# California Environmental Literacy Project Request for Applications



**California Department of Education**

The purpose of the California Environmental Literacy Project is to assist with providing high-quality instructional resource materials and professional learning opportunities for collaborative teams of educators through the Environmental Education Grant Program.

Funded through the Environmental License Plate Fund

California *Public Resources Code* Chapter 1105 Section 21190(c)

Deadline for Notice of Intent to Apply:

**Friday, January 22, 2021 by 5:00 p.m.**

Deadline for Applications:

**Friday, February 26, 2021 by 3:00 p.m.**

Administered by the

Standards Implementation Support Office

Educator Excellence and Equity Division

California Department of Education

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## 1. Introduction

### A. Goals, Background, and Purpose of the Program

The California Department of Education (CDE) announces a 2021–22 Request for Applications (RFA) for the Environmental Education Grant Program (EEGP) to provide funds for three regional projects to assist kindergarten through grade twelve teachers with integrating science education with environmental literacy. These projects will serve a region of California and provide high-quality instructional resource materials and professional learning opportunities for collaborative teams of educators and help connect teachers to regional environmental literacy and education sites with the goal of increasing students' environmental literacy levels. For the purposes of this RFA, the three regions will be based on the CDE's California Regional Environmental Education Community (CREEC) Network Regions listed on the CDE CREEC Network web page at <https://www.cde.ca.gov/pd/ca/sc/creecnetwork.asp> and will be the following:

1. Northern Region including the CREEC Network Region 1, 2, 3, and 4. This includes the counties of Alameda, Alpine, Butte, Colusa, Contra Costa, Del Norte, El Dorado, Glenn, Humboldt, Lake, Lassen, Marin, Mendocino, Modoc, Napa, Nevada, Placer, Plumas, Sacramento, San Francisco, San Mateo, Shasta, Sierra, Siskiyou, Solano, Sonoma, Sutter, Tehama, Trinity, Yolo, and Yuba.
2. Central Region including the CREEC Network Region 5, 6, 7, and 8. This includes the counties of Amador, Calaveras, Fresno, Kern, Kings, Tuolumne, San Benito, San Joaquin, San Luis Obispo, Santa Barbara, Santa Clara, Santa Cruz, Stanislaus, Madera, Mariposa, Merced, Monterey, Tulare, and Ventura.
3. Southern Region including the CREEC Network Region 9, 10, and 11. This includes the counties of Imperial, Inyo, Los Angeles, Mono, Orange, Riverside, San Bernardino, and San Diego.

California *Public Resources Code* Chapter 1105 Section 21190(c) permits the State Department of Education to administer moneys appropriated "for the purposes of this subdivision to fund environmental education programs of school districts, other local schools, state agencies other than the State Department of Education, and community organizations."

Awarded projects will provide professional learning opportunities to a target audience made up of at least 75 percent of formal educators. For the purposes of this grant initiative, a formal educator is a teacher, paraprofessional, teacher on special assignment, principal, or other school leader employed by a local educational agency (LEA). Educators from non-formal science or environmental education centers are to be included in the professional learning opportunities provided by the project.

Successful proposals will:

* Reflect the required components in this RFA
* Consider the unique aspects of a region of California
* Demonstrate proposed project plans that are based on regional needs, inform subsequent project year plans, are technically feasible, and have sustainable components beyond the scope of the grant

### B. Citation of Applicable Laws and Regulations

These projects will achieve the directives outlined in the following California *Education Codes* (*EC*):

* Title 1 General *EC* Provisions, Chapter 4. Environmental Education sections 8700–8707
* Title 2 Elementary and Secondary Education Provisions, Chapter 1010, Article 2. Course of Study, Grades 1 to 6, Section 51210; and Article 3. Courses of Study, Grades 7 to 12, Section 51220

### C. Anticipated Size and Number of Awards

Up to three grants, in the amount of $120,000 each, will be awarded based on merit for Year One. Year One will begin July 1, 2021, and end June 30, 2022. Augmentations of $120,000 may be possible for an additional two years. Year Two will begin July 1, 2022, and end June 30, 2023. Year Three will begin July 1, 2023, and end June 30, 2024.

Each project's performance will be reviewed annually to determine eligibility for Year Two and Year Three funding. The review will be based on the project's proven ability to accomplish the goals, outcomes, and deliverables along with the project's ability to fulfill reporting requirements.

If opportunities for additional funding become available, invitations to augment existing grant awards may be offered. Augmentations of existing grant awards may require specific deliverables and additional specific reporting requirements. Augmentations of existing grant awards will be optional and not required as part of this RFA.

## 2. Eligible Project Partnerships

Only California County Offices of Education (COEs) or County Superintendents of Schools are eligible to apply. If more than one COE is applying, a single COE must be identified as the lead official applicant (Lead COE) and fiscal agent and for the partnership. Partners are eligible to receive funds by collaborating fully with the Lead COE. Partners can contribute to the project partnership by providing in-kind services, expertise, or resources to the project.

The Lead COE must certify that it will be responsible for:

1. Receiving and administering the grant funds and submitting the required reports to account for the use of grant funds
2. Certifying that no single partner, other than the Lead COE, will benefit from more than 50 percent of the total grant award
3. Ensuring the performance of any services provided through funds awarded under this grant by the partners, consultants, or other organizations
4. Making sure that any new course materials, including curriculum, developed as a result of this grant, are available as open, accessible educational resources

Successful partnerships must demonstrate expertise in the following areas:

1. Providing professional learning opportunities for educators in the integration of environmental content and California State Board of Education (SBE)-adopted science content standards and science curriculum frameworks (science standards and framework), and the Environmental Principles and Concepts (EP&Cs)
2. Working with other existing statewide education networks providing high-quality curriculum resource materials and professional learning opportunities to educators such as the California County Superintendents Education Services Association (CCSESA), the California Subject Matter Projects (CSMP), and the California Afterschool Network (CAN)
3. Assisting the region's LEAs and schools with using science and environmental education or environmental literacy resources and outdoor learning experiences
4. Assisting the target audience in linking environmental literacy content and principles to career pathways and to career technical education (CTE) curriculum and activities
5. Evaluating curriculum resources and activities for students using requirements set forth in this RFA

## 3. Project Goals

### A. Professional Learning and Formal Educator Support

The project must provide multiple opportunities to the target audience as defined above in Section 1. A. Goals, Background, and Purpose of the Program. Due to the large area of each region, virtual online workshops using online resources are encouraged. While a single workshop or event does not need to include all of the activities described below, the project plan must aim to achieve all activities listed below over the course of the project. Activities must assist the target audience with the following and include:

