvements in the **Budget Table** and **Budget Narrative**
5. Record strengths and opportunities for improvements below

The Trash Gardens: Art, Education, & Litter Clean-Ups Budget Table and Budget Narrative

STRENGTHS:

OPPROTUNITIES FOR IMPROVEMENT:

WORKBOOK ACTIVITY 3

PART 2:

	Budget Category	Requested Funds	Matching Funds	In-Kind Donations	Total
EXAMPLE:	<i>Personnel Costs:</i>				
Employee 1		\$ -	\$ -	\$ -	\$ -
Employee 2		\$ -	\$ -	\$ -	\$ -
Employee 3		\$ -	\$ -	\$ -	\$ -
Volunteer		\$ -	\$ -	\$ -	\$ -
Benefits (at ____%)		\$ -	\$ -	\$ -	\$ -
Indirect Costs (at ____%)		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
	<i>Direct Costs:</i>				
Contractor *		\$ -	\$ -	\$ -	\$ -
Insurance		\$ -	\$ -	\$ -	\$ -
Travel		\$ -	\$ -	\$ -	\$ -
Equipment *		\$ -	\$ -	\$ -	\$ -
Materials & Supplies *		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
*Each category gets its own budget line	TOTAL:	\$ -	\$ -	\$ -	\$ -

YOU GOT THE GRANT, NOW WHAT?

Department of Energy & Environment: Grant Writing Workshop Series

Tuesday, October 16th 2018

5:30 – 8:00 PM

GOALS	Learn how to administer and implement an awarded grant.
OBJECTIVES	Provide information and education on grants management.
TAKEAWAYS	Greater understanding of administrative and financial support and services needed after award in accepted.
HOMEWORK	Develop and organizational chart for the workflow of you project.

Agenda

- 5:30 PM Registration & Networking**
- 6:00 PM Welcome & Introductions**
- Ashley Milton, *Building Bridges Across the River*
 - Kara Pennino, *Department of Energy & Environment*
- 6:05 PM Last Week Recap**
- Kara Pennino, *Department of Energy & Environment*
- 6:10 PM Selection Process & Post Award Requirements**
- Emily Rice, *Department of Energy & Environment*
- 6:25 PM You Were Awarded, Now What?**
- Ashley Milton, *Building Bridges Across the River*
- 6:45 PM Community Stormwater Solutions Grantee**
- RonDell Pooler, *Rooted and Sustained*
- 7:00 PM Workbook Activity**
- 7:50 PM Closing Remarks**
- Kara Pennino, *Department of Energy & Environment*
 - Emily Rice, *Department of Energy & Environment*



Credit: Krista Schlyer



Credit: Living Classrooms



Credit: Krista Schlyer

You got the grant, now what?

October 16, 2018



AGENDA

1. Welcome & Introductions
2. Last Week Recap
3. DOEE's Selection Process
4. Post Award Requirements
5. You were Awarded, Now What? Presentation by Dr. Ashley Milton
6. Closing Remarks





LAST WEEK...

BUDGET INCLUDES:

- ✓ Salary (Personnel)
- ✓ Benefits
- ✓ Indirect Costs
- ✓ Travel
- ✓ Contractual Services
- ✓ Materials & Supplies
- ✓ Equipment
- ✓ Matching Funds
- ✓ In – Kind Donations



EXAMPLE BUDGET TABLE

Budget Category	Requested Funds	Matching Funds	In-Kind Donations	Total Project Cost
<i>Personnel</i>				
Susan Stormwater	\$6,000.00			
Walter Waters	\$4,000.00	\$4,000.00		
Holly Helper		\$2,000.00		
Student Volunteer			\$1,000.00	
Indirect (6%)	\$600.00			
Benefits (15%)	\$1,500.00			
<i>Direct Costs</i>				
Contractor	\$1,250.00	\$2,000.00		
Travel	\$150.00			
Planting Supplies	\$5,500.00		\$500.00	
Cleanup Supplies	\$500.00			
Litter Prevention Signs		\$1,000.00		
TOTAL	\$19,500.00	\$9,000.00	\$1,000.00	\$29,525.00



KEY POINTS

- **Be realistic.** Do not overstate or understate.
- **Be thorough.** Any forgotten costs will cost you, literally.
- **Be accurate.** Don't make up figures – get real costs.
- **Be consistent.** Make sure your budget includes all activities listed in your project description and work plan.



MORE KEY POINTS

- **Follow directions.** Refer back to the Request for Application (RFA). If you have questions, ask.
- **Report everything.** Cost out the total amount the project is going to cost, not just what you are asking from this one grant.
- **Double check!** Double check your math and make sure your budget total is accurate.



BUDGET NARRATIVE

Budget Narrative explains and justifies **every** line item in the budget.

PERSONNEL EXAMPLE:

Total Salary Request: \$10,000

- Susan Stormwater: **Request** \$6,000 for 200 hours at \$30 / hour.
- Walter Waters: **Request** \$4,000 for 160 hours at \$25/hour.
Match: \$4,000 for 160 hours at \$25/hour.

Total Benefits Request: \$1,500

- Benefits are 15% of total salary request. $\$10,000 \times 0.15 = \$1,500$



SCORING CRITERIA

Proposal Scoring

All proposals will be scored according to the criteria below:

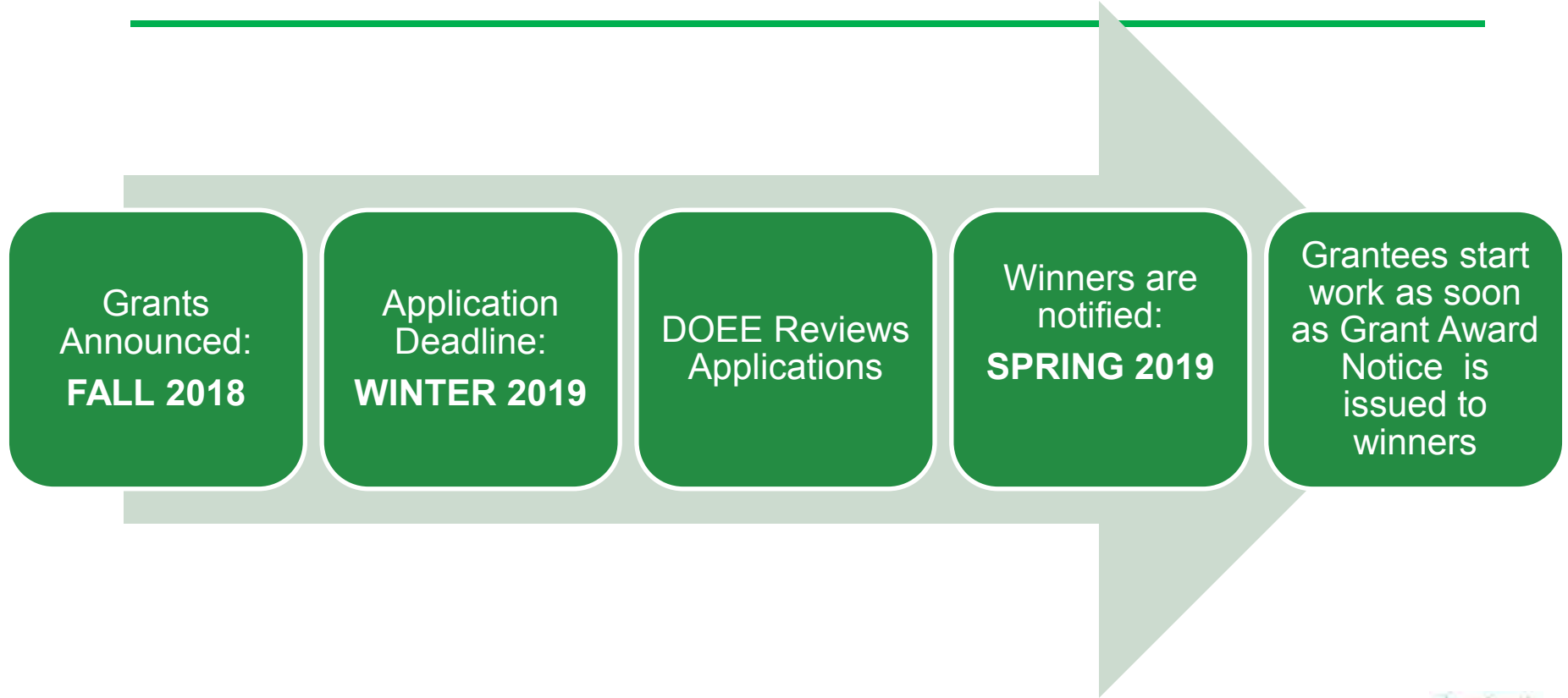
Scoring Criteria	Points
Presents an achievable plan for executing the project	15
Presents a reasonable budget for the work proposed	15
Involves members of an identified community in the development and execution of the project as evidenced through letters of support	15
Uses art or another creative solution	5
Will lead to behavior change	5
Furtheres existing DOEE efforts or stated priorities to reduce the impacts of stormwater runoff	10
Is cost effective (more bang for the buck)	10
Presents a meaningful way to educate the public on a stormwater-related issue	5
Will produce quantifiable outcomes	5
Demonstrates experience managing funds and reporting properly	5
Benefits the District's MS4 area, directly or indirectly	5
Benefits the Anacostia River or supports the "Year of the Anacostia"	5

FOUND IN RFA!

CRITERIA IS
SPECIFIC TO
EACH RFA.



DOEE's Selection Process



SELECTION PROCESS OVERVIEW

- Review Panel consisting of 3-6 subject matter experts review and score each proposal based on the scoring
- As necessary and depending on the project, some projects get an technical review and vetting from sister agencies
- Review Panel meets to discuss each project.
- Projects are ranked based on the average scores received.
- The Review Panel recommends the highest ranking projects to DOEE's Director Tommy Wells for final review and approval.



POST AWARD REQUIREMENTS

- Proof of insurance (waivers of some coverages available on a limited basis)
- Kick-off Meeting with DOEE staff and key partners on site
- Updated Work Plan
- Quarterly Progress Reports
- Final Report
- Project Deliverables
- Check-ins as necessary
- Invoicing



You Were Awarded, Now What?

Stormwater Grant Writing Workshop Series

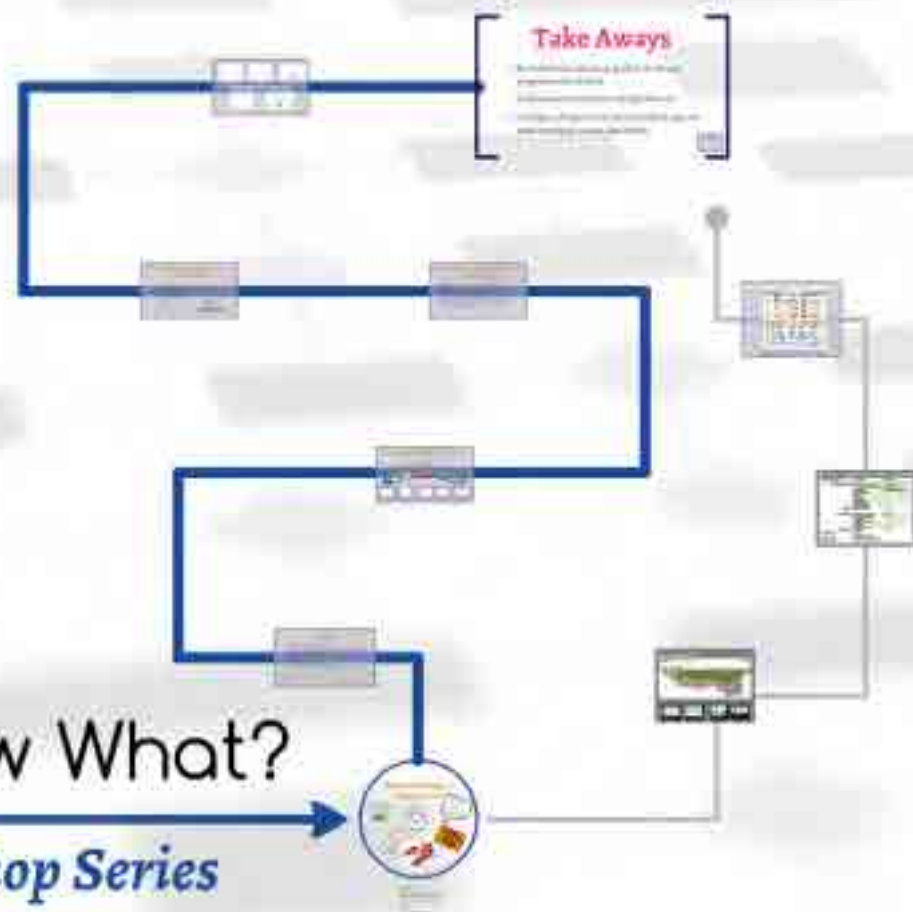
Dr. Ashley Milton, Director of THEARC Farm



You Were Awarded, Now What?

Stormwater Grant Writing Workshop Series

Dr. Ashley Milton, Director of THEARC Farm



What are challenges to implementation?

