



## **REQUEST FOR APPLICATIONS**

**Clean Air Projects (CAP): Educational Resources Linking Air Quality and Health**

**Offered through Denver Children's Environmental Health Center  
National Jewish Health**

**Funding provided by EPA Environmental Education Sub-Grants Program EPA-EE-11-03**

**Only electronic submissions will be accepted.**

**Submit to:**

**Krysten Crews [crewsk@njhealth.org](mailto:crewsk@njhealth.org)**

## Section I: Request for Applications (RFA) Description

### A. Background:

The Denver Children’s Environmental Health Center (CEHC) is announcing a Request for Applications (RFA) to support Clean Air Projects (CAP): Educational Resources Linking Air Quality and Health. In Colorado, clean air is identified as a winnable battle to elevate Colorado’s health and environment. A priority of the Center is to target Colorado youth in settings where they learn and develop so that future generations understand the link between the health of the environment, specifically air quality, and the health of humans.

Funding of these awards is provided by the Environmental Protection Agency (EPA)  
**Environmental Education Sub-Grants Program EPA-EE-11-03.**

The CAP Grants Program is a competitive grants program that supports the EPA’s efforts to increase public awareness and knowledge about environmental issues, to develop skills necessary to make informed environmental decisions, and to take responsible actions toward the environment. Through this initiative, grants will be available for up to \$5,000.00 per award. Approximately 20-25 grants will be available.

### B. What are we funding?

This program will fund applicants to develop and or deliver environmental education to youth that promotes awareness and knowledge of the effects of air quality on human health through engaging, relevant and critical thinking activities. In addition, this program will support educators to develop effective environmental education teaching skills through participation in continuing education activities.

The following areas and types of activities are priorities of the EPA and this RFA:

1. **Environmental Education (EE)** increases awareness and knowledge about environmental issues and provides skills necessary to make informed environmental decisions and to take responsible actions. The activities can be tailored to meet the needs of your community and target audiences. Examples of fundable ideas and activities include:
  - a. **Developing lesson plans, activities or curriculum:** Funds can be requested to develop new lesson plans/instructional activities regarding air quality and health or to integrate air quality and health issues into existing lesson plans/curriculum.
  - b. **Providing classroom instruction:**
    - i. The Denver Children’s Environmental Health Center identified and reviewed the best available lesson plans for grades K-12 related to air quality and health and made them accessible to all teachers and educators at [www.capk-12.org](http://www.capk-12.org). Funds may be requested to purchase equipment or materials to conduct experiments, such as microscope, pipettes, kits, and chemicals.

- ii. The Denver Museum of Nature and Science offers virtual classroom instruction. Funds may be requested to purchase necessary software to hold interactive virtual classrooms so that youth may participate in a variety of fun, engaging activities.
- c. **Forming environmental related clubs that hold events and perform activities related to air quality and health:** For instance funds could be requested to hold youth leadership summits related to air quality and health.
- d. **Offsite experiential learning:** Funds may be requested to supplement learning through field trips, labs and classes offered through Denver Museum of Nature and Science, such as science in action sessions that connect students to scientists during a 45 minute broadcast from field sites or research labs.
- e. **Conducting community projects:** These activities engage youth to choose an air quality issue they want to address by exploring the issue, collecting information, identifying problems and solutions and taking action. The goal of this type of activity is for youth to gain experience as environmental stewards. An example of this type of activity is organizing and running a school anti-Idling campaign.

**Examples of Activities:**

<b>Distance Learning</b>	<b>Virtual Activities</b>
	<ul style="list-style-type: none"> <li>• <b>Denver Museum of Nature and Science</b></li> <li>• “How we Breathe Lung Lab”</li> <li>• “ Scientists in Action- Connecting Students with Scientists”</li> </ul>
<b>Field Trips</b>	<b>Where do you want to learn?</b>
	<ul style="list-style-type: none"> <li>• Denver Museum of Nature and Science</li> <li>• John McConnell Math and Science Center (Grand Junction)</li> <li>• Soaring Eagle Ecology Center (Red Feather Lakes) *Include entrance fees and travel costs (buses)</li> </ul>
<b>Equipment</b>	<b>What do you need to do your project?</b>
	<ul style="list-style-type: none"> <li>• Air monitor</li> <li>• CO monitor</li> <li>• Software- Excel and PowerPoint, digital storytelling</li> <li>• Lung/heart models</li> <li>• Lungs for dissection</li> </ul>
<b>Dissemination Supplies</b>	<b>How will you communicate your message?</b>
	<ul style="list-style-type: none"> <li>• Poster boards for displays, air quality, health fairs</li> <li>• Supplies for letter writing campaign, brochures</li> </ul>

2. **Career Development:** For environmental education to be effective, educators must be skilled and qualified. All successful applications will include career development activities that support effective environmental educators, such as teaching using an inquiry based framework, fostering critical thinking, engaging and experiential learning.
  - a. There are several opportunities for professional and career development, for instance: Denver Museum of Nature and Science Inquiry Academy, University of Colorado Boulder, Colorado State University, Colorado Mesa University, or the Colorado Alliance for Environmental Education.
  - b. Awardees will also be required to attend a Clean Air Project Workshop offered by the Clean Air Projects Team at National Jewish Health. This event is focused on learning and teaching about the link between air quality and health. It will be held in June 11, 2013. For those who are unable attend, the meeting will be available by webinar.