* Strengthening knowledge of content, pedagogical, and instructional leadership skills for the continued implementation of the science standards and frameworks and the EP&Cs
* Identifying supplemental environmental education curriculum and/or activities meeting the following requirements:
  + Aligned to the science standards and framework;
  + Available on an equitable basis to all students;
  + Reflect the linguistic, ethnic, and socioeconomic diversity of California; and
  + Provide a learning experience for students related to the environment and the EP&Cs.
* Strengthening skills to provide an outdoor learning experience for students that can occur within the students’ learning environment remotely, on, or near the school site and meet the needs of the school's curriculum and the needs of students
* Sharing information about effective policies, research-based practices, and strategies to increase student environmental literacy levels within their regions and across the state
* Learning teaching strategies that integrate science and environmental literacy content with the use of linguistically and culturally responsive materials designed to address the academic, cultural, social, physical, and emotional well-being of students
* Learning how to integrate environmental literacy content and principles to career pathways and to CTE curriculum and activities

### B. California Regional Environmental Education Community Network Support

The project will assist with hosting and participating in biannual virtual meetings with CDE staff and leaders in the CREEC Network located in other regions. Biannual meeting duties will be rotated between the three region grant projects and will be held for all those in the network to have the opportunity to share ideas, resources, and examples of best practices. Project staff will also assist with:

* Contributing to a shared drive and collaborative online site to share ideas, resources, and examples of best practices with others in the CREEC Network
* Assisting CDE with identifying people in the target audience who could potentially serve as county and regional leaders, as well as public CREEC contacts in the CREEC Network
* Identifying and compiling information lists of outdoor education programs and non-formal education centers in each county within each region
* Recruiting schools and school districts to apply for the CDE Green Ribbon School Award Program at <https://www.cde.ca.gov/ls/fa/sf/cagrsaward.asp> and providing technical assistance to those completing award applications

## 4. Program and Administrative Requirements; Use of Funds

### A. Official General Assurances and Certifications

The Lead COE must complete the Statement of Assurances and Application Cover Page Form (Application Cover Sheet) and ensure partners receiving funds under the grant comply with the grant requirements. Assurances, certifications, terms, and conditions are requirements of grantees as a condition of receiving funds. The signed application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.

Other official general assurances and certifications that apply are posted on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>. The Lead COE does not need to sign and return the general assurances and certifications with the application. Instead, it must download them and keep them on file to be available for compliance reviews, complaint investigations, or audits. Lead COEs that participate in the Consolidated Application should already have a copy of the general assurances and certifications on file and do not need to keep a separate copy.

### B. Allowable Activities and Costs

Budgets for the use of grant funds will be reviewed and scored as part of the application process. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Generally, all expenditures must contribute to accomplishing the project’s goals and activities as described in the narrative. Allowable expenditures may include, but are not limited to, the following:

1. Service contracts between members of the partnership or external service providers, such as curriculum specialists and professional learning providers
2. Costs to support the travel and participation of members of the partnership
3. Costs to design, develop, and implement meetings and materials to facilitate the work of the project and networking with other projects
4. Costs to provide, produce, or advertise professional learning opportunities and materials for the project’s professional learning activities

### C. Non-allowable Activities and Costs

Funds provided under this grant may not be used to:

1. Supplant existing funding or efforts, including costs otherwise necessary to operate a school or program without this grant
2. Advertise events, opportunities, curriculum resources, or instructional materials unrelated to the project’s professional learning activities
3. Travel to professional conferences
4. Transportation costs for transporting teachers or students
5. Acquire equipment for administrative or personal use
6. Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables)
7. Purchase food services/refreshments/banquets/meals
8. Purchase or remodel facilities
9. Purchase promotional favors such as bumper stickers, pencils, pens, or T-shirts
10. Purchase subscriptions to journals or magazines
11. Travel outside of California
12. Fund activities or services not directly related to the purpose of this grant program

### D. Direct Costs

Direct costs for this grant are those costs that can be identified specifically with a particular final cost objective. Costs incurred for the same purpose, in like circumstances, must be treated consistently as either direct or indirect costs.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

1. Administrative or clerical services are integral to a project or activity.
2. Individuals involved can be specifically identified with the project or activity.
3. Such costs are explicitly included in the budget or have the prior written approval of the CDE and the costs are not also recovered as indirect costs.

### E. Administrative Indirect Cost Rate

The fiscal agent may use an indirect cost rate (not to exceed its CDE-approved indirect cost rate) to budget and claim indirect costs in the appropriate object code in the project budget. Current LEA rates are available on the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>. Indirect costs reflect general administration and overhead that cannot easily be charged as direct program costs of the programs or activities they benefit, and that are borne by a primary party as a result of activities it charges as direct costs. While a portion of one partner’s direct costs (e.g., the salaries of mentor teachers paid by a college or university fiscal agent) may be considered used by another partner (e.g., the school district in this case), the college or university and not the school district is benefitting from being able to charge the indirect costs. Thus, funds used to pay indirect costs are best attributable to the partner that “uses” the corresponding funds as direct costs. Refer to the *California School Accounting Manual* (*CSAM*) Procedure 330 and 915 on the CDE Definitions, Instructions, & Procedures web page at<https://www.cde.ca.gov/fg/ac/sa/index.asp> for further details on these categories of expenditures.

## 5. Required Application Components

### A. Notice of Intent to Apply

The Lead COE is required to submit a letter via email of the intent to apply to [STEM@cde.ca.gov](file://CDE.Cal/DATA/EEEDATA/CENTRAL/SISO/Environmental%20Education/EEGP-FY21-24/RFA%20Approval%20Packet-Attempt%201/STEM@cde.ca.gov) by Friday, January 22, 2021 by 5:00 p.m., in order to be added to an email list for the purposes of receiving access to the application upload system, answers to application questions, clarifications, or updates.

The letter of intent should include the name and email address of a contact person for the Lead COE.

The costs of preparing and delivering the application are the sole responsibility of the Lead COE. The CDE will not provide reimbursement for any costs incurred or related to the Lead COE’s involvement or participation in the RFA process.

### B. Format of the Application

Applications that do not comply with the formatting requirements below will not be reviewed or considered for acceptance and the contacts listed on the Application Cover Sheet will be notified in writing.