Collaboration & Accountability



Planning & Coordination




Effective Internal & External Communication



Scheduling Meetings



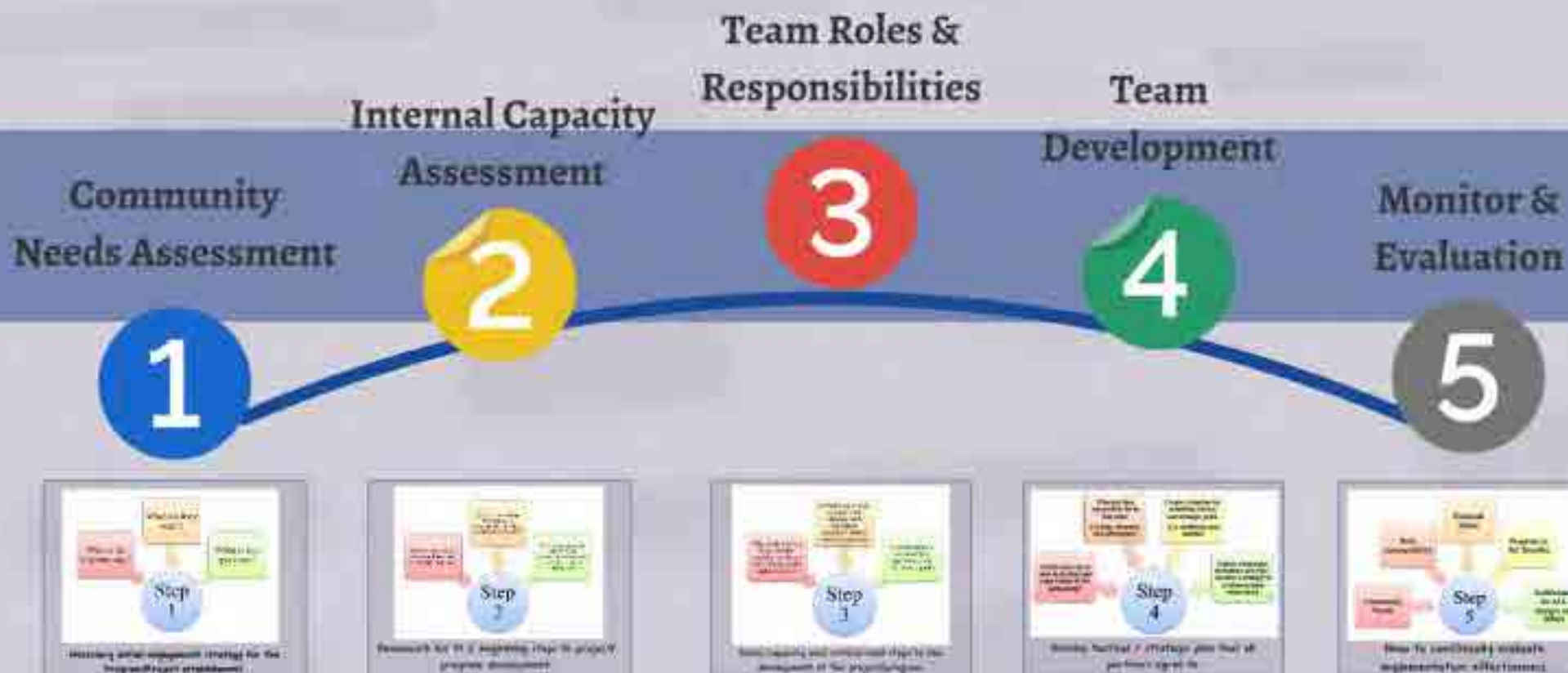


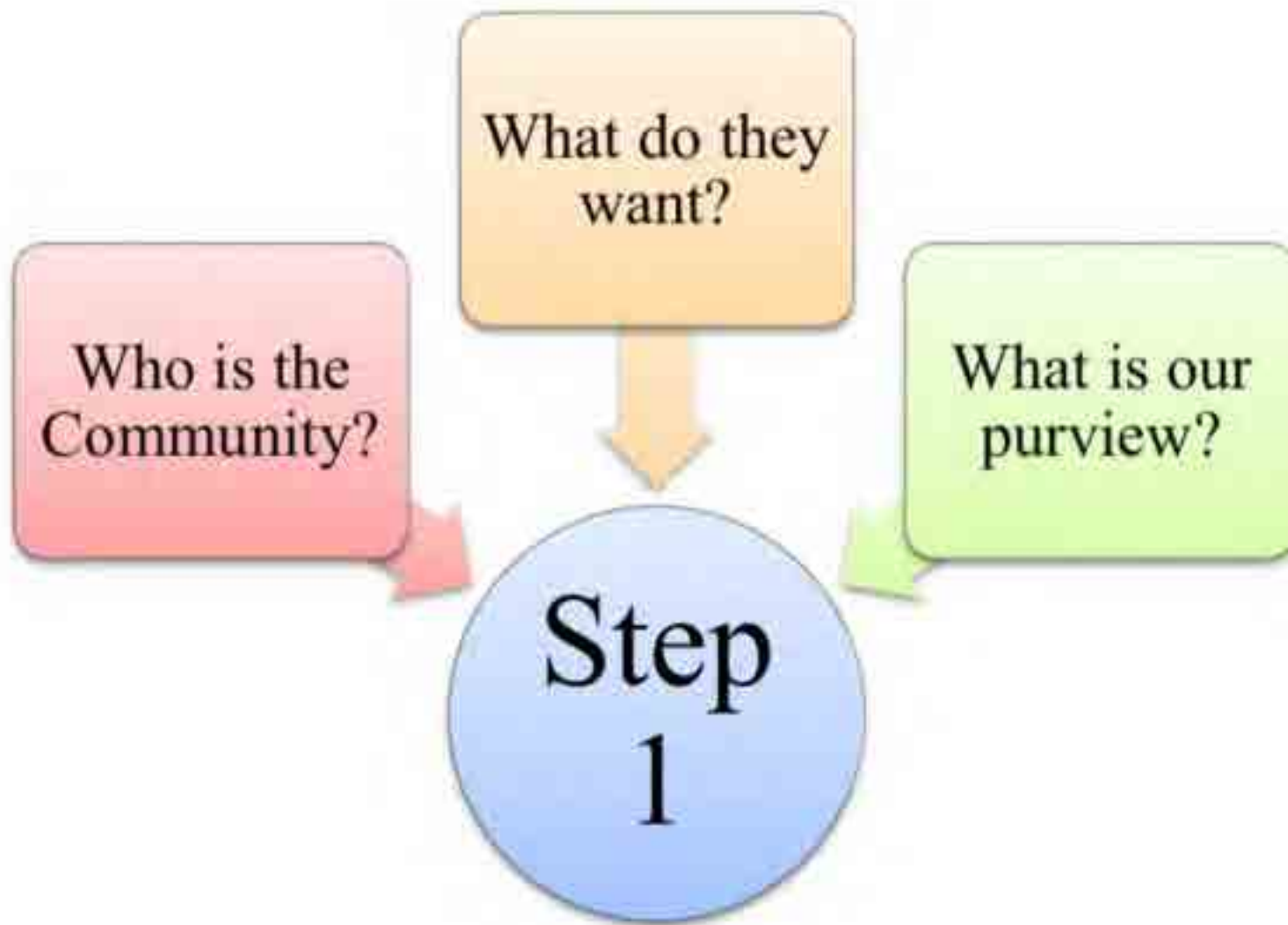
Plans are worthless,
but planning is everything.
-Dwight Eisenhower

Outline

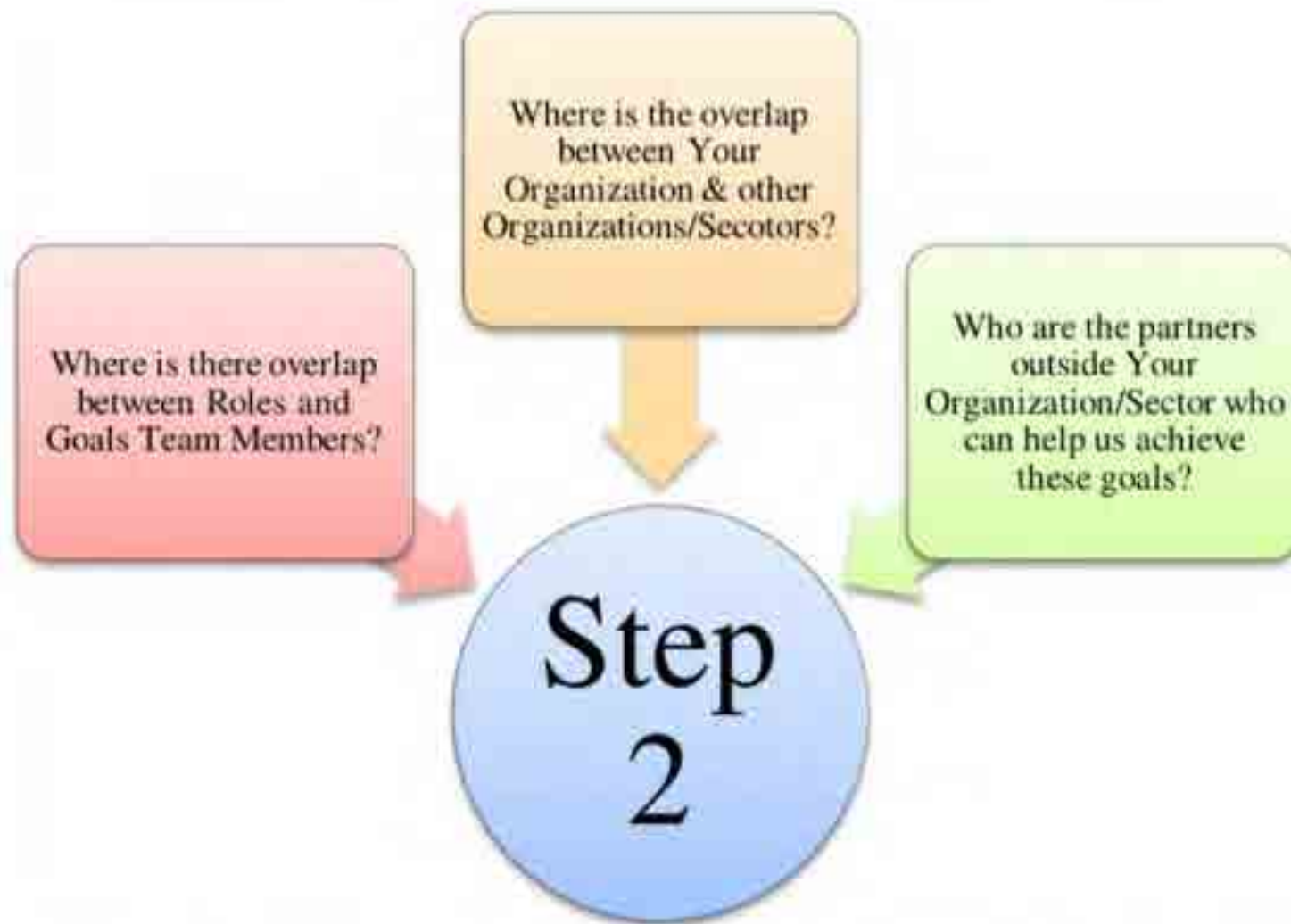
1. Review 5 Step Planning Process
2. Discussion Methods for Strategic & Tactical Planning
3. Development of Coordination Strategy
4. Piloting the Process
5. Take Away Points & Next Steps

5 Step Planning Process

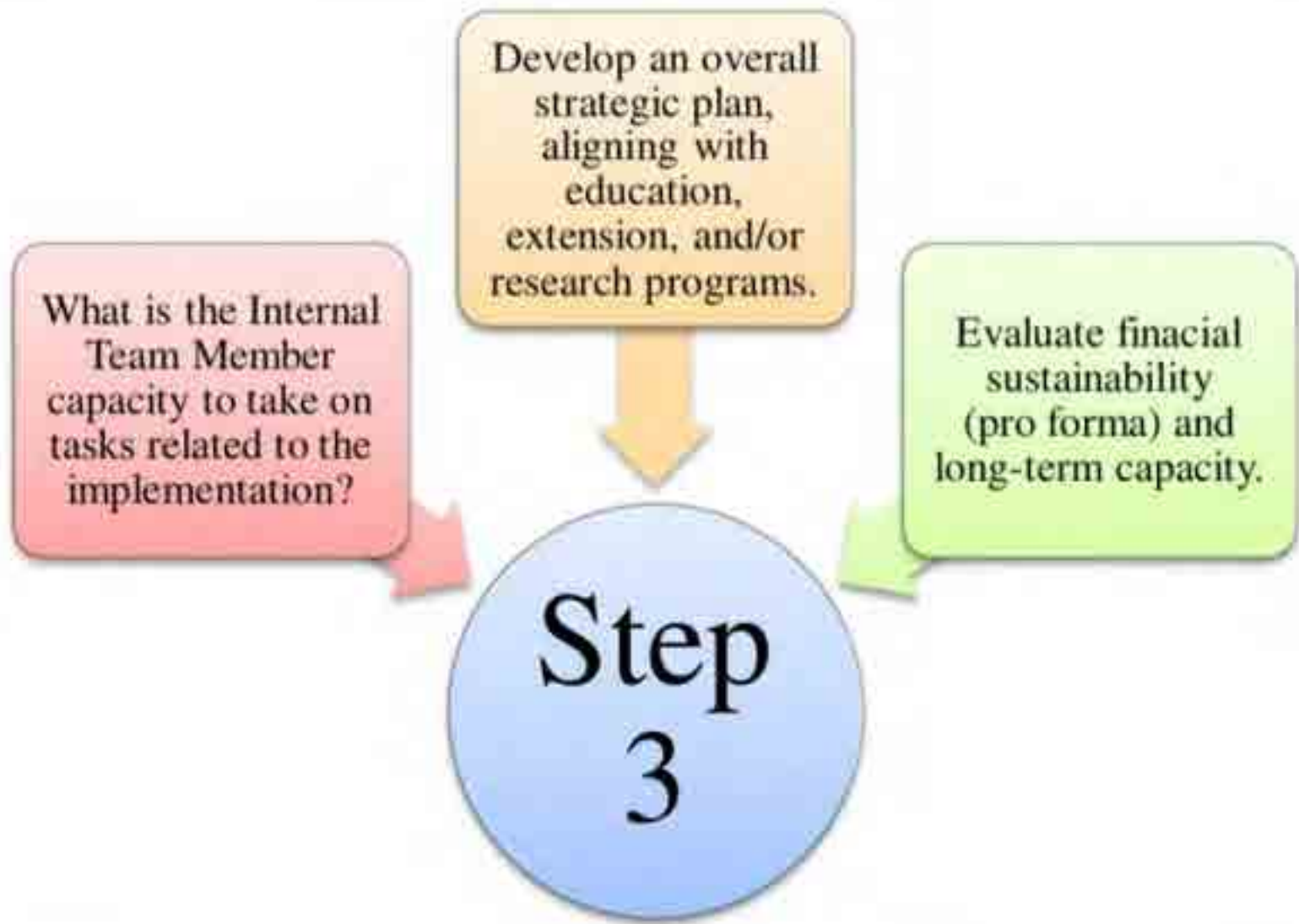




**Necessary initial engagement strategy for the
Program/Project establishment.**














**Homework for PI & beginning steps to project/
program development.**



Assess capacity and critical next steps to the development of the project/program.



Develop tactical + strategic plan that all partners agree to.

