

Project **S·I·T·E**

Students Involved with Their Environment

*Environmental Education Service Learning Projects
for Students in Grades 6-12
in Alaska, Idaho, Oregon and Washington*

Funded by the U.S. Environmental Protection Agency
Office of Environmental Education
Environmental Education Sub-Grants Program
EPA-EE-11-03 CFDA 66.951

RFP Issued: May 25, 2012
Extended Proposal Due Date: **October 1, 2012**
Projects Notified: October 17, 2012
Projects May Begin: Upon receipt of signed contract

Project SITE is managed by
The Teaching Research Institute
Western Oregon University
Monmouth, Oregon

Contact: Dr. Bonnie Morihara
503-838-8413
moriharb@wou.edu
<http://www.wou.edu/tri/site/>

Table of Contents

	<u>Page</u>
Background and General Information	3
A. EPA Environmental Education Subgrants	3
B. Goals of the EPA Environmental Education Subgrant Program	3
C. Project SITE	3
D. Eligibility to Submit SITE Proposals	3
E. General Requirements of SITE Subgrants	4
F. Steps in Service Learning Projects	5
G. K-12 Service Learning Standards	5
H. Amount of Funding	5
I. Proposal Review	6
J. Project Monitoring and Evaluation	6
K. Questions and Technical Assistance	6
L. Timeline	6
Application Process	7
A. Application Instructions	7
B. Project Narrative Guide and Scoring Table	7
C. Submission Instructions	9
D. Award Notification	9
Appendices	10
A. Proposal Cover	11
B. Proposal Budget Form	12
C. Online Resources	13

Background and General Information

A. U.S. Environmental Protection Agency Environmental Education Sub-Grants

The U.S. Environmental Protection Agency (EPA) established a new Environmental Education Sub-Grant program in FY 2011-12 to promote environmental stewardship and help develop knowledgeable and responsible students, teachers and citizens. In a competitive process, applicants were chosen to manage this program and make environmental education sub-awards of no more than \$5,000 to at least 19 different recipients in each of EPA's ten regional areas. The Teaching Research Institute at Western Oregon University was chosen to oversee the sub-grants program for the four-state EPA Region 10: Alaska, Idaho, Oregon, and Washington.

B. Goals of the EPA Environmental Education Sub-Grants Program

The overarching goal of this program is to promote environmental stewardship, defined as "voluntary commitment, behavior, and action that results in environmental protection or improvement. Stewardship refers to an acceptance of personal responsibility for actions to improve environmental quality and to achieve sustainable outcomes." (EPA-EE-11-03 RFP, p. 4) Each sub-grant program must address at least one EPA educational priority, one EPA strategic environmental priority, and must satisfy the definition of environmental education as that which "increases public awareness and knowledge about environmental issues and provides the skills necessary to make informed environmental decisions and to take responsible actions. Environmental education is based on objective and scientifically-sound information, ...[and] teaches individuals how to weigh various sides of an issue through critical thinking and enhances their own problem solving and decision making skills on environmental topics." (EPA-EE-11-03, p. 3)

C. Project SITE

Project SITE (Students Involved with Their Environment) is an EPA-funded grant that supports a sub-award program focused on environmental stewardship through inquiry based service learning projects for middle and high school students. Rural and high-need middle and high schools in a four-state region (Alaska, Idaho, Oregon, and Washington) will submit proposals ranging from \$2,000 to \$5,000 to help them to carry out service learning projects in their communities that focus on climate change or protecting America's waters. The service learning projects will seek to increase student engagement and commitment, provide ways for students to practically apply learning, and explore possible careers in the environmental field. Project SITE is administered by The Teaching Research Institute at Western Oregon University.

D. Who is eligible to submit a SITE project proposal?

High-need middle and high schools and their districts in Alaska, Idaho, Oregon, and Washington may submit proposals to Project SITE. Non-profit tribal education agencies

that are not administered by the Bureau of Indian Affairs may also apply. It is expected that proposals will be written and submitted by groups of teachers/administrators, possibly in partnership with regional or local environmental organizations. Project SITE has a priority to serve low-performing middle and high schools in low socio-economic and rural areas. However, it is open to all middle/high schools in high-need districts.