1. The application must include a completed, signed Application Cover Sheet.
2. The application narrative must include a Table of Contents, not exceed 25 pages, and use no less than single space and one-inch margins.
3. The application narrative must use 12-point type, using an easy-to-read font such as Arial or Times New Roman.
4. Required forms will not count towards the narrative page limit.
5. The application must include additional information as labeled appendices. Appendices must be labeled using the labels described below and will not count towards the application page limit. Any information submitted as appendices must be referenced in the descriptive text of the appropriate application section.
6. The application must include all properly labeled sections of the application described below, including:
   * Part 1. Cover Sheet
   * Part 2. Project Description
   * Part 3. Partnership Description
   * Part 4. Professional Learning Activities
   * Part 5. California Regional Environmental Education Community Network Support Activities
   * Part 6. Service Area and Continuous Improvement
   * Part 7. Scope of Work Table
   * Part 8. Proposed Budget and Budget Narrative
   * Part 9. Appendices
     + Appendix 1. Project Support (letters of support)
     + Appendix 2. Project Staff

#### Part 1. Cover Sheet and STD-204 Payee Data Record Form

The proposals must include the Application Cover Sheet available online at <https://www.cde.ca.gov/fg/fo/r12/ee21rfa.asp>.

Lead COEs that have not done business previously with the CDE will need to complete and return the STD-204 Payee Data Record Form with their applications. The form is located at [https://www.cde.ca.gov/fg/fo/fm/ff.asp](file:///C:/Users/Akhan/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/3S61V1YJ/Applicants%20that%20have%20not%20done%20business%20previously%20with%20the%20CDE%20need%20to%20complete%20and%20return%20the%20STD-204%20Payee%20Data%20Record%20form%20with%20their%20ahttpshttps:/www.cde.ca.gov/fg/fo/fm/ff.asp).

#### Part 2. Project Description

The application must include a section labeled Part 2. Project Description. The proposal must briefly describe how the project will provide professional learning opportunities to a target audience made up of at least 75 percent of formal educators (teachers, paraprofessionals, teachers on special assignment, principals, or other school leaders employed by an LEA). This section should include a brief mention of how the project will:

* Address the goals of this RFA
* Consider the unique aspects of a region of California
* Propose a project plan that is based on regional needs, will inform subsequent project years, and have sustainable components beyond the scope of the grant

##### Appendix 1. Project Support

In a section of the application labeled Appendices, the proposal must include an appendix labeled Appendix 1. Project Support. This appendix must include evidence in the form of letters of commitment that demonstrates project support from partners and some of the region's school district superintendent(s) support for the project proposal. Letters from partners should describe the contribution a partner will make to the project and how they will provide continued support for the duration of the project. Letters from the region's school district superintendent(s) should indicate support for the project proposal and mention how they will encourage teacher and principal participation in workshops or events. Please refer to the contents of this appendix in the narrative for this section as applicable. In this appendix, do not include letters of support from entities or organizations that are not mentioned in the project and partnership descriptions of the application, and do not include any documents that are not letters of support.

#### Part 3. Partnership Description

In a section of the proposal labeled Part 3. Partnership Description, the proposal must demonstrate adherence to the requirements and expertise as described in Section 2. Eligible Project Partnerships on page 2 of this RFA.

In this section:

* Only one person can be identified as the Project Coordinator, and the Project Coordinator must be an employee at the Lead COE. The Project Coordinator will be responsible for reporting to CDE, ensuring project compliance, and distributing information to members of the partnership.
* Proposals must identify all key project staff and describe their roles and responsibilities in the project. Include if funds from this grant will pay for a person's salary.

**Note:** If the project requires hiring staff, include a title for that person in the Project Staff Table and include a page in the section of the application labeled Appendix 2. Project Staff, with the position title and a brief (200-word maximum) description of the job(s) and the minimum qualifications.

The application must mention how the Lead COE will be responsible for:

1. Receiving and administering the grant funds and submitting the required reports to account for the use of grant funds
2. Certifying that no single partner, other than the Lead COE, will benefit from more than 50 percent of the total grant award
3. Ensuring the performance of any services provided through funds awarded under this grant by the partners, consultants, or other organizations
4. Making sure that any new course materials, including curriculum, developed as a result of this grant, are available as open, accessible educational resources

A successful application will describe the benefits of the partnership by explaining:

1. Why each partner is essential to the successful management, functioning, or completion of the intended outcomes of the project. This could include explaining each partner's contribution to the operational success of the project and the achievement of its goals by describing each partner's role in the overall structure of the project, including how each will enhance, improve, or expand current local and regional efforts to provide effective opportunities relating to increasing environmental literacy levels.
2. Whether any leveraging of grant funds will be provided by a partner or partners
3. Whether the partnership includes a non-profit education organization with a history of receiving state or federal grants for science or environmental literacy education
4. Whether the partnership includes more than two California COEs in the region

A successful application will include a paragraph in this section dedicated to demonstrating the leadership experience of the Lead COE and each partner (if applicable). The paragraph should include references to multiple project staff from both the Lead COE and the partnership who have a history and experience in:

* Convening large groups of educators for the development of high-quality resources, including curriculum resource materials
* Convening large groups of educators for professional learning and leadership opportunities that promote collaboration between the target audience and other educators whom are not in the target audience

Successful applications will also mention the Lead COE’s and each partner's expertise and experience in Part 4. Professional Learning Activities and Part 5. CREEC Network Support Activities, as relevant to the activities described in those sections.

This section of the proposal must also include a table labeled Project Staff (see sample table below).

The table must include the following information for each person involved in the project: person's full name, title, agency/organization of all current employers, phone number, email address, and the person's primary project roles/responsibilities. Do not include project staff in the table that do not have a primary project role or responsibility.

**Sample Project Staff Table:**

| **Name & Title** | **Agency/ Organization** | **Phone & Email** | **Primary Project Responsibilities** |
| --- | --- | --- | --- |
| Jane Doe, Project Coordinator | Calvert COE | 916-555-1234 [jdoe@calvertcoe.org](mailto:jdoe@calvertcoe.org) | * Manage and oversee project plan * Manage and oversee project staff |

##### Appendix 2. Project Staff

In a section of the application labeled Appendix 2. Project Staff, the proposal must include a curriculum vitae (CV) or resume (two page maximum) for each of the project staff listed in the Project Staff Table. Include all CVs or resumes as a single appendix. In this appendix, do not include a CV or resume for a person not listed in the Project Staff Table.