Key					
	Internal Engagement		Union Temple Baptist Church		National Children's Center
	External Engagement		Bethel Christian Fellowship Church		Allen Chapel AME Church
	Site Assessment & Permitting		Delaware Avenue Baptist Church		THEARC
	1-month timescale		Far Southeast Family Strengthening Collaborative		

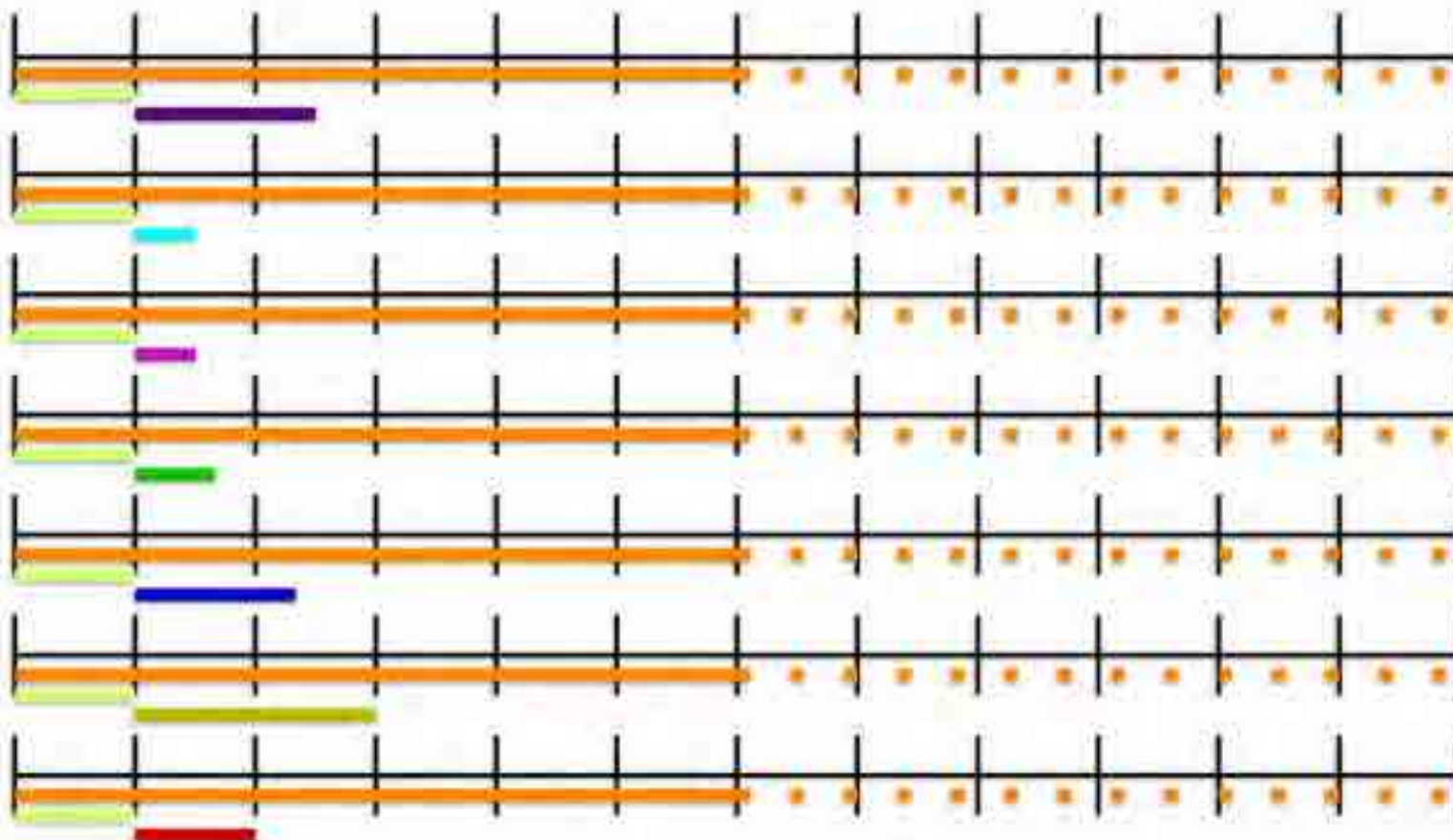


Figure 1: Work Plan for Individual Site Engagement



**How to continually evaluate
implementation effectiveness.**

Applying Methods for Strategic + Tactical Planning

- **Develop** cross-cutting sustainability programming: connections across the project/program
- **Collect** relevant quantitative and qualitative data to achieve broader research goals
 - Ex: Broad analysis of ecosystem services
- **Work** towards project resilience with long-term community ownership

Evaluation

1. Pre + Post Survey for Engagement, Clinics, and Certificates
2. Engagement, Clinics, and Certificates evaluations
3. Instructor Evaluation for Clinics and Certificates
4. Bi-weekly and annual meetings and quarterly reports
5. Marketing audit
6. Flyer design
7. Health assessment

Coordinating Strategy for Successful Team Implementation

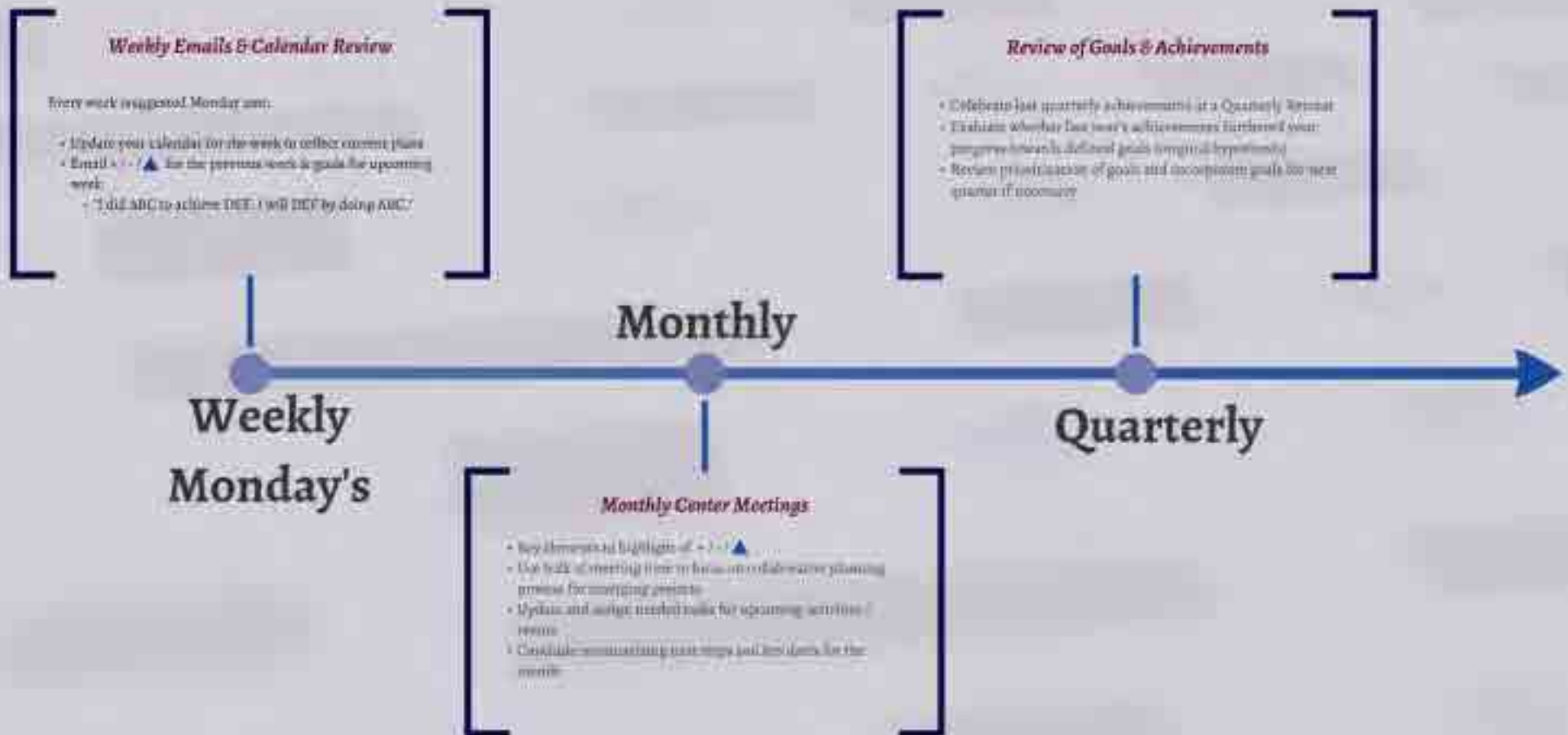
**Project Manager
Coordination**



**Team
Coordination**



Coordination





Piloting the Process



Take Aways

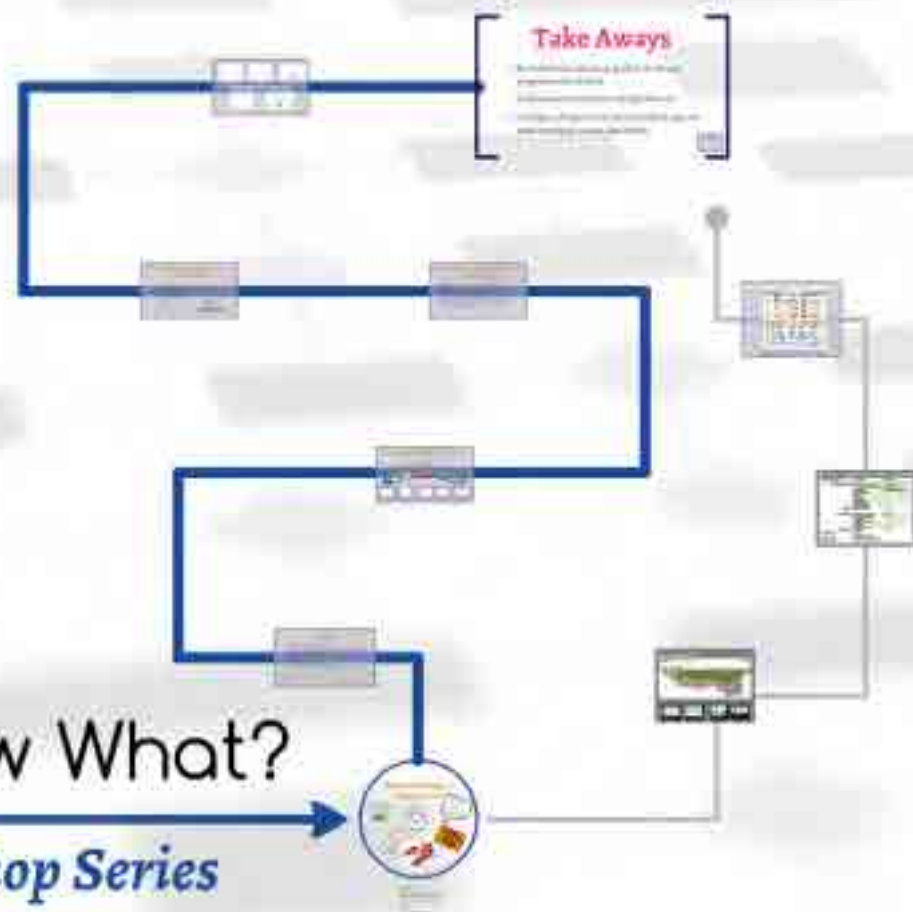
- Set individual and team goals & track our progress toward them
- Evaluate projects before taking them on
- Consider all aspects of sustainability & use our team strengths across disciplines

Next Steps:

You Were Awarded, Now What?

Stormwater Grant Writing Workshop Series

Dr. Ashley Milton, Director of THEARC Farm



Coordination



WHAT'S NEXT?



APPLY FOR A COMMUNITY STORMWATER SOLUTION GRANT!

Grants
Announced:
FALL 2018

Application
Deadline:
WINTER 2019

DOEE Reviews
Applications

Winners are
notified:
SPRING 2019

Grantees start
work as soon
as Grant Award
Notice is
issued to
winners



Please keep in touch!

- **Kara Pennino**
kara.pennino@dc.gov
Desk: 202-654-6131
Cell: 202-734-8738
- **Emily Rice**
emily.rice@dc.gov
Desk: 202-535-2679
Cell: 202-480-0946





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DC Department of Energy and Environment
Stormwater Management Division
Community Stormwater Solutions Grants - 2018
1/26/2018 deadline

Litter Letter Project

\$ 20,000.00 Requested

Submitted: 1/26/2018 2:06:30 PM (Pacific)

Project Contact

[Redacted]
[Redacted]
[Redacted]

Additional Contacts

none entered

[Redacted]

[Redacted]
[Redacted]
[Redacted]

Acting President

[Redacted]
[Redacted]

Telephone [Redacted]
Fax [Redacted]
Web [Redacted]
(N)CAGE [Redacted]

Application Questions

Basic Location Information

1. Describe where your project will be located.

Provide an address or closest street and cross street or describe your project area. Projects must take place in the District.
Anacostia Park, between Poplar Point and Aquatic Resource Education Center, Washington, D.C.

2. Is your project on National Park Service land?

If yes, submit a letter of support from National Park Service explicitly stating their support and role in the project.

☒ Yes

☐ No

3. Is your project LOCATED AT a DC Public School? (Example: you propose to work with students at a school to create an mural on school property.)

If yes, complete Appendix 6 Initial Project Feasibility Form and submit to DCPS Central Office. Allow at least 10 business days for their review and be prepared to answer follow-up questions.

☐ Yes

☒ No

4. Does your project INVOLVE a DC Public School? (Example: You propose to work with teachers to develop curriculum.)

If yes, submit a letter of support from the school's principal and participating teachers stating the role the school will play in implementing the project.

☐ Yes

☒ No

5. Indicate the watershed(s) where your project will take place.

To determine the project's watershed, go to <http://geospatial.dcgis.dc.gov/WatershedFinder/> and enter the site address. The "Watershed" will indicate one of the choices below. Note that projects located in the Anacostia Watershed receive 5 points.

- ☒ Anacostia River
- ☐ Potomac River
- ☐ Rock Creek

6. Indicate the storm sewer system where your project will take place.

To determine the project's storm sewer system, go to: <http://geospatial.dcgis.dc.gov/WatershedFinder/> and enter the site address. The "Storm Sewer System" will indicate either "MS4" or "CSS." Note that projects located in the MS4 receive 5 points.