**The maximum funding available per award is \$5,000.**

## **Section II: Eligibility Information**

### **A. Eligible Applicants**

Awards are not granted to individuals but to organizations, educational institutions, and other not-for-profit organizations.

Eligibility criteria include:

1. Located within EPA Region 8 (Colorado, Montana, Utah, Wyoming, North and South Dakota)
2. Not-for-profit status such as schools/school districts, universities/colleges, museums, science centers, and other community not-for-profit organizations
3. Tribal schools and communities
4. Work with youth (5 years of age to 22 years of age)
5. Priority will be given to rural areas and projects that target/serve under-represented minorities, such as Hispanics, African Americans, Native Americans, lower socio-economic status children and youth, and youth at-risk for dropping out of school.

“Tribal education agencies” that are eligible to apply include a school or community college which is controlled by an Indian tribe, band, or nation, which is recognized as eligible for special programs and services provided by the United States to Indians because of their status as Indians which is not administered by the Bureau of Indian Affairs.

### **Ineligible Activities**

Funds cannot be used for the following activities:

1. Technical training of environmental management professionals
2. Environmental projects that have no educational component
3. Advocacy promoting a particular point of view or course of action
4. Lobbying or political activities as defined in OMB Circulars
5. Non-education research and development; or
6. Construction projects. No construction activities such as the acquisition of real property or the construction or modification of any building will be funded.

Proposals that contain ineligible activities may be removed from consideration for funding depending on the extent to which the proposal contains the ineligible activities.

### **Section III: Application and Submission Information**

#### **A. Applicant Criteria**

1. The applicant must:
  - be an eligible organization as described above.
  - request no more than \$5,000.
  - describe how funds will be used to provide environmental education related to air quality and health and to develop effective educator skills related to environmental education.

#### **Format of Proposal Submission**

The entire Project Narrative portion (including Project Description, Project partners and time frame) must **not exceed 8 double spaced pages**. The pages must be letter sized (8 ½ X 11 inches) and font size is 12 point or larger. The budget is not included in the page limit.

#### **B. Contents of Submission**

Checklist of Funding Application Package to be submitted to Krysten Crews:

- Standard Form
- Project Narrative (Not to exceed 4 pages)
- Team Members (Not to exceed 2 pages)
- Career Development Plan (Not to exceed 1 page)
- Timeline of activities (Not to exceed 1 page)
- Budget Sheet

Project Narrative (The what, where, who, and how):

- Describe the goals of your project and how they will be achieved.
- Describe how you will promote youth learning about the connection between air quality and human health within a critical thinking and inquiry-based framework.
- Explain how you will be applying an inquiry-based and problem solving framework for learning.
- Identify anticipated outcomes and how you will know whether or not these outcomes were attained.
- Describe what information you will collect and how it will be collected to know whether or not changes are needed or your project was successful. For instance, how will you know that your teaching was effective? Examples of data sources include learner assessments, presentations, videoclips, etc.
- Describe your target audience(s).

Project Partners or Team members:

- Describe yourself/organization and, if applicable, you project partners and their roles.

Career Development:

- Provide a description of the activities you will complete to build and enhance your teaching skills to become an effective environmental educator.
- Describe your own personal learning objectives and how they will be met through your proposed professional development activities

Timeline of activities:

- Explain when your activities will begin and end. This can be done in a table format. Funds may be used until June 2014.

Budget: Using the provided Budget Sheet, itemize your anticipated expenses. If the need for the identified expense is not obvious, provide some justification. A brief description can be added below the budget or on a separate page. A budget spreadsheet is provided to complete this portion of your submission.

- Guidelines: for what
  - Per Diem allowed for individual expenses is \$100 per day, not to exceed 5 days.
  - For out of Denver Applicants, travel costs can be added to your budget including mileage, accommodation, and food.
  - Mileage allowance is \$0.50 per mile.
  - A one day stipend and travel is allowed to attend the Clean Air Project Workshop offered at National Jewish Health.
- Total costs requested should not exceed \$5,000.00

## **Section IV. Review of Application**

### **A. Evaluation and Scoring**

All applications will be screened to determine eligibility (Refer to section II). Those identified as ineligible will not be reviewed. Applicants will be notified if their application is deemed ineligible.

Applications reviewed will be scored according to the following criteria:

1. Project Description
2. Likelihood of project completion
3. Description of indicators of success or assessment markers and how they will be measured (data collected)
4. Use of inquiry and critical thinking paradigm for instructional activity
5. Priority points: community action projects, rural areas and projects that target/serve under-represented minorities, such as Hispanics, African Americans, Native Americans, lower socio-economic status children and youth, and youth at-risk for dropping out of school.

Applicants will receive a confirmation that the proposal has been received. Some applicants may receive requests for additional information.

### **B. Responsibilities of Awardees**

Successful applicants or awardees will be required to provide information on the progress of the project on a quarterly basis and a final report upon project completion. Participation in the Clean Air Project Workshop about air quality and health is required as well as reviewing 1-2 newly developed resources (anticipated time 1 hour, a worksheet will be provided).