#### Part 4. Professional Learning Activities

In a section labeled Part 4. Professional Learning Activities, the proposal must describe the activities the project will engage in related to professional learning and explain how the activities are based on lessons learned from previous similar programs and activities. The activities conducted over the course of the three-year project plan should include the following:

1. Providing professional learning opportunities for educators in the integration of environmental content and California SBE adopted science standards and framework, and the EP&Cs
2. Working with other existing statewide education networks providing high-quality curriculum resource materials and professional learning opportunities to educators such as the CCSESA, the CSMP, and the CAN
3. Assisting the region's LEAs and schools with using science and environmental education or environmental literacy resources and outdoor learning experiences
4. Assisting the educators in linking environmental literacy content and principles to career pathways and to CTE curriculum and activities
5. Developing curriculum resources and activities for students using requirements set forth in this RFA, and evaluating existing curriculum resources for utilization in activities. If existing curriculum materials will be utilized in activities, evidence of how existing curriculum materials meet the requirements set forth in this RFA should be provided in the description, and activities should not rely on curriculum providers.

All descriptions of workshops or events that will be conducted should include how the workshop or event will:

1. Involve educators from non-formal science or environmental education centers or other community-based partners
2. Lead to instructional improvement and support for the target audience
3. Result in increased environmental literacy levels of the target audience and students
4. Be effective and address the specific needs identified in the region and aligned with the target audiences' schoolwide or districtwide educational plans
5. Serve the target audiences and include any identified education participants or planned methods of recruitment
6. Utilize the grant funds in collaboration with additional contributions of funds or in-kind support from the partnership

#### Part 5. California Regional Environmental Education Community Network Support Activities

In a section of the proposal labeled Part 5. California Regional Environmental Education Community Network Support Activities, include a paragraph committing to a plan to accomplish the required activities listed below.

1. A representative from the Lead COE and a representative from another COE will assist with hosting an annual virtual meeting with the CREEC contacts in other regions and CDE staff. Biannual meeting duties will be rotated between all geographic region grant projects and will be held for all other grant recipient Project Coordinators, project staff, and project partners to have the opportunity to share ideas, resources, and examples of best practices.
2. The Project Coordinator will ensure themselves or project staff is assisting with contributing to a shared drive and collaborative online site to share ideas, resources, and examples of best practices with others in the CREEC Network.
3. The Project Coordinator will ensure themselves or project staff employed by a formal education agency in the geographical region will participate in the CDE CREEC Network Program as CREEC contact(s).
4. The Project Coordinator will ensure themselves or project staff employed by a formal education agency in the geographical region is assisting CDE with identifying people in the target audience who could potentially serve as county and regional leaders as well as public CREEC contacts in the CREEC Network.
5. The Project Coordinator will ensure themselves or project staff will assist CDE with identifying and compiling information lists of outdoor education programs and non-formal education centers in each county within each region.
6. The Project Coordinator will ensure themselves or project staff employed by a formal education agency in the geographical region will recruit schools and school districts to apply for the CDE Green Ribbon School Award Program and provide technical assistance to those completing award applications.

#### Part 6. Service Area and Continuous Improvement

In a section of the proposal labeled Part 6. Service Area and Continuous Improvement, describe how the proposal demonstrates the following:

1. Multiple locations within the region will be served through the planned activities to ensure population centers are served equally.
2. The project plan will help advance the target audience (as a region) with sharing information through the CREEC Network about policies, practices, and evidence regarding the effectiveness of those policies and practices in preparing teachers to increase student environmental literacy levels within their regions and across the state.
3. Data, from the project activities, will be collected and analyzed to ensure continuous improvement from one project activity to another and from one grant year to another.
4. Collected data will aid in continuous improvement and better understanding of geographical region needs and the project's goals to serve the education system (e.g., teacher participation, administrator participation, school facility staff participation, district, policies, program offerings, or professional learning practices) as they specifically relate to teachers and/or students environmental literacy levels.
5. An evaluation to ensure continuous improvement will be conducted at the end of each fiscal year and reported in a report to the CDE.

#### Part 7. Scope of Work Table

In a section of the proposal labeled Part 7. Scope of Work Table, the proposal must include a table with the project year and name of the Lead COE in the title (see sample table below). The table must include three project years of project goals and activities and contain three columns as described below.

The first column must include the project year and month. The second column must include the major goals, activities, and measurable outcomes that will demonstrate project success. The third column must include names of specific people responsible for achieving each of the outcomes mentioned (include each person's project title when they are mentioned for the first time).

This table will show how the project leadership will monitor the overall success of the project and partnership. A separate row should be created for each goal or measurable outcome expected to be achieved, and a separate row should be created for each activity if there are multiple activities conducted within a one-month period.

For each project year, the table should include:

1. All proposed activities and the goals of each activity that will be implemented each project year

2. Indications when data will be collected, analyzed, or used for project improvement purposes

**Sample Scope of Work Table:**

**Year One**

**Calvert County Office of Education**

| **Month/Year** | **Goals, Activities & Outcomes** | **Responsible Person(s)** |
| --- | --- | --- |
| 11/2018 | Goal: Convene partners   * Workshop calendar reviewed * Professional learning teams assembled * Workshop environmental phenomena identified * Reviewed when data will be collected, analyzed, and used for project improvement purposes | Jane Doe, Project Coordinator |
| 12/2018 | Goal: Workshop #1 preparation   * Recruited workshop participants * Session materials developed * Facility and materials secured | Jane Doe, Project Coordinator and  John Smith, Calvert Foothills Education Center |

#### Part 8. Proposed Budget and Budget Narrative

A three-year budget is required in the application. Project expenses will be identified using grant funds in the 2021–22 through the 2023–24 fiscal years.

Lead COEs must use the EEGP Grant: Proposed Budget Template (Forms B and C) available on the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/ee21rfa.asp>.

Lead COEs are required to upload the Proposed Budget Template Excel file into the online application system.

The Proposed Budget Summary (Form B) must be complete for each project year. The Proposed Budget Summary should provide totals for each object code and should align with the completed Proposed Budget Narrative tabs: Form C Y1 (Year One), Form C Y2 (Year Two), and Form C Y3 (Year Three).

Expenditure categories and object codes must be consistent with the Standard Accounting Code Structure—the relevant expenditure categories and object codes can be found in Procedure 330, Object Classification, in the *CSAM* on the CDE Definitions, Instructions, and Procedures web page at <https://www.cde.ca.gov/fg/ac/sa>.