- ☐ CSS (Combined Storm Sewer)
- ☒ MS4 (Municipal Separate Storm Sewer System)

Project Description

7. Check each of the project areas your project addresses.

You may select more than one.

- ☐ Install green infrastructure
- ☐ Maintain existing green infrastructure
- ☐ Provide pathways to green jobs focused on stormwater solutions
- ☐ Restore native habitat
- ☒ Clean Up an area affected by high volumes of litter or address causes of litter
- ☒ Prevent pollution from entering District water bodies through stormwater runoff
- ☒ Engage communities, raise awareness, and bring about behavior change on issues impacting water quality, including stormwater management, trash, pollution prevention, and watershed restoration

8. Provide a brief overview of the project.

This is your elevator speech.

██████████ (██████████) proposes to create a temporary art installation for the 2018 Year of the Anacostia for display in Anacostia Park. This installation will convey an inspirational message to visitors to Anacostia Park, and raise awareness about litter impacts on the Anacostia River. The art installation will consist of 5ft tall three-dimensional letters fabricated from rebar and chicken wire, and filled with litter collected from the Anacostia Park shoreline during one of ██████████ branded ██████████ cleanups. The art installation will remain in place throughout the Year of the Anacostia (YOTA) after which it will be moved to a new home or 100% recycled. A professional educational video of the project will be produced for distribution on the Year of the Anacostia website and other media venues. All social media pushes will tag #MakeWaves, the Year of the Anacostia hashtag.

9. Provide a full project description.

Be sure to describe your project in terms of the project areas you selected above.

Anacostia Park is a 1,200 acre oasis in the center of Washington D.C., a heavily urbanized city with a municipal separate storm sewer system (MS4) that drains 168 outfalls directly into tributaries of the adjacent Anacostia River as well as directly into the river itself. Trash pollution transported by stormwater runoff has impaired the quality of the Anacostia River to the point that Trash Total Maximum Daily Load (TMDL) limits were established in the D.C. 2012 MS4 Permit. The Anacostia River watershed is among the first watersheds in the nation to have a TMDL for trash.

Every year, ██████████ organizes several major cleanups along the Anacostia River through its ██████████ Cleanups, one of which is held the day before the Anacostia River Festival. Over 150 volunteers including individuals and families living in Wards 7 and 8, corporate teams, universities, scout troops and DC schools collect tons of trash from Poplar Point to the Skating Pavilion. In past years, the litter collected at the April cleanup has been sorted and bagged, then laid out in a horizontal bar graph format for an educational display at the Anacostia River Festival.

This year, in celebration of the 2018 Year of the Anacostia (YOTA), ██████████ proposes to elevate this littering message with a three-dimensional temporary art installation that will utilize litter collected from the cleanup to fill rebar/wire mesh letters that spell out a message of hope for the Anacostia and emphasizes the human impact on our parks and waterways. The actual words have not been finalized, however, staff at National Capital Parks East, the YOTA Planning Committee and ██████████ will collaborate on final wording selection.

The first possible date for a cleanup and installation of the art letters is April 14th, the day before the Anacostia River Festival. If funding is awarded after the April proposed cleanup date, ██████████ will select a date with partners in May or June. All other project deliverables will shift time frame to accommodate funding availability.

will table at the Anacostia River Festival, and other upcoming festivals or events in 2018) highlighting the video, education materials about the project, cleanup efforts, the Anacostia River Cleanup and Protection Fund, efforts by the DC Department of Energy and Environment to combat litter. We envision festival goers interacting with the art installation by actually placing their appropriate litter in the letters, taking "selfie" photos and posting on the "#MakeWaves" the Year of the Anacostia hashtag. These images will encourage other people to visit Anacostia Park, take a "selfie" with the Litter Letters and post on "#MakeWaves" throughout the year.

An Educational Sign will accompany the art installation teaching about the connection between MS4 storm drains and the trash we see in the river. This information may be posted on the YOTA website and will have a link to YOTA, DOEE and websites.

10. Describe who your project partners are. Include contact persons for each partner and describe how the partner fits into your project's scope. If you do not have a project partner, state that in the text box below.

A project partner is a person or entity that is integral to carrying out your project. If you indicate one or more partners below, you must also provide a letter of support in the attachments section.

National Capital Parks-East (NACE), (), NACE is the primary host of Year of the Anacostia, and has agreed to accept the art installation during 2018.

Year of the Anacostia Steering Committee, () The steering committee is made up of local stakeholders interested in promoting and implementing activities around the 2018, Year of the Anacostia. The group has been part of discussion about this project, and has reviewed several possible "words" that will be spelled out by the art piece. The group will assist with the final wording, and post photos of activities surrounding the cleanup, installation, and people interacting with the project.

(), () – () is a vocational training program located in SE Washington D.C. This local small business will be providing materials for the letter forms, welding labor, and will utilize this project to provide a stipend to 4 students who will be trained in welding skills.

(), videographer – () is a four time Emmy Award Winning News Photographer and has won many awards for Outstanding Photography, Press, and Reporting. He has produced a wide variety of Multi Camera Broadcast productions in and around Washington, D.C. that received nationwide distribution. () has worked with () on two videos.

11. Describe your target audience.

Indicate why this is your the target audience. You must provide a letter of support from an a person or entity representing your target audience.

Our primary target audience will be residents of Washington, D.C. and visitors who recreate in Anacostia Park, including bicyclists and on water recreaters, attendees of the 2018 Anacostia River Festival, and volunteers who help cleanup trash deposited along the shoreline.

The "Litter Letter Project" has cropped up all over the world, from Alabama to Arizona and Australia to England and even the Philippines. Washington D.C. will join this international movement on the Litter Letter Project website, Facebook page and YouTube.

12. Describe how your target audience has been involved in the shaping of this project.

() has been working on this concept with () staff, community volunteers and organizations who participate in our annual cleanups, and the "2018 Year of the Anacostia" planning team which is made up of watershed stakeholder groups. These groups will help determine the final word decision for the art installation. We envision something along the lines of " 'HEART shape' the Anacostia" or "YOTA "HEART shape" or the signature message of YOTA: "#MakeWaves"

13. Describe how your target audience will be involved in implementing this project.

() has conducted () cleanups throughout the Anacostia River watershed utilizing volunteers and groups to assist with litter cleanups. During the April 14th cleanup (or a later cleanup date) our volunteers will mobilize to collect litter from the Anacostia River shoreline in Anacostia Park and from the waterside by kayaks, then deposit the litter into the wire letter frames. The letters will spell out a motivational message such as " "Heart shape' the Anacostia" or "#MakeWaves" which is the social media hashtag of the 2018 Year of the Anacostia. Visitors to the Anacostia River Festival may deposit their empty single use beverage containers in the wire forms, providing an interactive example of using waste receptacles instead of littering.

We envision festival goers and park visitors interacting with the art installation by actually placing their appropriate litter in the letters, taking "selfie" photos and posting on the "#MakeWaves" the Year of the Anacostia hashtag. These images will encourage other people to visit Anacostia Park, take a "selfie" with the [REDACTED] and post on "#MakeWaves" throughout the year.

14. Describe how your project will lead to behavior change around the project area(s) you selected above.

This art installation will remain a visible reminder throughout the summer months when people are most active in the park, encouraging people to think about litter. The accompanying educational signage will provide information about how litter makes its way through storm drains and into the Anacostia River. This installation will encourage people to take extra steps to ensure their trash does not wind up on the ground and in the storm drains.

It will also encourage individuals to participate in cleanups in their neighborhoods and raise awareness of our connection to our waterways through the storm drains even if the river is not visible.

Links to additional information about stormwater impacts on websites such as DOEE and [REDACTED] will be provided.

15. For projects involving an installation (e.g. green infrastructure, artwork), describe how your project be maintained during and after the grant period.

Be sure to address who will maintain, how often, and how ongoing maintenance will be funded. If the project is not an installation and will not require maintenance, state so in the area below.

This art installation will be maintained by [REDACTED] and removed for 100% recycling after the installation period is finished.

16. Describe how your project will further existing DOEE efforts or stated priorities as described in the Request for Applications.

This project meets:

Project Area 5: The proposed cleanup of Anacostia Park will mobilize approximately 150 – 200 volunteers on land and water (kayak) to remove approximately 3,000 lbs from the shoreline. Historically, [REDACTED]'s annual Anacostia Park [REDACTED] Cleanups collected 2,500lbs in 2015, 2,700lbs in 2016, and in 2017 volunteers collected 3,350lbs from the park shoreline.

Project Area 6: An educational sign accompanying the Art Installation will highlight the connection between stormwater as a conveyance of litter to the waterways, and behaviors individuals can take to reduce their trash footprint. An educational video will also be made to increase outreach through social media, Internet, and regular news media outlets.

Project Area 7: The Litter Letter Project is designed to engage local residents and community groups to join together to combat litter, and create a sense of stewardship through empowerment and action.

Project Area 8: Commemorate 2018 as the Year of the Anacostia. This cleanup, art installation and video will all reference the Year of the Anacostia and all materials created in support of this project may be shared on the YOTA website, and may be shared in all related marketing and education materials.

17. Explain how the project will educate people in the District on the project area(s) you selected above.

An educational sign accompanying the Art Installation will highlight the connection between storm drains as a conveyance of litter to the waterways, and behaviors individuals can take to reduce their trash footprint. An educational video will also be made to increase outreach through social media, internet, and regular news media outlets with links to websites for more information about stormwater impacts on waterways, and (YOTA, DOEE, [REDACTED]).

18. Describe how your project will use art or another creative solution.

The "Litter Letter Project," first dreamed up by founder [REDACTED], is a creative opportunity to engage and inspire local residents to learn more about how litter gets into our waterways in the first place, and just how great the impact of a disposable society is on our natural parklands and rivers. The "Litter Letter Project" has cropped up all over the world, from Alabama to Arizona; Australia to England; and even the Philippines. Washington D.C. will join this international movement on the Litter Letter Project website, Facebook page and YouTube.

The Litter Letter project will bring a 3D visual representation of trash impacts to Anacostia Park in an aesthetically interesting way. When litter is collected during a cleanup and removed from the public eye, there can be a perception that litter is not a problem. Staging collected litter in an art installation format in a key trash hot-spot, where people congregate for activities like picnics and festivals that generate trash, provides a long-term reminder that trash is a problem and everyone can be part of the solution.

19. Describe what outcomes you expect from your project and how they will be quantified.

For example, trash removal project might measure the pounds of trash removed, a green infrastructure project might measure the amount of stormwater captured, an art project might measure in terms of people involved.

As part of the Year of the Anacostia, this project will:

- Remove 3,000 lbs of litter from the Anacostia Park Shoreline;
- The Art Installation will be viewed in person by 3,000 people including park goers, participants in Anacostia River Explorers educational tours, and other recreational boaters;
- The video will reach over 10,000 people throughout the watershed via Facebook, the YOTA website, Social Media, and regular News Media;
- Provide a stipend and vocational training to 4 local youth through partnership with a local small-business vocational school in the fabrication of the Litter Letters;
- Educate 10,000 citizens about stormwater impacts and littering;
- Mobilize 500 community residents to participate in litter cleanups;
- Provide educational materials that result in citizens who are better informed about the actions being taken by the District government to address stormwater and litter and behavior change they can take to reduce stormwater pollution;
- Encourage 5,000 new people to come visit Anacostia Park, take a "selfie" with the Litter Letters and post on "#MakeWaves," learn more about the recreational opportunities available to the community, and showcase our beautiful park and river.

About the Applicant

20. Describe your business, group, or organization. Include historical context, mission, and current or past projects that demonstrate your capacity to achieve the project's goals.

The mission of [REDACTED] ([REDACTED]) is to protect and restore the Anacostia River for all who live, work, and play in the watershed, and to advocate for a clean, healthy river for all its communities. [REDACTED] is a trusted partner in the watershed with a long history of community engagement on environmental issues, and is responsible for bringing three Bandalong Litter Traps to the Anacostia River watershed (including management and community education about the traps, litter and stormwater).

[REDACTED] has a branded [REDACTED] cleanup program that mobilizes hundreds of volunteers and resources to remove thousands of pounds of trash annually from D.C. waterways. These ongoing programs have established strong partnerships with local activists and community groups in the project's targeted areas.

[REDACTED] also has extensive experience with developing educational materials and conducting outreach on environmental issues throughout the Anacostia River Watershed, with special emphasis on volunteer activities and trash and stormwater, including [REDACTED] boat tours (117 tours to 2,700 people); installation of 18 stormwater mitigation projects in the Anacostia river watershed which also included an education component.

[REDACTED] has also produced several videos related to trash, stormwater, watershed issues, and citizen engagement.

21. List key personnel working on the project and provide a brief description of their role.

For each of these, you must upload a resume or bio in the "Attachments" section.

[REDACTED]. [REDACTED] has extensive experience and background in environmental, policy, community outreach, and advocacy accumulated at the federal level, and at international agencies and nonprofits. She has broad executive level experience in non-profit management, strategic development, communications, and fundraising. Emily contributed to a Regional Action Plan for Marine Litter Management in the Caribbean for the UN Environment Programme.

[REDACTED], Biologist and Outreach Coordinator [REDACTED] received a BS in Biology with a concentration in marine biology from Duke University in 2005. He then worked as a marine biologist and environmental educator, including extensive time on a variety of vessels. This sea time allowed him to receive his USCG license to captain 100 gross ton vessels on inland waters. [REDACTED] organizes and leads [REDACTED] Cleanups.

[REDACTED], Project Coordinator/Digital Content Manager

[REDACTED] is a recent graduate of Johns Hopkins University with a B.A. in Earth Sciences and Environmental Studies. [REDACTED] has experience working on digital media campaigns as a photographer, videographer, and team athlete. [REDACTED] helps coordinate grant-funded projects and creating digital content and media outreach.

[REDACTED]y, is the Acting President and a founding Board Member of [REDACTED]. [REDACTED] assists with project oversight, budget preparation and invoicing.

22. List any competitive grants or contracts you have received in the last five years from a District of Columbia government agency.

List the grant/contract name, the supporting agency, and award amount.