This RFP is being distributed to school districts in the 4-state region that have 20% or higher poverty among school-aged children according to the latest U.S. Census Bureau statistics published at <http://www.census.gov/hhes/www/saipe/>. It is also being sent to organizations that engage in environmental education so that they may contact schools and districts in their regions that qualify and with whom they might partner to provide resources and guidance.

E. What are the general requirements for SITE projects?

1. SITE service learning projects must involve middle and/or high school students and their teachers or other school administrators. Other participants may include representatives of science and outdoor museums, fish and forestry organizations, state extension services, environmental education organizations, community members, etc.
2. All applications must meet the EPA definition of environmental education, i.e., the projects must increase public awareness and knowledge about environmental issues, must provide the skills necessary to make informed environmental decisions and take responsible actions, must be based on objective and scientifically-sound information, and must teach individuals how to critically examine all aspects of an environmental topic.
3. All applications must support EPA's Strategic Goal 5 by proposing service learning projects that reduce pollution, conserve natural resources, or promote long-term sustainable stewardship practices.
4. SITE service learning projects must address one EPA Educational Priority (community projects or career development) and one EPA Strategic Environmental Priority (taking action on climate change or protecting America's waters).
5. All SITE projects must address and indicate how the K-12 Service Learning Standards for Quality Practice developed by the National Youth Leadership Council will be measured.
6. All SITE applications must include a project timeline, budget, signatures, and contact information for the project coordinator and appropriate financial officer.
7. Projects selected for funding will submit mid-term progress and final reports and complete a rubric to assess the effectiveness of your service learning activities.
8. SITE projects will participate in a web-based conference toward the end of the grant period to showcase the projects and share lessons learned. Project SITE will establish a website with information, resources, and links for sub-grantees and will establish web-based communication tools.

F. Steps in Service Learning Projects

Service learning projects contain the following five components:

1. Investigation – teachers and students research the community needs.
2. Planning and preparation – teacher, students and community members plan the activities and address the administration of the project.
3. Action – students engage in the service learning project to address the community needs identified in the investigation phase.
4. Reflection – students participate in activities that assist them in understanding the experience and how it connects to them and their community.
5. Demonstration – students publicly share with others what they have learned and look to the future.

G. K-12 Service Learning Standards for Quality Practice

Listed here are the K-12 Service Learning Standards for Quality Practice that were published by the National Youth Leadership Council in 2008. All SITE project proposals should show how these standards will be incorporated into their proposed service learning project.

- Meaningful Service. Service learning actively engages participants in meaningful and personally relevant service activities.
- Link to Curriculum. Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
- Reflection. Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about one's relationship to society.
- Diversity. Service learning promotes understanding of diversity and mutual respect among all participants.
- Youth Voice. Service learning provides youth with a strong voice in planning, implementing, and evaluating the experience.
- Partnerships. Service learning encourages partnerships that are collaborative, mutually beneficial, and address community needs.
- Progress Monitoring. Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals.
- Duration and Intensity. Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.

H. Amount of Funding

This Request for Proposals is soliciting projects requesting funding of \$2,000 to \$5,000. Between 19 and 30 projects will be selected in the four-state region of Alaska, Idaho, Oregon, and Washington. A total of \$92,273.50 is available to fund the service learning environmental education projects participating in Project SITE. Projects may receive funding for a maximum of 14 months of activities: October 2012 through November 2013.

I. Proposal Review

Proposals will be reviewed by a team of three individuals with experience and expertise in environmental education, climate change, and service learning. The review team will assign points for each section as described in the Project Narrative Guide below. Proposals should clearly address each of the sub-questions. Scoring decisions of the reviewers are final.

J. Project Monitoring and Evaluation

The SITE Project Director is responsible for monitoring the ongoing progress of the SITE subgrants. This will be done periodically via phone, emails and the Internet (websites and web conferencing). The SITE Project Evaluator is responsible for reporting on the effectiveness of the selected projects and will be contacting Project Leaders to conduct phone interviews or online surveys.