The fiscal agent may use an indirect cost rate (not to exceed its CDE-approved indirect cost rate) to budget and claim indirect costs in the appropriate object code in the project budget (see also the section above titled E. Administrative Indirect Cost Rate).

The Proposed Project Budget Narrative (Form C) must be completed for each project year justifying each line item cost contained in the Proposed Budget Summary (Form B). The narrative should include how the proposed costs are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. The Budget Narrative Table should provide sufficient information to support the proposed goals and objectives of the program. Provide explanations of the calculations that led to the budget figures in the Proposed Budget Summary.

The expenditure information alone does not provide sufficient information, and additional explanations, such as the following should be included to make a strong proposal:

* Labor cost detail, including hourly or billing rates for all personnel and the total number of hours projected for the project
* Employee benefits, including the percentage of salaries and wages that represents benefits paid for employees
* Operating expense detail, including costs necessary or reasonable to conduct business (e.g., rent, repairs, or utilities) or to perform services
* Travel costs at the approved CalHR travel rates for state government employees, which can be found at <https://www.calhr.ca.gov/employees/Pages/travel-reimbursements.aspx>

If needed, specify the amount of costs that are for administrative services.

Indirect costs include agency-wide costs for fiscal services, personnel, central support (e.g., purchasing, warehousing, or printing) and centralized data processing. The approved indirect cost rates for the most current year plus four prior years are posted annually on the CDE Indirect Cost Rates web page at [https://www.cde.ca.gov/fg/ac/ic](http://www.cde.ca.gov/fg/ac/ic/), which includes lists of department-approved rates for LEAs, frequently asked questions, and letters. The applicable rate is the one for the year during which the expenditures occurred, not the year funds were appropriated and could change each fiscal year for multi-year grants or contracts.

While subcontracts and subagreements for services may all be allowed, indirect costs can only be charged on $25,000 per subcontract or subagreement.

#### Part 9. Appendices

The proposal must include a section labeled Part 9. Appendices. This section should include the Appendix 1. Project Support, mentioned on page 9 of this document and Appendix 2. Project Staff, mentioned on page 11 of this document.

## 6. Application Submission Instructions

The complete application, including all required components, **must be uploaded to a folder in box.com provided to the Lead COE in advance for receipt of the application** by the CDE Educator Excellence and Equity Division **by 3:00 p.m. on Friday, February 26, 2021**.

Incomplete, late, or incorrectly formatted applications will not be scored or considered for funding.

Transmission by U.S. Mail, email, or fax will not be accepted.

Questions regarding submission of an application should be directed to:

Shannon Gordon, Education Programs Consultant

Standards Implementation Support Office

Educator Excellence and Equity Division

California Department of Education

1430 N Street, Suite 4309

Sacramento, CA 95814

Phone: 916-319-0190

Email: [sgordon@cde.ca.gov](mailto:sgordon@cde.ca.gov)

An application may be rejected if it is incomplete, or if it contains any alterations of forms, or other irregularities of any kind. The CDE may reject an application that is not responsive, does not meet the technical standards, is not from a designated COE, or may choose to reject all applications. The CDE may also waive any immaterial deviations in an application. The CDE’s waiver of immaterial defect shall in no way modify the RFA document or excuse the Lead COE from full compliance with all requirements if the Lead COE is awarded the grant.

### Technical Assistance

The CDE staff will conduct one application information session to provide an overview of the RFA and offer potential Lead COEs and partners an opportunity to ask clarifying questions. The process for uploading the application to a folder in box.com provided to the Lead COE in advance for receipt of the application will be discussed in the technical assistance session. The date and time of the information session will be provided in an email response to letters of intent to apply.

## 7. Application Review Process

The CDE will carefully screen all applications received by the due date for compliance with all technical and narrative requirements stated in this RFA. Only fully completed applications will be considered eligible for consideration and can be advanced to the Review of Applications. Applications not found to be fully compliant with all submission requirements will be rejected.

Each eligible application will be read, reviewed, and evaluated by a panel of reviewers selected for their experience and expertise. The panel will use the rubrics provided in Appendix A and B. Points will be awarded based on completeness and responsiveness of the application to each of the required application components (see Section 9. Determination of Awards and Grant Award Process).

Upon completion of the grant review process, all Lead COEs will be notified in writing whether their application was selected for a grant award using the contact information provided on the Application Cover Sheet.

After the appeal process is closed, the CDE will post a notification of accepted awards on the CDE Environmental Education/Literacy Grant Program web page located at <https://www.cde.ca.gov/pd/ca/sc/eegrantprogram.asp>.

## 8. Appeal Process

The appeal process includes the following items:

* The Lead COE has seven business days from the day an application award announcement is made to appeal the results of this competitive award. The appeal must be in written form clearly stating the basis for the appeal. Appeals must be sent via email to:

Barbara Murchison, Director

Educator Excellence and Equity Division

California Department of Education

1430 N Street, Suite 4309

Sacramento, CA 95814-5901

email: [stem@cde.ca.gov](mailto:stem@cde.ca.gov) and cc: [sgordon@cde.ca.gov](mailto:sgordon@cde.ca.gov?subject=Application%20Appeal)

* The application review process and appeal process will be based on written record alone. No hearings will be allowed. The appeal should be based on the failure of the CDE to correctly apply standards for reviewing the requirements or evaluating the applications as specified in the RFA. The appeal should demonstrate procedural error, inconsistency, or substantive failure to accurately score an application based on the facts or statement in the application.
* The Lead COE may not use the appeal process to present new information to enhance their application or correct the application.
* A committee will evaluate the appeal and re-evaluate the application and review process as necessary to make the final decision. The person submitting the appeal will be notified of the decision in writing within three weeks from the date that appeals are due to the CDE. That decision shall be the final administrative action afforded the appeal.

## 9. Determination of Awards and Grant Award Process

### A. Determination of Award Amounts

Applications will be subject to certain distribution considerations. While the proposal review score is an important primary determinant of final selection, distribution factors such as geographic location (northern, central, and southern), demographics (urban, suburban, and rural), and school district involvement will also be determinant factors of final selection.

The CDE reserves the right to fund applications at a lesser amount if the application can be implemented with less or if funding is not sufficient to fully fund all applications that merit funding. If a qualified application does not apply for each region, the CDE reserves the right to not fund an application in each region.