DDOE RFA 2014-1406-WPD Project number 1: Demonstration of Innovative Green Practices: Innovative Low Impact Development (LID)-Green Infrastructure (GI) Technologies Feasibility & Demonstration Program (FY14), Watershed Protection Division Amount: \$ [REDACTED]

DOEE Grant 10G-10-319-WPD16, Demonstration of the effectiveness of high-volume community rain barrels. Amount: \$ [REDACTED]

DOEE Grant 12 G-14-319-[REDACTED]/WPD, Community Stormwater Best Practice Demonstration. Amount: \$ [REDACTED]

DOEE Grant 11G-BB-[REDACTED] WPD4, Demonstration of Trash Reduction Technologies in the Anacostia Watershed, Amount: \$ [REDACTED]

DOEE Grant 2015-1510-SWMD-RFA Project #01-Grant 01: Fostering Green Jobs and Environmental Education Opportunities by Cleaning Up the Anacostia River. Amount: \$ [REDACTED]

DOEE Grant 2015-09-SWMD- Project#01Grant02: Anacostia River Educational Boat Tours. \$ [REDACTED]: Grant extension through 2019 \$ [REDACTED] Total Amount: \$ [REDACTED]

23. If you have ever had a dispute, investigation, or audit with the District of Columbia, describe the nature of the investigation, when it took place, and how it was resolved.

N/A

Budget

Personnel Costs	Requested Funds	Matching Funds	In-Kind Donations	Total
[REDACTED] (100%FTE)	\$ 460.00	\$ 1,380.00		\$ 1,840.00
[REDACTED] (100%FTE)	\$ 1,008.00	\$ 924.00		\$ 1,932.00
[REDACTED] (50%FTE)	\$ 475.00	\$ 550.00		\$ 1,025.00
[REDACTED] (50%FTE)	\$ 0.00	\$ 500.00		\$ 500.00
		\$ 0.00		\$ 0.00
Indirect costs (at 10%)		\$ 5,635.00		\$ 5,635.00
Fuel	\$ 47.00			\$ 47.00
Volunteers		\$ 0.00	\$ 16,000.00	\$ 0.00
Total	\$ 1,990.00	\$ 8,989.00	\$ 16,000.00	\$ 10,979.00

Direct Costs	Requested Funds	Matching Funds	In-Kind Donations	Total
Contractor or subgrantee fees	\$ 0.00			\$ 0.00
[REDACTED]	\$ 14,610.00			\$ 14,610.00
[REDACTED] (video)		\$ 0.00	\$ 4,000.00	\$ 0.00
	\$ 0.00			\$ 0.00
Materials and supplies (for letter fabrication)	\$ 2,600.00			\$ 2,600.00
Disposal Fees (rebar, chicken wire)	\$ 300.00			\$ 300.00
Cleanup Supplies:				\$ 0.00
Gloves, bags, grabbers		\$ 500.00		\$ 500.00
Port-A-John Rental		\$ 120.00		\$ 120.00
Education Sign	\$ 500.00			\$ 500.00
Total	\$ 18,010.00	\$ 620.00	\$ 4,000.00	\$ 18,630.00

Requested Funds Grand Total **\$ 20,000.00**

Double check that this matches your request on the Basic Information tab.

Budget Narrative

Project Budget Narrative

The total project cost for this proposal is \$49,609 and the total requested is \$20,000.00 with a match of \$29,609 for over 100% match.

Personnel

█████ requests the following for █████: \$460 for 10 hours at \$46/hour. Match: 30 hours at \$46/hr totaling \$1,380. Activities: project management, planning; writing educational materials, sign; presenting at community events and festivals; ordering supplies, writing and submitting quarterly, progress reports.

█████ requests the following for █████: \$1,008 for 24 hours at \$42/hour. An additional 22 hours at \$42/hr totaling \$924 will be provided as match. This time will be spent performing event planning and logistics, coordinating cleanups and outreach to volunteers, overseeing cleanups, delivery and cleanup of supplies for events; Art Installation and removal

█████ requests the following for █████: \$475 for 19 hours at \$25/hr. An additional 22 hours at \$25/hr totaling \$550 will be provided as match. Activities: assist with the cleanup activities, social media outreach and media placement throughout 2018, video production and photography.

█████ requests no direct payment for █████. She will provide the following Staff services as match: \$500 for 10 hours at \$50 per hour. Activities: reviewing contracts, budgetary oversight, invoicing.

Indirect Expenses

█████ indirect organizational expenses are calculated over the one year grant at 10% of organizational expense per year for the following budget items: insurance \$14,000 over 1 year x 10% equals \$1,400; rent expense over 1 year equals \$7,250 x 10% equals \$725; phone over 1 year equals \$3,600 x 10% equals \$360; accounting over 1 year is \$6,500 x 10% equals \$650; legal over 1 year is \$25,000 x 10% equals \$2,500. Total indirect in-kind organizational expense above fringe benefits: \$5,635.

Other Costs:

Fuel: █████ anticipates staff travel costs of \$53 for fuel to assist with installation and removal of the art installation, and travel to conduct regular site visits and maintenance of the Installation during the year.

Volunteers

█████ will mobilize 200 volunteers to participate in the cleanups and art installation project. We have set a compensation rate of \$20/hour. Regular cleanups run from 9:00am – noon, and we anticipate an additional hour to fill the letters. Total volunteer Match = 200 volunteers x 4 hours x \$20 = \$16,000.

Direct Costs

Contractor:

█████ – estimates labor and overhead costs at \$14,610

Materials for fabrication of 11 letters (rebar, chicken wire, solder, misc wire) totals \$2,600

█████: in-kind services in the amount of \$4,000 for video production, editing, etc (four days at rate of \$1,000/day)

Cleanup materials: trash bags, protective gloves, hand sanitizer, water, trash grabbers, port-a-john rental.

Education Sign made of metal will be affixed to Art Installation \$500

Tables

Project Work Plan

Month/Year	Tasks to be complete	Parties responsible
April/2018	Notify partners of grant award, timeline will progress with either April or May depending on how early notice is given	█████ (████)
April or May/2018	Finalize Letter Words for Art Installation, Select Cleanup Date and notify volunteers	████, National Capital Parks East (NACE) Year of the Anacostia Steering Committee (YOTA)
April or May/2018	Create education sign and design, finalize site selection for Art Installation	████, NACE
April or May/2018	Fabrication of Litter Letters	████████████████ (SWC)
April or	Installation of Art Letters in Anacostia Park - video	████, █████, NACE, █████

Certificate of Good Standing issued within the last 6 months	✓	Certif Good Standing
Signed Promises, Certifications, and Assurances document (RFA Appendix 2)	✓	Assurances
IRS W-9 tax form	✓	IRS W-9
Current fiscal year budget	✓	2018 Budget
Financial statements	✓	Financial Statements
Separation of duties policy	✓	Separation of Duties
Tax exemption affirmation letter. REQUIRED if the applicant claims that it is tax-exempt.		IRS Tax Exempt
DCPS Initial Project Feasibility Review. REQUIRED if project is located at a DCPS site. See Appendix 6 of RFA.		
Letters of Support, required from property owners for location-based projects, project partners, and others who intend to support the project		Letter of Support Letter of Support Letter of Support Letter of Intent Letter of Support Partner email Letter of Support
Other supporting documents. This can be images, plans, drawings, descriptions, maps, or anything other document that supports your proposal.		Litter letters in Australia Stormwater poster resume Estimate Anacostia River Festival Trash Display 1 of 2 Anacostia River Festival Trash Display 2 of 2 Cleanup April 2017 The Litter Letter Project
Bios or resumes for key individuals working on the project.	✓	Staff Bios

* ZoomGrants™ is not responsible for the content of uploaded documents.

Application ID: 103236

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DC Department of Energy and Environment
Stormwater Management Division
Community Stormwater Solutions Grants
1/27/2017 deadline

The Trash Gardens: Art, Education, & Litter Clean-Ups

\$ 20,000.00 Requested

Submitted: 1/27/2017 12:34:48 PM (Pacific)

Project Contact

[REDACTED]
[REDACTED]@gmail.com
Tel: [REDACTED]

Additional Contacts

[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]

Interim Executive Director

[REDACTED]
[REDACTED]

Telephone [REDACTED]
Fax [REDACTED]
Web [REDACTED]
EIN [REDACTED]
DUNS [REDACTED]
SAM Expires [REDACTED]

Application Questions

Basic Location Information

1. Project location(s). Provide address or closest street and cross street.

Project must take place in the District.

Rock Creek Park (Broad Branch Rd NW & Linnean Ave NW); [REDACTED] Education Campus ([REDACTED] NW)

2. Is your project on National Park Service land?

If yes, please submit a letter of support from the National Park Service explicitly stating their commitment and role in the project.

- ☐ Yes
☒ No

3. Does your project INVOLVE a District of Columbia Public School? (Example: You propose to take students on field trips to expose them to stormwater issues.)

If yes, submit a letter of support from the school's principal and participating teachers stating the role the school will play in implementing the project.

- ☒ Yes
☐ No

4. Is your project LOCATED AT a District of Columbia Public School? (Example: You propose to work with students at a school to create a art installation about stormwater.)

If yes, complete Appendix 5 Initial Project Feasibility Form and submit to DCPS Central Office. Allow at least 10 business days for their review and be prepared to answer follow-up questions.

- ☐ Yes
☒ No

5. Check the watershed(s) where your project is located.

To determine the project's watershed, go to: <http://geospatial.dcgis.dc.gov/WatershedFinder/> and enter the site address. The "Watershed" will indicate one of the choices below. Note that projects located in the Anacostia watershed receive 5 points.

- ☐ Anacostia River
☐ Potomac River
☒ Rock Creek

6. Which storm sewer system is your project located? Check all that apply.

To determine the project's storm sewer system, go to: <http://geospatial.dcgis.dc.gov/WatershedFinder/> and enter the site address. The "Storm Sewer System" will indicate either "MS4" or "CSS." Note that projects located in the MS4 receive 10 points.

- ☒ CSS (Combined Sewer System)
- ☒ MS4 (Municipal Storm Sewer System)

Project Description

7. List your project partners. Include contact persons for each partner and describe how the partner fits into your project's scope. If you do not have a project partner, simply state that in the text box below.

A project partner is a person or entity that is integral to carrying out your project. If you indicate one or more partners below, you must also provide a letter of support in the attachments section.

Partner 1: [REDACTED] Contact: [REDACTED]

[REDACTED] will assist with this project by helping to organize a team of volunteers to help collect trash in Rock Creek Park, most likely in the Broad Branch section of the park where they need assistance with clean-up efforts. They will also work with [REDACTED] to help her identify the native and invasive plant species in the park. She will be documenting these plants and wrapping photographs of the plants around the trash that is collected as part of her project.

Partner 2: [REDACTED] Education Campus; Contact: [REDACTED]

[REDACTED] and her team will craft an enrichment program around critical environmental issues related to stormwater and allow students at [REDACTED] (pre-school through 8th grade) to explore these issues with an immersive, hands-on learning experience. Students will have the opportunity to work alongside the artist in the creation of her artworks made from litter and photographs of native and invasive plant species. We plan to work with students in the 4th through 8th grades.

Partner 3: [REDACTED]; Contact: [REDACTED]

ANC [REDACTED] Commissioner, [REDACTED] will organize a neighborhood trash clean-up along upper Georgia Avenue in Northwest Washington, DC. Trash collected during this event will be sanitized and then integrated into [REDACTED]'s final artwork.

8. Check each of the project areas your project addresses.

You may select more than one. Please outline your project description narrative around the project areas you select below.

- ☐ Remove impervious surfaces, install stormwater runoff reducing green infrastructure, or plant trees
- ☐ Create/promote jobs focused on stormwater solutions
- ☐ Restore native habitat
- ☒ Clean up an area affected by high volumes of litter
- ☐ Prevent litter
- ☒ Educate or raise awareness of a stormwater issue

9. Provide a brief overview of the project.

This is your elevator speech.

Our project, Trash Gardens, includes trash clean-ups in Rock Creek Park and elsewhere in Ward 4; workshops for school-aged children at [REDACTED] Education Campus in Ward 4; and a culminating art exhibition (possibly in Ward 8). This series of events follows an ongoing investigation by local artist [REDACTED] into the impact that humans have on our natural world.

[REDACTED] will transform the collected trash into works of art in her studio and through workshops and enrichment activities held at [REDACTED] Education Campus. (School workshops will use trash that's been sanitized). Images of local flora and native plants will be adhered to the bottles, cans, and boxes that are collected. The workshops will engage schoolchildren to be [REDACTED] creative collaborators and will include a presentation. The presentation will allow for a discussion about the benefits of native plants and the challenges litter presents in effective stormwater management.

[REDACTED] is the fiscal agent.

10. Provide a full project description.

Be sure to describe your project in terms of the project areas you selected above.

Our project, Trash Gardens, transforms litter collected in Rock Creek Park and Ward 4 into a public art exhibition that will both build awareness of the volume and impact of litter as well as beautify the trash in a provocative installation. The lead artist, [REDACTED], is immersed in an ongoing investigation of the impact that humans have on natural environments. She has created numerous installations related to environmental issues including a mammoth site specific projection project on two tall buildings in Los Angeles as well as intimate fictitious landscapes at an Arlington gallery. Community and audience engagement are always dynamic components of her installations. Her viewers can shape the art in the process of learning how they impact the natural environment.

The project partners will work together to organize volunteers and community members to carry out a number of clean up efforts in Rock Creek Park and other problem locations in Ward 4. The collected litter will be recycled as the primary building blocks for the outdoor public art installation. [REDACTED] has experience doing similar litter collections and transformation from recent project installed at Washington College earlier this month (see attached works samples).

[REDACTED] will guide students via workshops in area public schools, in the process of transforming the litter by applying biodegradable stickers to cover the cartons, bottles, cans, boxes etc. The stickers are printed with images of local native and invasive plant species captured by [REDACTED]. These workshops will provide the opportunity to educate the students about the impact litter has on stormwater management and the value of protecting our natural environments. The students will participate in the transformation and composition of a large-scale art installation, hence playing a role in educating the public about the impact of litter and building awareness for environmental issues. The students effectively become informal ambassadors for litter prevention and their community environment. In addition to learning about litter, students will learn about other challenge of stormwater management including impervious surfaces (especially DC's challenge of being 43% impervious); the problems around erosion; and tactics

for reducing runoff.