K. Questions and Technical Assistance

Should you have any questions about the proposal process, feel free to email the SITE Project Director, Dr. Bonnie Morihara, at moriharb@wou.edu. A website that provides online resources for the projects and other project information is currently being developed at <http://www.wou.edu/tri/site/>.

L. Timeline

October 1, 2012	Proposals due by 5:00 p.m. PDT (submitted electronically)
October 17, 2012	Projects notified. The contract will clearly identify payment dates and required deliverables for each successful project.
October 2012 – October 2013	<ul style="list-style-type: none"> • Projects initiate, complete, and evaluate their service learning projects. • Local projects engage the community in their work by disseminating information about their project. • The Project SITE Coordinator will conduct periodic project monitoring via phone, email, and Internet. • The Project SITE evaluator will contact SITE project leaders for oral interviews and/or online surveys. • All SITE projects will participate in a webinar to share successes and lessons learned.
November 2013	<ul style="list-style-type: none"> • All SITE projects disseminate summary information about their project to the community.
By December 31, 2013	Submit final invoices and final project report

Application Process

A. Application Instructions

Proposals must be submitted electronically as PDF or Word documents. The Project Narrative should be **double-spaced** on 8.5 x 11 pages with one-inch margins and 12-point font in New Times Roman, Arial or Calibri. All proposals should contain:

1. SITE Project Cover Sheet with signatures (See appendix)
2. Project Narrative. (See the Project Narrative Guide below)

There are four major sections to the narrative (90 points total):

- Description of your service learning project (30 points)
 - Activities, timeline, and evaluation (25 points)
 - Standards for K-12 service learning and how you will measure them (25 points)
 - Expected Impacts (10 points)
3. Project budget and rationale. (10 points) You should provide a break-out of the funds requested and a brief description of what the funds will be used for using the SITE Budget Form. Project SITE funding cannot be used for personnel salaries and benefits or overhead/indirect. (See appendix for Budget Form).

B. Project Narrative Guide and Scoring Table

Address each of the following questions in your project narrative. There is a limit of no more than 10 double-spaced pages for the project narrative.

<p>Description of your service learning project</p> <ol style="list-style-type: none"> a. Why is your project important? (background, current situation, need for proposed project) b. What are your project goals and objectives? c. Who will lead your project? Provide brief bio(s) listing experience of project leader(s) in teaching and environmental education. d. Who will participate in your service learning project? (number and grade level of students, teachers, name of schools/district. List community partners, if any, and partner roles) e. How does your project meet the definition of environmental education provided in the Background section, E.2? Briefly explain how it aligns with state K-12 standards. f. How will your project address protecting America’s waters and/or climate 	<p>30 points</p>
---	-------------------------

<p>change? (Must address at least one)</p> <p>g. How will your project reduce pollution, conserve natural resources, or promote long-term sustainable stewardship practices? (Must address at least one)</p> <p>h. Is your project a community project and/or one that promotes possible careers in the environmental field? (Must be at least one)</p>	
<p>Activities, Timeline, Evaluation</p> <p>a. What will you do? How?</p> <p>b. Provide timeline for the project activities</p> <p>c. How will you assess that you have met your goals and objectives?</p>	<p>25 points</p>
<p>How will you incorporate and measure the K-12 service learning standards?</p> <p>a. <u>Meaningful Service</u>. Service learning actively engages participants in meaningful and personally relevant service activities.</p> <p>b. <u>Link to Curriculum</u>. Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.</p> <p>c. <u>Reflection</u>. Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about one’s relationship to society.</p> <p>d. <u>Diversity</u>. Service learning promotes understanding of diversity and mutual respect among all participants.</p> <p>e. <u>Youth Voice</u>. Service learning provides youth with a strong voice in planning, implementing, and evaluating the experience.</p> <p>f. <u>Partnerships</u>. Service learning encourages partnerships that are collaborative, mutually beneficial, and address community needs.</p> <p>g. <u>Progress Monitoring</u>. Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals.</p> <p>h. <u>Duration and Intensity</u>. Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.</p>	<p>25 points</p>
<p>Expected Impacts</p> <p>a. <u>Communication and dissemination</u>. How will you tell your community about your project and its impact?</p> <p>b. <u>Community involvement</u>. What environmental or community groups will you partner with (if any), and what results do you expect from those partnerships?</p> <p>c. <u>Sustainability/Stewardship</u>. What might be the long-range impacts of your project?</p>	<p>10 points</p>