### B. Grant Award Process

Lead COEs offered an award will be notified if the grant award amount differs from the amount that is stated in the RFA. Following final program and budget negotiations, grants will be issued to projects after all signed agreements on the terms of the award has been received by the CDE, including a Grant Award Notification Form.

The Grant Award Notification will include reporting due dates. Regular reports will include a Budget Expenditure Report and a Narrative Report which will include, but not be limited to, collaborative planning meetings, project modifications, summaries of each project activity, and a table showing progress on each of the outcomes listed in the approved Scope of Work filed with the CDE.

To assure that expenditures are proper and in accordance with the terms and conditions of the grant award, approved project budgets, scopes of work, and all reports will include a certification signed by an official who is authorized to legally bind the entity.

If budget revisions are needed, the project must receive an approval from CDE by submitting a Budget Revision Request (BRR) Form and an explanation for each change.

BRRs must be pre-approved by the CDE before expenditures are made using the revised budget numbers. If, at the end of a project year, the partnership finds that it will not expend the first year’s allocation in full, it may request a “carryover” of funds into the second project year.

**Note:** Carryovers are not automatic and require formal action by the CDE. If approved, a carryover can allow the project to take all or part of the unspent funds from Year One and add them into a revised budget for the subsequent Year Two. Funds cannot be carried over beyond Year Three. To request a budget revision or carryover request, the Project Coordinator must email a request to the CDE that includes a brief explanation of the reason for the revision and attach a revised budget.

### C. Termination of the Grant

Either party will be allowed to terminate its participation in the project through a written letter and 30 days’ notice. Termination may be done unilaterally for nonperformance or other inability of the grantee to meet its obligations

## Appendix A. Proposal Scoring Rubrics

Reviewers will review sections of the proposal using the rubrics provided in this appendix.

### Rubric for Evaluating the Partnership

The rubric below will be used to assess Part 3. Partnership Description, and the included CV or resumes to evaluate the project partnership as well as the experience and expertise of project staff.

#### Bonus Points

| **Item Being Reviewed** | **Bonus Points** |
| --- | --- |
| The members in the proposed partnership | Award two points if the proposed partnership includes a nonprofit organization that meets the following criteria: A nonprofit education organization with a history of receiving state or federal grants for science or environmental literacy education. The nonprofit organization must also provide evidence of previous statewide science or environmental literacy education support. |
| The members in the proposed partnership | Award one point if the proposed partnership includes more than two California COEs. |

#### Evaluation of the Proposed Partnership

| **Item Being Reviewed** | **Excellent (award 3 points)** | **Moderate (award 2 points)** | **Minimal or Missing (award 1 or 0 points)** |
| --- | --- | --- | --- |
| The proposed partnership assists with meeting the goals of partnership set forth in this RFA. | The proposed partnership assists the project with meeting the goals of partnership set forth in this RFA by involving more than two COEs and at least one other entity contributing in-kind services or resources to the project. | The proposed partnership assists the project with meeting the goals of partnership set forth in this RFA by involving more than one COE, but there is not at least one other entity contributing in-kind services or resources to the project. | The proposed partnership does not adequately assist the project with meeting the goals of partnership set forth in this RFA. If only one COE is involved, award one point. |
| In a section of the proposal labeled Part 3. Partnership Description, the proposal must include a table labeled Project Staff and an appendix labeled Appendix 2. Project Staff that match with respect to names of the partners described, the project staff listed in the table, and the CVs or resumes provided in the appendix. | The proposal includes a table labeled Project Staff and an appendix labeled Appendix 2 Project Staff that completely matches with respect to the partners described, the names of project staff, and the CVs or resumes provided in the appendix. | The proposal includes a table labeled Project Staff and an appendix labeled Appendix 2 Project Staff that does not completely match with respect to the partners described, the names of project staff, and the CVs or resumes provided in the appendix. | The proposal is minimal in that there are multiple people that do not match with respect to names of the partners described, project staff listed in table labeled Project Staff table, and the CVs or resumes provided in the appendix. Or, the proposal does not include (is missing) either a table labeled Project Staff or an Appendix labeled Project Staff. |

#### Evaluating Professional Learning Experience

| **Item Being Reviewed** | **Excellent (award 6 points)** | **Moderate (award 3 points)** | **Minimal or Missing (award 1 or 0 points)** |
| --- | --- | --- | --- |
| The Lead COE and project staff should demonstrate a high level of experience providing professional learning opportunities for formal educators as described in the RFA as project goals for professional learning and formal educator support. | There is strong evidence that multiple partners and project staff named in the proposal have a history of experience providing multiple professional learning opportunities for formal educators. | There is evidence that a partner or some project staff named in the proposal have a history of experience providing multiple professional learning opportunities for formal educators, but they do not represent different members of the proposed partnership. | The proposal provides minimal evidence of a history of experience providing multiple professional learning opportunities for formal educators. Award zero points if evidence is missing. |
| The Lead COE and project staff should demonstrate previous collaboration in providing professional learning opportunities for formal educators as described in the RFA as required professional learning activities. | There is strong evidence that multiple partners and project staff named in the proposal have a history of collaborating to provide multiple professional learning opportunities for formal educators. | There is evidence that partners and project staff named in the proposal have a history of experience providing multiple professional learning opportunities for formal educators. While they represent different members of the partnership, evidence of previous collaboration on these projects among members of the proposed partnership is not provided. | There is minimal evidence that multiple partners and project staff named in the proposal have a history of collaborating to provide multiple professional learning opportunities for formal educators. Award zero points if evidence is missing. |
| The Lead COE and partners should demonstrate experience assisting the region's LEAs and schools with obtaining science and environmental literacy curriculum resources meeting the requirements described in the RFA. | There is strong evidence that multiple partners and project staff named in the proposal have a history of experience providing multiple educational agencies with obtaining science and environmental literacy curriculum resources meeting the requirements described in the RFA. | There is some evidence that multiple partners and project staff named in the proposal have a history of experience providing multiple educational agencies with obtaining science and environmental literacy curriculum resources meeting the requirements described in the RFA. | There is very minimal or no evidence that partners and project staff named in the proposal have a history of experience providing multiple educational agencies with obtaining science and environmental literacy curriculum resources meeting the requirements described in the RFA. Award zero points if evidence is missing. |
| The Lead COE and partners should demonstrate experience working with statewide education networks providing high-quality resources, including curriculum resource materials and professional learning opportunities to formal educators. | There is strong evidence that multiple partners and project staff named in the proposal have a history of experience working with statewide education networks providing high-quality resources. | There is some evidence that multiple partners and project staff named in the proposal have a history of experience working with statewide education networks providing high-quality resources. | There is very minimal or no evidence that partners and project staff named in the proposal have a history of experience working with statewide education networks providing high-quality resources. Award zero points if evidence is missing. |
| The Lead COE and partners should demonstrate experience convening educators for the development of high-quality resources, including curriculum resource materials and professional learning opportunities to formal educators. | There is strong evidence that multiple partners and project staff named in the proposal have a history of experience convening educators for the development of high-quality resources, including curriculum resource materials and professional learning opportunities to formal educators. | There is some evidence that multiple partners and project staff named in the proposal have a history of experience convening educators for the development of high-quality resources, including curriculum resource materials and professional learning opportunities to formal educators. | There is very minimal or no evidence that partners and project staff named in the proposal have a history of experience convening educators for the development of high-quality resources, including curriculum resource materials and professional learning opportunities to formal educators. Award zero points if evidence is missing. |