The events celebrating the completion of the art installation will include video projection, music and of course, food and beverages (not DOEE funded). All the participating student artists will be acknowledged for their contribution to the piece.

The art project is designed to be biodegradable. If the final artwork is sited outside, the stickers will dissolve in the rain and elements and the trash will re-emerge for what it once was. A final collection will involve the recycling of the trash as appropriate. Again, an opportunity for students to perform community service and experience the challenges of managing litter and the negative impact on our environment.

11. How will your project use art or another creative solution to address a stormwater issue?

This project reflects an ongoing investigation by local artist [REDACTED] into the impact that humans have on our natural world. [REDACTED] will use trash collected from Rock Creek Park and upper Georgia Avenue and transform it into works of art in her studio and through workshops and enrichment activities at [REDACTED] Education Campus. Detailed images of local flora, native plants, and invasive species will be adhered to the bottles, cans, and boxes that are collected. The workshops will engage school-aged children to be [REDACTED] creative collaborators.

Art has the power to inform and engage people around stormwater issues in a memorable and meaningful way. [REDACTED] will assemble the objects in a final presentation exhibited at a local gallery, public space, or university. The resulting series of works will be called "Trash Gardens" and "[REDACTED]" and will consist of sculptures made from the trash collected and videos that examine the ways in which we spend time in natural environments.

This work draws attention to the importance of preserving and protecting these natural spaces through stormwater solutions and by building greater awareness. This project takes an eyesore -- litter -- and converts it into something with beauty and meaning to spark a conversation around stormwater issues.

In addition to the video that will be exhibited, [REDACTED] will create an informational video for her work at [REDACTED] Education Campus and other channels.

12. How will your project protect or enhance, directly or indirectly, the District's waterbodies or watersheds?

This project seeks to increase the awareness of and appreciation for the District's waterbodies and watersheds. It will directly protect the District's waterways by removing litter from Rock Creek Park and a section of upper Georgia Avenue. It will bring awareness to issues surrounding our area watersheds through the programming at [REDACTED] Education Campus.

We will craft a curriculum around critical environmental issues related to stormwater and allow the students to work through these issues with an immersive, hands-on learning experience. Students will have the opportunity to work alongside artist [REDACTED] in the creation of her artworks made from litter and photographs of native and invasive plant species. Several key points will be addressed in activities with students to raise awareness. Students will have the opportunity to learn about native and invasive plant species in our urban environments and park spaces and how plants play a critical role in ensuring clean, safe waterways. Students will discuss the challenges of litter and how it can end up in our storm drains, ditches, and streams and thus pollute our waterways. Students will also learn about the path that stormwater takes in Washington, DC and how our environment is impacted by different sewer systems (CSS vs MS4). [REDACTED] work will reach a broader group through an exhibition that will feature an art installation made from the trash collected and transformed into artworks.

13. Who is your target audience?

Describe who the target audience is (ex: students), how the project will engage them (ex: collaborative art project), and how this will benefit the environment (ex: students will learn how stormwater runoff affects the environment)

The students of [REDACTED] Education Campus are our target audience. In collaboration with administrators and teachers at the school, [REDACTED] will develop an age-appropriate curriculum that will require the students to shift their focus to both their everyday actions and the natural environment they inhabit. Each innocently or thoughtlessly discarded piece of trash will be presented as part of a greater, more menacing whole; each serene piece of nature or parkland will be presented as a precious part of their community. Through the curriculum and the transformative process of "converting" the trash to hold these representations of native and invasive plant species, they will understand their role in this new Anthropocene era. Each student has an individual responsibility; together they can make a huge difference.

In addition to this target audience, we have three integral secondary audiences: The volunteer corps in Rock Creek Park, volunteers in Ward 4, and the audiences of the final presentation of the artwork. Like the students at [REDACTED] Education Campus, we want these groups to see themselves in a new light. The two volunteer groups are parts of communities with shared values and shared responsibilities to protect our lands. Even more, they serve as stewards of the land for the students at [REDACTED], preserving it for the next generation. With the final presentation (possibly in Ward 8), we hope to inspire audiences. As they talk about their project and share it with their social networks, it will take on a new life beyond committed volunteer groups and beyond the classroom.

Additionally, [REDACTED] plans to create an informational video which documents the process of the work and also gives insight into the dangers of litter in our parks, urban environments, and in our waterways and the value of native plant species.

We will produce a printed material, including a postcard, and launch a social and digital media campaign to communicate about this project to a broad and diverse audience.

14. Describe your methods for accomplishing the proposed project.

Describe how you will use people and resources to accomplish the proposed activities.

Our project will be successful because we have assembled a wide-ranging and engaged group of partners, a local artist who has exhibited nationally and internationally, and project managers with proven track-records in designing and implementing community-based art projects.

Our partnership with [REDACTED] is critical. It will allow us to work with their team to deploy their base of volunteers to do a trash clean-up in Rock Creek Park. The [REDACTED] is essential since they have the permissions from the National Park Service and a close relationship with NPS that will allow us to do this work in the park. The litter that is collected will be removed from the park and taken to [REDACTED]'s studio where she will begin to transform the trash into works of art.

Another key relationship will be our work with [REDACTED] Education Campus [REDACTED] and our team will work with [REDACTED] to design, scale, and adapt an enrichment program to best suit the curricular needs of the students and educators at [REDACTED]. [REDACTED] will design the program in concert with the teachers based on the age range of the students and the program it's integrated into (if awarded the grant, [REDACTED] will help to determine whether to bring this program to an art teacher, science teacher, or an after-school program). We want to develop a program that is collaborative and also flexes and responds to the desires and needs of the school.

We will also work with [REDACTED], the ANC [REDACTED] Commissioner, to organize a trash clean-up along upper Georgia Avenue.

This project brings together numerous partners and community organizers who are committed to this project. Each is vital to the success of the project and will ensure that the project serves a wide and diverse audience.

Many of the resources that we are requesting will be used to cover time spent by [REDACTED] leading this project, designing and implementing educational activities, including an information video. Grant funds will also be used to purchase supplies for the trash clean-ups, educational activities, and for printing and reproduction costs associated with the artwork and with marketing materials.

15. Explain how you will measure the project.

Provide quantifiable measurements. Examples: trash removal project might measure the pounds of trash removed, a green infrastructure project might measure the amount of stormwater captured, an art project might measure in terms of people involved.

We will measure the success of the project in various ways, including quantifiable metrics like the number of students served and volunteers engaged, but also through more qualitative ways by getting feedback on participants' experiences and feelings about the project. We will create an estimate of the amount of trash that is removed from Rock Creek Park and upper Georgia Avenue. Additionally, we will record the number of students with which we work at [REDACTED] Education Campus and the number of hours that we spend with them. We will also document the number of visitors who participate in and view the final project. We will also look at the metrics and number of "hits" across the digital and social media platforms that we employ to communicate about the project and activities. The depth of the engagement will be determined through anecdotal experience with participants but also through debriefs that we will conduct with our two key partners – [REDACTED] and [REDACTED] Education Campus.

16. Explain how the project will educate people in the District on a stormwater issue, and more generally, watersheds and waterbodies.

This project will educate and raise awareness of District residents around several critical issues. Through an innovative, creative, and wide-reaching initiative, we aim to engage area schools, nonprofits, and community members.

This project will seek to educate students, audiences, volunteers, and community members on the following:

- The invasive species that are detrimental to our environment and negatively impact stormwater runoff and thus our watersheds and waterbodies.
- The types of native species that are helpful to ensuring clean waterways.
- The myriad ways in which trash not only mars the urban landscape and park space, but also threaten our watersheds and waterbodies.

The project is unique because it will address these issues in a deep and strategic way, but it will also do it in a way that brings beauty and art into the conversation. The educational aspect will be successful because artwork provides an experiential learning opportunity. The students engaged will have a hands-on experience and will also be asked to reflect on these issues, thus creating something that is personally significant and meaningful to the students.

[REDACTED] culminating exhibition will be an immersive installation that employs sculpture and video so that participants actively experience and meditate on the artworks and their significance in bringing awareness to the importance of protecting area waterways.

About the Applicant

17. Please check the boxes below to confirm that you have completed the Budget and Tables sections.

To get to the Budget and Table sections, scroll up to the top of the page and click on those tabs. Or scroll down and click "Next."

- ✓ Budget complete!
- ✓ Project Timeline Table complete!
- ✓ Outcomes, Outputs, and Activities Table complete!

18. Describe your business, group, or organization. Include historical context, mission, and current or past projects that demonstrates the organization's capacity to achieve the project's goals.

This proposal is being submitted through [REDACTED] who has agreed to function as the fiscal agent for the project. Since 1998, [REDACTED] has created opportunities for artistic innovation, connecting artists, arts organizations, developers, and government agencies to facilitate economic and cultural vibrancy in the Washington, DC area.

Led by curator [REDACTED] and project manager [REDACTED] and ignited with the vision and energy of local artist [REDACTED], we will bring this exciting project to fruition. We have over 45 years of collective experience providing meaningful arts experiences, arts education, and community projects in the Washington, DC area and beyond. Our leadership has worked with groups across nonprofit, for-profit, and government entities including: Business Improvement Districts (in Washington, DC and Northern Virginia), the DC Commission on the Arts and Humanities, private real estate developers, and more. This is a woman-led, DC-area based group of independent contractors. [REDACTED] is a local artist who has exhibited nationally and internationally. She recently opened up an exhibition at [REDACTED] College and another at [REDACTED] in Baltimore MD and will go on a residency in Taipei next month.

Together our team brings exemplary project management including superb leadership, detailed contract management, high caliber artistic programming, and fiscal responsibility.

19. List key personnel working on the project and provide a brief description of their role.

For each of these, you must upload a resume or bio in the Attachments section.

██████████, artist

██████████ will be creating a large-scale art project as a result of this initiative. She will participate in the trash clean-ups and work alongside volunteers to ensure a dynamic and educational experience. ██████████ will also design and lead the educational enrichment activities at ██████████ Education Campus. ██████████ is a full-time professional artist and also has a background teaching with a range of experiences spanning preschool through high school aged students.

██████████, Project Management & Curator

██████████ will manage the timeline, budget, and deliverables associated with this project. She will also work closely with both ██████████ and ██████████ Education Campus. She will also support ██████████ on the presentation and installation of the exhibition.

██████████, Project Management & Communications

██████████ will play a key role in the communications and marketing of this project, ensuring that audiences, community groups, and government officials are informed of this project. ██████████ background includes various partnerships with public, private, and nonprofit entities and she will reach out to her network and beyond to build a diverse audience for this project and related activities. ██████████ also has extensive experience managing government grants and contracts.

20. Please list any competitive grants or contracts you have received in the last five (5) years from an agency of the Government of the District of Columbia.

List the grant/contract name, the supporting agency, and amount.

██████████, the fiscal agent for the project, has received grants from the following agencies of the District of Columbia in the last five years:

DC Commission on the Arts and Humanities

Office of Planning

DC Housing Authority

21. If you have ever had a dispute, investigation, or audit with the District of Columbia, please briefly describe the nature of the investigation, when it took place, and how it was resolved.

N/A

Budget

Personnel Costs	Requested Funds	Matching Funds	In-Kind Donations	Total
Contractor 1 -- Project Management & Curatorial	\$ 1,250.00			\$ 1,250.00
Contractor 2 -- Project Management & Partnerships	\$ 1,750.00			\$ 1,750.00
Artist -- Education, Outreach, & Fabrication Time	\$ 5,000.00			\$ 5,000.00
██████████ -- Volunteer Program Cost	\$ 0.00		\$ 200.00	\$ 0.00
Staff Time -- ██████████ Education Campus			\$ 500.00	\$ 0.00
Volunteer Time -- ANC ██████████			\$ 250.00	\$ 0.00
Total	\$ 8,000.00	\$ 0.00	\$ 950.00	\$ 8,000.00

Direct Costs	Requested Funds	Matching Funds	In-Kind Donations	Total
Studio Space (for fabrication)	\$ 1,500.00			\$ 1,500.00
Fiscal Agent Fees	\$ 2,000.00			\$ 2,000.00
Insurance	\$ 900.00			\$ 900.00
Travel & Artwork/Materials Transport	\$ 500.00			\$ 500.00
Equipment Purchases & Rentals	\$ 1,200.00			\$ 1,200.00
Materials & Supplies (incl printing costs)	\$ 1,800.00			\$ 1,800.00
Materials & Supplies (educational workshop materials)	\$ 250.00			\$ 250.00
Materials & Supplies (trash clean-ups)	\$ 200.00			\$ 200.00
Video Production	\$ 2,400.00			\$ 2,400.00
Installation Fees (for artwork)	\$ 500.00			\$ 500.00
Marketing Materials	\$ 750.00			\$ 750.00
Total	\$ 12,000.00	\$ 0.00	\$ 0.00	\$ 12,000.00

Requested Funds Grand Total **\$ 20,000.00**

Double check that this matches your request on the Basic Information tab.

Budget Narrative

We would like to request an advance of funds for this project. This project is being organized by independent professionals with fiscal agency from ██████████. As independent contractors, we cannot afford to pay for the hard costs of the project -- materials, supplies, equipment, etc with personal funds. We are requesting a 25% advance of funds or \$5,000, the maximum allowable amount, if we are awarded this grant.

Personnel Costs

The bulk of our personnel costs will go to artist ██████████. This will go towards covering her time designing and implementing the educational components; working with ██████████ to organize their volunteer event and learning about native/invasive species, creating the informational video, and, of course, a small portion of the huge amount of time that it will take to create the artworks for the final

exhibition.