C. Submission Instructions

Save your cover sheet, project narrative and budget form electronically as a single document (in PDF or Word) and email it as an attachment to Bonnie Morihara at moriharb@wou.edu. Your proposal is **due on Monday, October 1st by 5:00 p.m. PDT.**

Scan or fax the attached Project Cover Sheet with the required Superintendent's signature and fax or email it to Bonnie Morihara at 503.838.8150 (fax) or moriharb@wou.edu.

APPENDICES

Proposal Cover Sheet

Proposal Budget Form

Online Resources

Project SITE – Students Involved with Their Environment Service Learning Projects

COVER SHEET

Applicant District:			
Address:			
Project Leader:		Position:	
Tel:	Fax:	E-mail:	
Fiscal Contact:		Position:	
Tel:	Fax:	E-mail:	
Title of Project:			
Brief Description of Project:			
Total grant funds requested: (\$2,000 to \$5,000) \$ _____ October 2012 – November 2013 SITE projects will participate in a project-wide web-based sharing of accomplishments and lessons learned in November 2013.		Number of Participants	
		_____ Students	_____ Administrators
		_____ Teachers	_____ Community members
		_____ Other (specify)	

This proposal complies with all policies/regulations and carries the full endorsement of this school district.

District Superintendent (Print name)

Signature

Date

SITE PROJECT BUDGET FORM
(October 2012 – November 2013)

Project SITE subgrants may not be used for salaries, fringe benefits, indirect costs, overhead, and other expenses not directly related to the project. Equipment purchases must directly support the project and must not exceed \$500 per item.

<i>Item</i>	<i>Amount</i>	<i>Rationale/budget description</i>
In-state travel		
Materials/supplies (specify)		
Equipment (specify)		
Other (specify)		
Total requested *		

* Must not exceed \$5,000

Selected Resources

Climate Change

Climate Literacy Network: <http://www.cleanet.org/cln/>

The CLN provides a forum for organizations, agencies and individuals to collaborate for climate education.

EPA's Climate Change page: <http://www.epa.gov/climatechange/>

Provides information and resources on how climate change is affecting the environment and what we can do about it. See also the *Student's Guide to Global Climate Change* at <http://epa.gov/climatechange/kids/index.html>

U.S. Global Change Research Program: <http://www.globalchange.gov/>

Contains resources for educators including the *Climate Literacy Guide* and a *Climate Change Toolkit*.

Environmental Education

Campaign for Environmental Literacy: <http://www.fundee.org/>

The Campaign for Environmental Literacy has information and tools for environmental, ocean, conservation and sustainability education.

Classroom Earth: <http://www.classroomearth.org/>

Classroom Earth is a project of the National Environmental Education Foundation that is designed to help high school teachers include environmental content in their teaching.

EPA's environmental education page: <http://www.epa.gov/enviroed/>

This EPA webpage provides information and resources for teachers and students on environmental literacy issues and topics.

North American Association for Environmental Education: <http://www.naaee.net/>

NAAEE publishes various guidelines for excellence in environmental education, summarizes EE research, more.

Service Learning

National Service-Learning Clearinghouse: <http://www.servicelearning.org/>

The NSLC website has information and resources to support service-learning programs and practitioners, including a searchable database.

National Youth Leadership Council: <http://www.nylc.org/>

NYLC works to create a more just, sustainable, and peaceful world with young people, their schools, and their communities through service learning. The NYLC website has many resources on service learning.

Water Protection and Restoration

Earth Echo International: <http://earthecho.org/>

Programs that empower youth to take action that restores and protects our waters.

NOAA Education Resources: <http://www.education.noaa.gov/>

Resources from the National Oceanic and Atmospheric Administration on oceans and coasts, climate, marine life, freshwater, more.