### Rubric for Evaluating the Professional Learning Activities

The rubric below will be used to evaluate evidence provided in the sections of the application labeled Part 4. Professional Learning Activities and Part 7. Scope of Work Table.

| **Item Being Reviewed** | **Excellent (award 3 points)** | **Moderate (award 2 points)** | **Minimal (award 1 or 0 points)** |
| --- | --- | --- | --- |
| Proposals should describe how planned activities will assist the target audience with strengthening knowledge of content, pedagogical and instructional leadership skills for the continued implementation of the science standards and framework, and the EP&Cs. | There is strong evidence of a plan to accomplish this activity within the first two project years and also the third project year. Activities identified are based on previously successful activities and current cited research. | There is evidence of a plan to accomplish this activity within the first two project years and also the third project year. Activities identified need more detail indicating the potential success of the activities or more current cited research is needed. | There is minimal or no evidence of a plan to accomplish this activity within the first two project years, but not the third year, or the plan is not clearly articulated and more details or evidence of planning is needed. Activities identified have minimal cited research. Award zero points if evidence is missing. |
| Proposals should describe how planned activities will assist the target audience with developing activities and lesson materials that meet the needs of the schools and their students. If activities will be utilizing existing education curriculum materials, the proposal should thoroughly describe how the materials meet the requirements listed in the RFA, and the activities do not rely on curriculum providers. | There is strong evidence of a plan to accomplish this activity within the first two project years and also the third project year. Activities involve developing activities and lesson materials that meet the needs of the schools and their students. If activities will be utilizing existing education curriculum materials, the proposal thoroughly describes how the materials meet the requirements listed in the RFA, and the activities do not rely on curriculum providers. | There is evidence of a plan to accomplish this activity within the first two project years and also the third project year. Activities involve developing activities and lesson materials that meet the needs of the schools and their students. If activities will be utilizing existing education curriculum materials, the proposal does not thoroughly describe how the materials meet the requirements listed in the RFA. | There is evidence of a plan to accomplish this activity within the first two project years, but the plan is weak in some areas such as: not enough activities involve developing activities and lesson materials that meet the needs of the schools and their students; and activities will be utilizing existing education curriculum materials and the proposal does not thoroughly describe how the materials meet the requirements listed in the RFA. If activities rely on curriculum providers, award zero points. |
| Proposals should describe how activities will assist the target audience with learning how to provide outdoor learning experiences for students. | There is strong evidence of a plan to accomplish this activity within the first two project years and also the third project year. Examples of learning experiences for students are provided and there is evidence of how the planned activities meet the needs of the school and the needs of students. | There is some evidence of a plan to accomplish this activity within the first two project years and also the third project year. Examples of learning experiences for students are provided and there is evidence of how the planned activities meet the needs of the school and the needs of students. | There is minimal evidence of a plan to accomplish this activity within the first two project years, but the plan is weak in some areas.  Examples of learning experiences for students are provided, but there is no evidence of how the planned activities meet the needs of the school and the needs of students. |
| Proposals should include activities assisting the target audience with sharing information about policies, practices, and evidence regarding the effectiveness of those policies and practices in preparing teachers to increase student environmental literacy levels within their regions and across the state. | There is strong evidence of a plan to accomplish this activity within the first two project years and also the third project year and example activities are provided. | There is some evidence of a plan to accomplish this activity within the first two project years and also the third project year and example activities are provided. | There is minimal evidence of a plan to accomplish this activity within the first two project years, but the plan is weak in some areas. For example, more example activities could be provided. |
| Proposals should include activities assisting the target audience with learning how to integrate environmental literacy content and principles to career pathways and to CTE curriculum and activities. | This column is not applicable; a maximum of 2 points can be awarded for this item. | There is evidence of a plan to accomplish this activity within the first two project years and also the third project year. Examples of career pathways or CTE activities are provided. | There is evidence of a plan to accomplish this activity within the first two project years, but the plan is weak in some areas. More examples of career pathways or CTE activities are needed. |
| Proposals should include activities assisting the target audience with utilizing and improving school sites to green the school and improve the overall health, education, and well-being of students as indicated in the California Green Ribbon School Award Application. | There is strong evidence of a plan to implement activities related to this topic within the first two project years and also the third project year. | There is evidence of a plan to implement activities related to this topic within the three project years, but not every project year. | There is minimal or no evidence of a plan to implement activities related to this topic within the three project years. |
| Proposals should include description of how the workshops will lead to instructional improvement and increased environmental literacy levels of teachers and students. | There is evidence the proposed workshops or events will lead to instructional improvement and increased environmental literacy levels of teachers and students. The proposal also describes how the professional learning activities will address the specific needs identified and are aligned with schoolwide or districtwide educational plans. | One or more of the following is not evident in the proposal: The proposed workshops or events will lead to instructional improvement and increased environmental literacy levels of teachers and students; the professional learning activities will address the specific needs identified and are aligned with schoolwide or districtwide educational plans. | Minimal evidence is provided in the description indicating how the workshops will lead to instructional improvement and increased environmental literacy levels of teachers and students or address the needs of identified schools or districts. |
| Proposals should include how grant funds will be used and leveraged to support the activities described. | There is description of how grant funds will be used to support the activities described and there is evidence there will be additional contributions of funds or in-kind support. | More description is needed of how grant funds will be used to support the activities described, or more evidence is needed showing there will be additional contributions of funds or in-kind support. | Minimal description is provided describing how grant funds will be used to support the activities described, or minimal evidence is provided showing there will be additional contributions of funds or in-kind support. |
| The proposal must include a table labeled Scope of Work, identifying the major project goals and measurable outcomes that will demonstrate project success including the names of the activities and each activity's goals that will be implemented during each fiscal year. | The proposal Scope of Work identifies, in detail, the major project goals and measurable outcomes that will demonstrate project success including the names of the activities and each activity's goals that will be implemented during each fiscal year. | The proposal Scope of Work identifies the major project goals and measurable outcomes that will demonstrate project success including the names of the activities, but more goals and activities could have been identified in the table. Each activity's goals that will be implemented during each fiscal year could include more detail. | The proposal Scope of Work does not provide enough detail to understand all of the project goals and measurable outcomes that will demonstrate project success. |