Direct Costs (below is an explanation for each individual hard cost)

Studio Space -- [REDACTED] will need space to store the litter that is collected and a larger studio for two months to create the artworks

Fiscal Agent Fees -- [REDACTED] will retain 10% of the total grant amount for serving as our fiscal agent

Insurance -- This will cover the full scope of insurance requirements if the grant is awarded

Travel & Artwork/Materials Transport -- Funds to cover transport to and from partner sites and activities, plus truck rentals to transport the litter and artwork

Equipment Purchases & Rentals -- Cost of purchasing a projector to use for educational workshops and for display of the final video in [REDACTED] exhibition

Materials & Supplies (incl printing costs) -- This includes printing photos of plant species to wrap around trash (\$1000); a large format print (\$800)

Materials & Supplies (educational workshop materials) -- Funds to purchase supplies for education activities at [REDACTED]

Materials & Supplies (trash clean-ups) -- For plastic bags, gloves, and other materials for trash clean-ups with ANC [REDACTED] and [REDACTED]

Video production -- To cover production costs for video that will be presented as part of the exhibition

Marketing Materials -- Printing of postcards and other marketing materials

Tables

Project Timeline

Month/Year	Tasks to be complete	Parties responsible
April 2017	Meet with school to discuss needs, goals, and more specific timeline	[REDACTED]
May 2017	Marking and outreach for upcoming trash clean-up with [REDACTED] [REDACTED]	[REDACTED]
May & June 2017	Finalize location for exhibition and public presentation of [REDACTED]'s artwork	[REDACTED]
June 2017	Tour with [REDACTED] to document and photograph native and invasive plant species	[REDACTED]
June-Aug 2017	Design Educational Activities	[REDACTED], with input from [REDACTED], [REDACTED] and educators at [REDACTED]
September 2017	Trash Clean-Up with ANC [REDACTED]	[REDACTED]
Sept & Oct 2017	Visit [REDACTED] to conduct educational activities	[REDACTED] with support from [REDACTED] teachers
Oct & Nov 2017	Begin marketing & outreach for exhibition including working with community organizations and local leaders to ensure a highly visible and well-attended event	[REDACTED]
March 2018	Gather metrics and conduct debriefs with partners	[REDACTED] r
March & April 2018	Final exhibition and public presentation of Schmidt's artwork	[REDACTED] with support of full team
April 2018	Compile final project report for DOEE including metrics, key anecdotes, deliverables, and outcomes	Full team participates

Project Outcomes, Outputs, and Activities

Outcomes	Outputs	Activities
1 Cleaner, less littered park space in Washington, DC	More deeply engaged volunteers will learn about litter's relationship to stormwater issues	Conduct trash pick-up with [REDACTED] [REDACTED]
2 Less litter on upper Georgia Avenue.	Neighbors and residents gain greater appreciation over having clean city spaces and understand why it's important to ensure safe, clean stormwater and protect the Rock Creek Watershed that this location is tied to	Conduct trash pick-up with ANC [REDACTED]

3	Students help create artworks that become a part of [REDACTED]'s exhibition	Local students become better stewards for the environment and achieve greater understanding around the paths our stormwater takes	Educational enrichment activities at [REDACTED] Elementary
4	Educators gain insight into stormwater issues that can be transmitted to students not directly involved in this project	Teachers help design educational enrichment best suited for their students	Collaboration with educators at [REDACTED] Elementary
5	DC residents learn about stormwater issues through [REDACTED]'s creative expression, including a sense of the volume of litter we face in the city and the relationship to native/invasive plant species.	[REDACTED]'s exhibition asks viewers to reflect on their responsibility to be better stewards of our environment and river-friendly landscapes and creates a resonant and memorable experience	Exhibition of final artworks by [REDACTED]
6	Tool for engaging and educating students and other potential audiences about both the process of [REDACTED]'s art project and the various ways in which it investigates issues around stormwater	Video will be a lasting tool that can be used by the artist, educators, and/or DOEE	Informational video created by [REDACTED]
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Attachments

Documents Requested *	Required?	Attached Documents *
Certificate of Good Standing	✓	[REDACTED] - Certificate of Good Standing
Signed Promises, Certifications, and Assurances document (RFA Appendix 2)	✓	RFA Appendix 2
IRS W-9 tax form	✓	[REDACTED] - IRS W9 Tax Form
Current fiscal year budget	✓	[REDACTED] - Current FY17 Budget
Financial statements	✓	[REDACTED] - Financial Statements
Separation of duties policy	✓	[REDACTED] - Separation of Duties Policy
Tax exemption affirmation letter. REQUIRED if the applicant claims that it is tax-exempt.		[REDACTED] - IRS Tax Exempt Determination Letter [REDACTED] - IRS Tax Exemption Certificate
DCPS Initial Project Feasibility Review. REQUIRED if project is located at a DCPS site.		
Letters of Support		Letter of Support from ANC [REDACTED] Commissioner Letter of Support from [REDACTED] Letter of Support from [REDACTED] Education Campus
Other supporting documents. This can be images, plans, drawings, descriptions, maps, or anything other document that supports your proposal.		[REDACTED] , Artwork Sample 1, The Trash Gardens / Nostalgia Monuments [REDACTED] , Artwork Sample 2, The Trash Gardens / Nostalgia Monuments [REDACTED] , Artwork Sample 3, The Trash Gardens / Nostalgia Monuments [REDACTED] , Artwork Sample 4, The Trash Gardens / Nostalgia Monuments [REDACTED] , Artwork Sample 5, The Trash Gardens / Nostalgia Monuments [REDACTED] , Video: Meet the Artist

Bios or resumes for key individuals working on the project.



[Resume for](#) [REDACTED]

[Resume for](#) [REDACTED]

[Resume for](#) [REDACTED]

** ZoomGrants™ is not responsible for the content of uploaded documents.*

Application ID: 70542

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DEPARTMENT OF ENERGY & ENVIRONMENT WATERSHED PROTECTION RESOURCES AND PROGRAMS

GRANT PROGRAMS

Clean Water Construction (CWC) Program funds the design and construction of voluntary stormwater green infrastructure and habitat restorations that help to improve District water quality. Projects in the Municipal Separate Storm Sewer System (MS4) area receive priority. \$40,000 - \$1,800,000 per project is available.

Who can apply? Nonprofits Organizations, Government Agencies, Faith-based Organizations, Universities/ Educational Institutions, and Private Enterprises

When can they apply? March

Community Stormwater Solutions Grants funds community-oriented projects that improve water quality, raise awareness, and achieve behavior change about what citizens can do to restore our rivers, streams, and parks. Projects in the MS4 area receive priority. Up to \$20,000 per project is available.

Who can apply? Nonprofits Organizations, Faith-based Organizations, Universities/ Educational Institutions, and Private Enterprises

When can they apply? November

Green Zone Environmental Program (GZEP) Watershed Protection Projects funds hands-on activities and curriculum that restore District water bodies and raise awareness about the impacts of stormwater runoff on the District's watersheds. The projects are carried out with DOEE's Green Zone Environmental Program (GZEP), which provides paid training and work experiences to approximately 350 teenagers and young adults ages 14-24. \$15,000 per project is available.

Who can apply? Nonprofits Organizations, Faith-based Organizations, Universities/ Educational Institutions, and Private Enterprises

When can they apply? January

Innovative LID Grant funds low impact development or green infrastructure projects that retain and treat stormwater. Projects in the MS4 area receive priority. \$100,000- \$500,000 per year available in total. Multiple projects awarded.

Who can apply? Nonprofits Organizations, Individuals, Faith-based Organizations, Universities/ Educational Institutions, and Private Enterprises

When can they apply? Spring

RiverSmart Communities Demonstration funds 100% of the cost to install green infrastructure on eligible properties. Projects are selected through a competitive review process focused on environmental benefits of the project, plan for community engagement, and project cost effectiveness and feasibility. \$20,000-\$30,000 per project is available.

Who can apply? Nonprofits Organizations and Faith-based Organizations

When can they apply? Spring

RiverSmart Schools funds design, installation, professional development, and curriculum development of schoolyard greening projects. Up to \$300,000 is available.

Who can apply? District of Columbia Public Schools, Charter Schools, and Private Schools

When can they apply? October

Stormwater Retention Credit (SRC) Aggregator Startup Grant funds SRC aggregators to design green infrastructure practices, typically across multiple sites, through technical and outreach work. Projects in the MS4 area receive priority. \$75,000 per organization is available.

Who can apply? Organizations who want to form an SRC-generating business

When can they apply? Anytime. For more information, visit: <http://doee.dc.gov/src>

Other Potential Opportunities: The Watershed Protection Division, Restoration Branch will accept suggestions from non-profit organizations for projects or programs that do not currently exist within DOEE. If deemed feasible and beneficial, DOEE may award grant funding to support the project if deemed feasible and supportive of agency priorities.

Contact: Steve Saari at 202-535-2961 or steve.saari@dc.gov

Department of Energy and Environment

The Government of the District of Columbia
1200 First St NE, 5th Floor
Washington, DC 20001
(202) 535-2600



RESOURCES FOR PROPERTY OWNERS

Large Parcel Tree Planting funds 100% of design and implementation of large-scale tree plantings for properties throughout the District.

Who can apply? Nonprofits Organizations, Faith-based Organizations, and Private Enterprises

When can they apply? Anytime

RiverSmart Homes is a program that offers incentives to homeowners interested in reducing stormwater runoff from their properties. Homeowners receive a free stormwater audit, which determines their eligibility for subsidies to adopt one or more landscape enhancements including: rain barrels, shade trees, rain gardens, and BayScaping with a co-payment of \$50-\$100 for each enhancement.

Who can apply? District homeowners

When can they apply? Anytime. For more information visit: <https://doee.dc.gov/node/9492>

RiverSmart Permeable Service Program provides rebates for property owners who voluntarily remove impervious and compacted surfaces and replace them with permeable pavement and/or vegetation. \$5-\$10/sq. ft. rebate depending on if in MS4 area.

Who can apply? District homeowners

When can they apply? Anytime. For more information visit: <https://doee.dc.gov/node/9492>

RiverSmart Homes Rain Barrel Rebate Program provides rebates for property owners who purchase and install rain barrels or cisterns. Up to \$1,000 per property is available.

Who can apply? District homeowners

When can they apply? Anytime. For more information visit: <https://doee.dc.gov/node/9492>

RiverSmart Homes Rain Garden Rebate Program provides rebates for property owners who install rain gardens. Up to \$2,000 per property is available.

Who can apply? District homeowners

When can they apply? Anytime. For more information visit: <https://doee.dc.gov/node/9492>

RiverSmart Rooftops Rebate Program funds rebate for property owners who voluntarily install green roofs. \$10-\$15 / sq. ft. rebate depending on if in MS4 area.

Who can apply? District homeowners

When can they apply? Anytime. For more information visit: <https://doee.dc.gov/node/9492>

RiverSmart Trees Rebate Program funds rebate of \$50 or \$100 to individuals who purchase and plant trees on private residential or commercial property.

Who can apply? District homeowners

When can they apply? Anytime. For more information visit: <https://doee.dc.gov/node/9492>

ADDITIONAL PROGRAMS

Adopt-Your-District is a volunteer program that supports residents interested in adopting a block, park, or stream to keep their neighborhoods safe and clean for their community to enjoy.

Who can apply? District residents

When can they apply? Anytime. For more information visit: <https://cleancity.dc.gov/adopt-your-district>

GreenWrench Technical Assistance Program provides free pollution prevention guidance and training to District mechanics and auto body shops and includes onsite technical assistance, newsletter, workshops, and a certification program so customers can easily find shops that are working to support healthy watersheds.

Who can apply? Auto body and repair shops at businesses, universities, government facilities, and other locations, mobile repair businesses included.

When can they apply? Anytime. For more information visit: <https://doee.dc.gov/service/greenwrench> or by calling 202-645-4231.

Stormwater Retention Credit (SRC) Price Lock Program funds the purchase of SRCs from new, voluntary green infrastructure projects located in the MS4 at fixed prices. The program allows participants to sell SRCs to DOEE for the first 12 years of SRC certification if they do not negotiate a higher market price. \$11,500,000 available in total.

Who can apply? Any SRC generator with a preliminary design for a qualifying project

When can they apply? Anytime. For more information visit: <http://doee.dc.gov/src>

Stormwater Retention Credit (SRC) Site Evaluation Program funds free technical assistance to evaluate green infrastructure opportunities on sites of at least 0.5 acres in the MS4.

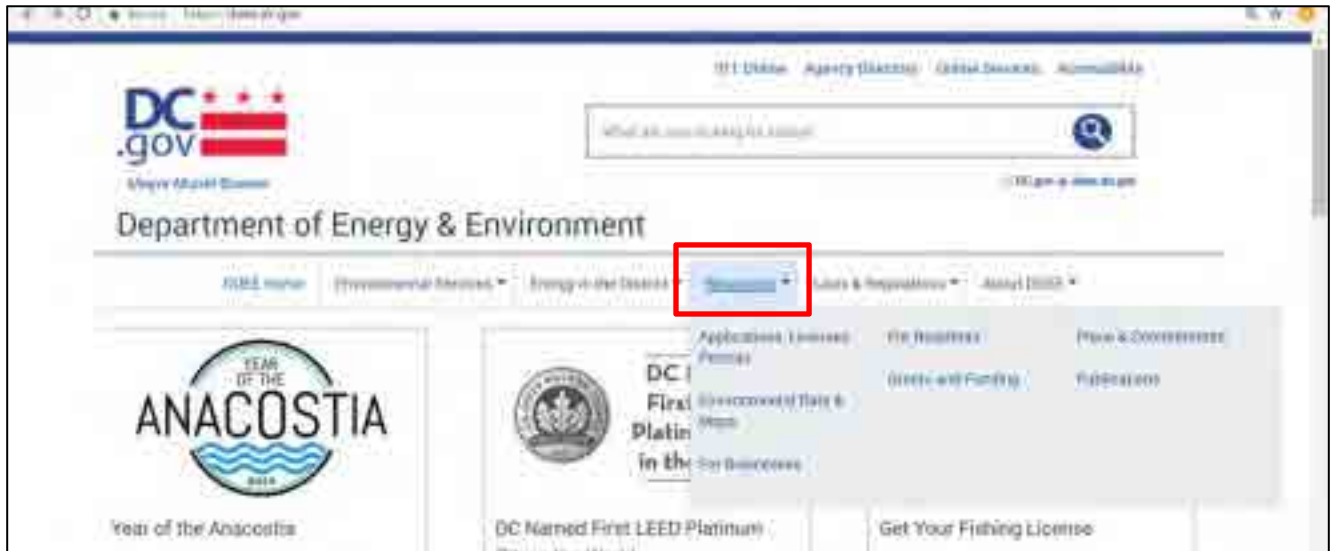
Who can apply? Property owners

When can they apply? Anytime. For more information visit: <http://doee.dc.gov/src>

How to learn about a new Request For Application (RFA):

Option 1: Department of Energy & Environment Website

1. Go to: <https://doee.dc.gov>
2. Click on **Resources**



3. Click on **Grants and Funding**



4. All DOE "open" grants, contracts, and funding opportunities will be listed on this page. Direct link: <https://doee.dc.gov/page/grants-and-other-funding>

The screenshot shows the homepage of the Department of Energy & Environment (DOEE). The header includes navigation links: DOEE Home, Environmental Services, Energy in the District, Resources (highlighted), and Laws & Regulations. The main content area is titled "Resources" and lists various links such as Applications, Licenses, Permits, Environmental Data & Maps, For Businesses, For Residents, Grants and Funding, Plans & Commitments, and Publications. A section titled "Grants and Other Funding" lists DOE's "open" grants, funding opportunities, and requests for applications and proposals (RFAs & RFPs). It mentions that they appear with the most recent announced RFAs at the top and that for those items that are closed, users should see the archives page. Below this, there are two funding opportunities listed: "Notice of Funding Availability – RiverSmart Homes Installation and Rebate Programs" and "Notice of Funding Availability – Support for Trainings and Research on DOE's Stormwater Rules". Each listing includes a brief description of the program, the amount available, and the deadline for application submissions. The "Read More>>" link for the first program is highlighted with a red box.