### Rubric for Evaluating Commitment to Supporting the California Regional Environmental Education Community Network

The rubric below will be used to evaluate the sections of the proposal labeled Part 3. Partnership Description, Part 5. California Regional Environmental Education Community Network Support Activities, and Part 7. Scope of Work Table. Each Lead COE is to include in their proposal evidence of a plan to accomplish the required activities listed below. Items that are satisfactorily met receive one point each, items that are not satisfactorily met receive zero points each.

| **Item Being Reviewed** | **Satisfactorily Met (award 1 point)** | **Not Met (award zero points)** |
| --- | --- | --- |
| There is evidence in the proposal of a plan for a representative from the Lead COE and a representative from another COE to assist with hosting and participating in biannual virtual meetings with CDE staff and leaders in the CREEC Network located in other regions. Biannual meeting duties will be rotated between the three region grant projects and will be held for all those in the network to have the opportunity to share ideas, resources, and examples of best practices. | 1 | 0 |
| There is mention in the proposal project staff will assist with contributing to a shared drive and collaborative online site to share ideas, resources, and examples of best practices with others in the CREEC Network. | 1 | 0 |
| There is mention the Project Coordinator will ensure themselves or project staff employed by a formal education agency in the region will participate in the CDE CREEC Network Program as CREEC contact(s). | 1 | 0 |
| There is mention the Project Coordinator will ensure themselves or project staff employed by a formal education agency in the region is assisting CDE with identifying people in the target audience who could potentially serve as county and regional leaders as well as public CREEC contacts in the CREEC Network. | 1 | 0 |
| There is evidence in the proposal the project staff will assist CDE with identifying and compiling information lists of outdoor education programs and non-formal education centers in each county within each region. | 1 | 0 |
| There is evidence in the proposal project staff employed by a formal education agency in the region will recruit schools and school districts to apply for the CDE Green Ribbon School Award Program and provide technical assistance to those completing award applications. | 1 | 0 |

### Rubric for Evaluating Service Area and Ensuring Continuous Improvement

The rubric below will be used to evaluate the overall proposal, especially the section of the proposal labeled Part 6. Service Area and Continuous Improvement.

| **Item Being Reviewed** | **Good (award 3 points)** | **Minimal (award 2 points)** | **Very Minimal or Missing (award 1–0 points)** |
| --- | --- | --- | --- |
| The proposal describes how multiple locations within the region will be served through the planned activities to ensure population centers are served equally. | The proposal describes how multiple locations within the region will be served through the planned activities and the locations equally serve the populations living in the region. | The proposal describes how multiple locations within the region will be served through the planned activities, but the locations do not include serving some of the populations living in the region. | The proposal does not describe how multiple locations within the region will be served through the planned activities. Award zero points if only one population center is mentioned. |
| The proposal describes how data from the project activities will be collected and analyzed to ensure continuous improvement from one project activity to another and from one grant year to another. | The proposal describes, with detail, how data from the project activities will be collected and analyzed to inform future grant activities. | The proposal describes how data from the project activities will be collected and analyzed, but more detail could have been provided. | The proposal does not adequately describe how data from the project activities will be collected and analyzed. |
| The proposal describes how the collected data will aid in better understanding of the region's needs and the project's goals to serve the education system (e.g., teacher participation, administrator participation, school facility staff participation, district, policies, program offerings, or professional learning practices) as they specifically relate to teachers and/or students environmental literacy levels. | The description of the plan to collect and utilize data seems technically feasible, based on experience, and includes detail about how the project will adjust to meet identified needs and the project's goals to serve the education system. | The description of the plan may seem technically feasible, based on experience, but this is not clear or more detail was necessary. | The description does not seem technically feasible, based on experience, or lacks detail. |
| The proposal explains how the evaluation results will be compiled at the end of each fiscal year into a brief final report to the CDE. | This column is not applicable; a maximum of 2 points can be awarded for this item. | The proposal explains how the evaluation results will be compiled at the end of each fiscal year into a final report that can be disseminated to the field of education so others may directly benefit. | The proposal does not adequately explain how the evaluation results will be compiled at the end of each fiscal year into a final report that can be disseminated to the field of education so others may directly benefit. |

### Rubric for Evaluating the Budget

The rubric below will be used to evaluate sections of the proposal labeled the Budget and Budget Narrative.

| **Item Being Reviewed** | **Good (award 2 points)** | **Minimal (award 1 points)** | **Very Minimal or Inappropriate (award 0 points)** |
| --- | --- | --- | --- |
| In the proposal, there is detailed budget and no single partner, other than the Lead COE, will benefit from more than 50 percent of the total grant award and budget information provided includes allowable and appropriate expenditures. | There is evidence in the budget table(s) that no single partner, other than the Lead COE, will benefit from more than 50 percent of the total grant award. Budgets are detailed and include allowable and appropriate expenditures. | The budgets need more details or includes some expenditures that are non-allowable, excessive, or inappropriate. | If the budgets are very minimal or show partners other than the Lead COE are receiving more than 50 percent of the annual grant fund allocation, award zero points. |
| The Budget Narrative explains calculations that led to the budget figures in the Proposed Budget Summary, and generally, all expenditures contribute to accomplishing the project’s goals and activities as described in the narrative. | The Budget Narrative explains calculations that led to the budget figures in the Proposed Budget Summary, and generally, all expenditures contribute to accomplishing the project’s goals and activities as described in the narrative. | The budgets need more details to show how expenditures contribute to figures in the Proposed Budget Summary or to accomplishing the project’s goals and activities as described in the narrative. | The budget detail is too minimal to show how expenditures contribute to figures in the Proposed Budget Summary or to accomplishing the project’s goals and activities as described in the narrative. |