Department of Energy & Environment

Resources

- Applications, Licenses, Permits
- Environmental Data & Maps
- For Businesses
- For Residents
- Grants and Funding
- Plans & Commitments
- Publications

Department of Energy & Environment

Office Hours
Monday to Friday, 9 am to 5 pm

Connect With Us
1200 First Street NE, Washington, DC 20002
Phone: (202) 535-2600
Fax: (202) 535-2681
TTY: (800) 655-1000
Email: doee@dc.gov

Grants and Other Funding

Listed below are DOE's "open" grants, funding opportunities, and requests for applications and proposals (RFAs & RFPs) to fund various environmental projects. They appear with the most recent announced RFAs at the top. For those items that are closed, please see the [archives page](#).

Grants

Notice of Funding Availability – RiverSmart Homes Installation and Rebate Programs

DOEE seeks eligible entities to encourage installation of green infrastructure on private property in the District and strengthen District residents' understanding of stormwater issues and management. The amount available for the project is approximately \$2,750,000.00. The deadline for application submissions is 10/8/2018. [Read More>>](#)

Notice of Funding Availability – Support for Trainings and Research on DOE's Stormwater Rules

DOEE seeks eligible entities to help implement the 2013 Stormwater Rule; improve stakeholders' understanding of compliance with the 2013 Stormwater Rule; expand and deepen the Department's stormwater management technical guidance; and evaluate the Department's internal plan review process. The amount available for the project is approximately \$870,000.00 for two years, with the Department's option to extend for two additional years. The deadline for application submissions is 10/1/2018. [Read More>>](#)

5. Click on "Read More>>" to learn more information about a funding opportunity.

This block is a close-up of the "Grants" section from the screenshot above. It shows the title "Grants", the heading "Notice of Funding Availability – RiverSmart Homes Installation and Rebate Programs", and the descriptive text about the program. The "Read More>>" link is highlighted with a red box.

Grants

Notice of Funding Availability – RiverSmart Homes Installation and Rebate Programs

DOEE seeks eligible entities to encourage installation of green infrastructure on private property in the District and strengthen District residents' understanding of stormwater issues and management. The amount available for the project is approximately \$2,750,000.00. The deadline for application submissions is 10/8/2018. [Read More>>](#)



6. Here you will find the **RFA**, **where** to apply, **how** to apply, **when** to apply, and **who** is eligible:

Notice of Funding Availability – RiverSmart Homes Installation and Rebate Programs

Friday, September 7, 2018

DOEE seeks eligible entities to encourage installation of green infrastructure on private property in the District and strengthen District residents' understanding of stormwater issues and management. The amount available for the project is approximately \$2,750,000.00.

Beginning 9/7/2018, the full text of the Request for Applications (RFA) will be available on the Department's website. A person may obtain a copy of this RFA by any of the following means:

Download from the Attachments below.

Email a request to 2018RiverSmartHomes@dc.gov with "Request copy of RFA 2018-1821-WPD" in the subject line.

Pick up a copy in person from the Department's reception desk, located at 1200 First Street NE, 5th Floor, Washington, DC 20002. To make an appointment, call Lauren Linville at (202) 535-2252 and mention this RFA by name.

Write DOEE at 1200 First Street NE, 5th Floor, Washington, DC 20002, "Attn: Lauren Linville RE:2018-1821-WPD" on the outside of the envelope.

The deadline for application submissions is 10/8/2018, at 4:30 pm. Five hard copies must be submitted to the above address and a complete electronic copy must be e-mailed to 2018RiverSmartHomes@dc.gov.

Eligibility: The following institutions may apply for these grants:

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

For additional information regarding this RFA, write to 2018RiverSmartHomes@dc.gov.

Attachment(s):

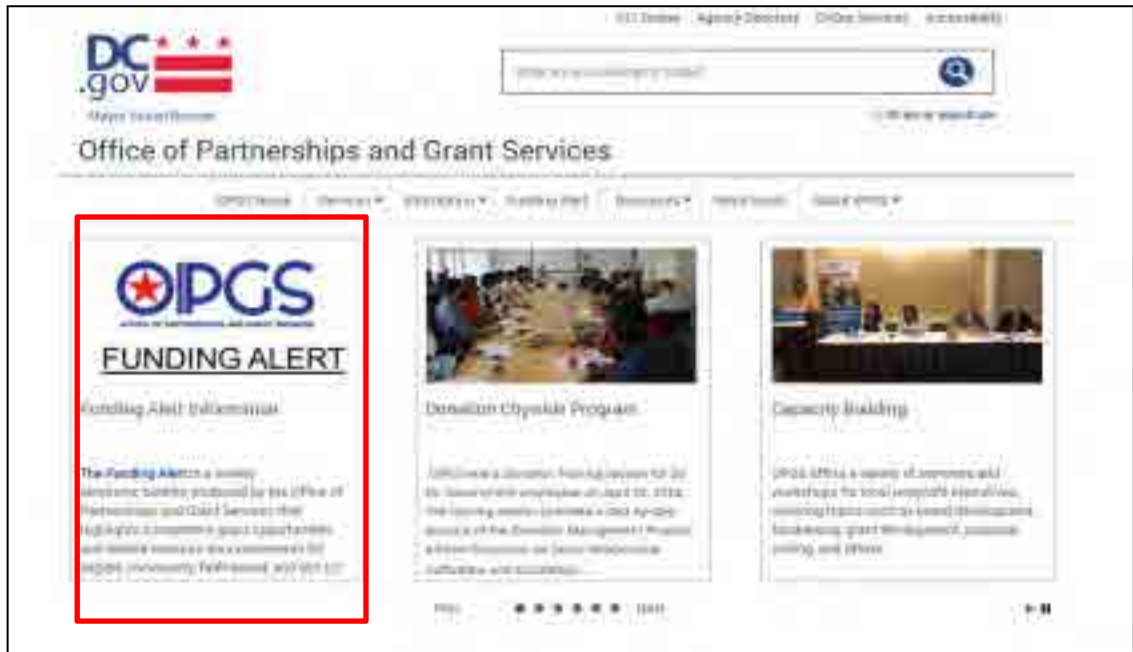
 [RFA _ Riversmart Homes Installation and Rebate Program.pdf](#) - 737.2 KB (pdf)



How to learn about a new Request For Application (RFA):

Option 2: Office of Partnerships and Grant Services weekly funding alert

1. Go to: <https://opgs.dc.gov/>
2. Click on **OPGS FUNDING ALERT**



3. Click on **DCDOC** hyperlink



4. Enter your email address and click “**SUBMIT**”

Email Updates

To sign up for updates or to access your subscriber preferences, please enter your contact information below.

Email Address

5. Click “**FINISH**”



District of Columbia

Welcome **kara.pennino@dc.gov**

Already Subscribed

kara.pennino@dc.gov is already subscribed to OPGS Funding Alert for District of Columbia.

[Subscriber Preferences](#)

Your contact information is used to deliver requested updates or to access your subscriber preferences.

6. Click “*I consent to the privacy policy*” box and click “**SUBMIT**”

Our Privacy Policy

We are committed to your data protection and privacy. Please take a moment to review our [data privacy policy](#).

☒ I consent to the [privacy policy](#).

[Unsubscribe me instead](#)



7. Scroll down to “*Office of Partnerships & Grants Development*” and **select** “**OPGS Funding Alert**” box



8. Subscribe to additional alerts by checking the boxes; unsubscribe by unchecking the boxes.

9. Click **SUBMIT** at the bottom of the page



How to learn about a new Request For Application (RFA):

Option 3: District of Columbia Register

1. Go to: <https://www.dcregs.dc.gov/>
2. Under Search the District of Columbia Register, click **Go**.



3. Click on an issue date.



4. Click on **Notices, Opinions, and Orders**.

The screenshot shows the homepage of the District of Columbia Register. The header includes the DC.gov logo and a search bar. Below the header, there is a navigation bar with links: HOME, ABOUT US, CONTACT US, and HELP. The main content area is titled "DISTRICT OF COLUMBIA REGISTER" and "October 05, 2010". It features a "COVER AND TABLE OF CONTENTS" section. Under the "TABLE OF CONTENTS" section, there are two main categories: "ACTS OF THE COUNCIL OF THE DISTRICT OF COLUMBIA" and "ACTS OF THE EXECUTIVE BRANCH AND SUBSIDIARY AGENCIES". The "ACTS OF THE EXECUTIVE BRANCH AND SUBSIDIARY AGENCIES" category is highlighted with a red box, and it includes a sub-link for "Notices, Opinions, and Orders".

5. Do a Word Search for **Funding** and review each “Notice of Available Funding” found.

The screenshot shows the search results for the word "Funding". The search bar at the top contains the word "Funding". Below the search bar, there is a table with the following columns: "Notice ID", "Notice Title", "Notice Date", "Notice Type", and "Funding Info". The table contains several rows of results. The first row is highlighted with a red box, and it contains the following information:

Notice ID	Notice Title	Notice Date	Notice Type	Funding Info
2010-0001	Notice of Available Funding for the District of Columbia Department of the Environment and Planning (DEP) for the fiscal year 2011. The funding is for the DEP's capital budget, which includes the purchase of new vehicles, equipment, and facilities. The total amount of funding is \$1,000,000.	10/05/2010	Notice of Available Funding	\$1,000,000
2010-0002	Notice of Available Funding for the District of Columbia Department of the Environment and Planning (DEP) for the fiscal year 2011. The funding is for the DEP's operating budget, which includes salaries, benefits, and other personnel costs. The total amount of funding is \$5,000,000.	10/05/2010	Notice of Available Funding	\$5,000,000
2010-0003	Notice of Available Funding for the District of Columbia Department of the Environment and Planning (DEP) for the fiscal year 2011. The funding is for the DEP's operating budget, which includes salaries, benefits, and other personnel costs. The total amount of funding is \$5,000,000.	10/05/2010	Notice of Available Funding	\$5,000,000
2010-0004	Notice of Available Funding for the District of Columbia Department of the Environment and Planning (DEP) for the fiscal year 2011. The funding is for the DEP's operating budget, which includes salaries, benefits, and other personnel costs. The total amount of funding is \$5,000,000.	10/05/2010	Notice of Available Funding	\$5,000,000
2010-0005	Notice of Available Funding for the District of Columbia Department of the Environment and Planning (DEP) for the fiscal year 2011. The funding is for the DEP's operating budget, which includes salaries, benefits, and other personnel costs. The total amount of funding is \$5,000,000.	10/05/2010	Notice of Available Funding	\$5,000,000

LETTER OF SUPPORT EXAMPLE



January 27, 2017

Emily Rice, District Office of Energy and Environment
RE: RFA 2016-1705-SWMD
1200 First Street NE, 5th Floor
Washington, DC 20002

Dear Ms. Rice,

I am writing to express the support of the Alice Ferguson Foundation (AFF) for Capital City Public Charter School's (CCPCS) application for funds to support student-led action projects that remove and prevent litter in the District of Columbia. As a leader in the environmental education field, AFF's Trash Free Potomac Watershed Initiative engages watershed citizens, elected officials, businesses and community organizations in outreach, education and stewardship.

AFF supports CCPCS's goal of engaging youth in experiential learning. Students from CCPCS visit AFF's Hard Bargain Farm each year for overnight Meaningful Watershed Education Experiences (MWEEs) focused on the Potomac River watershed. Staff, faculty and students from CCPCS are highly engaged in their communities, eager for deeper learning and dedicated to the long-term health of the Potomac River.

Through this project, AFF will work with CCPCS to develop and pilot student-led action projects with 5th grade students. AFF staff will act as expert advisors to guide students through brainstorming project ideas, evaluating potential projects and planning for action projects. Throughout the year, AFF staff will visit the school 7 times to conduct these activities and assist with implementation.

This project will foster long-term environmental involvement and leadership among students by inspiring them to pursue further education in fields that promote environmental stewardship, watershed conservation, environmental education, and advocacy. By engaging with a traditionally underrepresented community, this project will increase diversity and inclusion within the environmental movement.

Thank you for your consideration of this proposal. AFF is excited about the opportunity to partner with CCPCS to engage youth in creative student-led action projects that prevent litter, cleanup waterways and ensure healthy communities.

Sincerely,

Lori Arguelles
Executive Director

2001 Bryan Point Road
Accokeek, Maryland 20607
Phone 301.292.5665
Fax 301.292.1070

1255 23rd Street, NW, Suite 275
Washington, DC 20036
Phone 202.973.8203
Fax 202.973.8206

www.fergusonfoundation.org

Letter of Support Template

Letters of support are often required for grant applications. Providing a template for the individuals or organizations you wish to obtain a letter of support from will give them a good starting point.

Organization's Letterhead (logo and address)

[DATE]

[Recipient's Name]

[Recipient's Position]

[Recipient's Address Line 1]

[Recipient's Address Line 2]

Dear [Recipient]:

Re: [Name of project] – Letter of support

On behalf of [name of organization offering support], please accept this letter of support to [name of organization putting on project] in their application for [name of project].

[Paragraph description of the organization who is offering the letter of support]

[Paragraph description of why the organization is choosing to offer support]

If you require more information about the [name of organization offering support], please contact us via [insert contact details: website, phone, email].

Sincerely,

[Name of individual]

[Position or title within organization]

[Name of Organization]